# Classics Mentoring Scheme

Mentee Guidelines: building a mentor partnership

Mentoring occurs through a series of conversations in which one person (Mentor) draws on their experience, expertise and knowledge to advise and guide a less experienced person (Mentee) in order to enhance their performance or support their development.

**Briefing**

All mentees are asked to read this document carefully in order to help you to understand your role as a mentee. It seeks to consider the purpose of mentoring and your role within this, and to discuss how the scheme can be used and what its boundaries are.

**Your mentor’s role is to:**

* Share experiences, thoughts and ideas
* Listen, sympathise and ask questions
* Encourage action when something has been identified as important to you
* Advise and guide within area of expertise, not offer solutions
* Not know all the answers – but know when to redirect mentees to the right place within the University
* To look out for their mentee’s general wellbeing and to refer to the academic coordinators if they have any serious concerns about your welfare
* If building a long-term mentoring partnership, discuss and agree the Mentoring Agreement with the mentee

**Your role is to:**

* Consider and share what you are looking for and seek the mentor’s advice
* Take an active role in considering how you would like the mentoring relationship to work
* Assess the progress of the relationship – be open and honest if the mentoring relationship is not working; do priorities need to be reset?
* Listen to the mentor, be able to receive feedback and consider options from the mentor’s perspective
* Be considerate of your mentor’s time – your mentor may have other mentees
* Discuss and agree the Mentoring Agreement with your mentor

**Mentors will provide you with a variety of support:**

* Discussion of what modules contain and module choices for later years
* Information regarding the format of lectures and seminars, lecturers’ styles and how to get the most from them
* Advice regarding submitting and receiving work, using the library and reading lists effectively
* Social opportunities at Warwick, including sports and societies, Warwick Volunteers, etc
* Information about your year abroad, or spending your vacation period in another country
* Referral information for issues that are beyond the scope of a mentor, such as academic coaching, Directors of Undergraduate Studies, Personal Tutor, Student Support Services.

**It is important to remember a few things about the mentoring scheme:**

* Your mentor is not taking the role of your personal tutor, senior tutor or a counsellor. If topics come up that they are not comfortable talking to you about – or are not qualified to deal with – they will tell you. Your mentors are there to offer friendly advice and guidance within areas of their expertise and they can signpost you to the Student Support Services, your personal tutor, senior tutor, or academic coordinators. If any concerns arise affecting the mentoring relationship the mentor may seek support from the academic coordinators of the scheme.
* The relationship between the mentor and mentee is designed to lead to independence rather than dependence and should be a positive experience for all involved, so it is important to be mindful of your behaviour and to treat this relationship as a professional one, albeit informal and friendly.
* As you progress during the mentoring relationship you feel more comfortable you may need progressively less advice. However, mentors are encouraged to keep the channels of communication open – in case they are needed.
* Please remember your mentor is a volunteer and will probably have plenty of things going on with their research and life which requires their time and commitment. It is important to stick to the agreement you have made regarding when and how you will make contact with your mentor.
* You might want to talk about strategies for learning and building academic skills. However, mentors are not expected to provide *detailed* subject specific advice. They are not, for instance, expected to
  + give detailed comments on drafts of written work,
  + provide advice on departmental policies,
  + provide detailed advice on academic issues such as referencing practice,
  + act on behalf of the mentee, for example raising an issue of concern to the mentee with someone else.

Part of your mentor’s role is to share ideas; it is your responsibility to find out this information.

As part of your role you should familiarise yourself with:

* Code of Ethics of the Scheme
* Mentoring Agreement

There are various options to support both mentors and mentees in terms of learning from the experience or exploring any difficulties encountered.

* Student Support Services for support and welfare structure (<http://www2.warwick.ac.uk/services/student-support-services>)
* Classics and Ancient History Department Office for information and advice relating to your study
* Welfare and Mentoring Co-Ordinator, Phillip Oerton ([p.oerton@warwick.ac.uk](mailto:p.oerton@warwick.ac.uk))
* Module Lecturer during Office Hours or contact via email
* Personal Tutor
* Department Senior Tutor, Suzanne Frey-Kupper (Autumn Term; S.Frey-Kupper@warwick.ac.uk) and David Fearn (Spring/Summer Term; D.W.Fearn@warwick.ac.uk)