Career Mentoring Programme 2013/4
Department of Management, City University of Hong Kong

Mentee Handbook
Welcome to the Career Mentoring Programme. Career Mentors teach our students many important aspects of professional life, including attitude, professionalism and work ethics. The time and efforts mentor put into developing a professional relationship with you can put you in an advantage during university and beyond graduation.

I. INTRODUCTION

Programme mission
The mission of the Career Mentoring Programme is to give students the opportunity to learn from experienced professionals, so they can develop their interpersonal skills, including networking and communication, and be on track to become successful business professionals.

Eligibility of mentors
The Career Mentoring Program welcomes professionals who have at least 4 years or more experience full time supervising or managerial experience in the workforce.

Programme highlights

| March          | Mentor applications close |
| March          | Mentee applications close |
| April / May    | Initial meeting and program launch events (submit Agreement form) |
| September      | Mid-program evaluation |
| December / January | Final Celebration (submit a brief reflection report) |

Why should I participate
Students in the Career Mentoring Programme want a “realistic snapshot” of an occupation that is often only obtainable from someone who actually works in the field. In short, they expect Career Mentors share your experiences as a professional. In doing this, you give them valuable insight into the world of work and play a role in their future career development.
II. **Expectations and commitments**  
*(Source: Griffith Industry Mentoring Programme)*

Mentoring requires a genuine and sustained commitment, and mentoring partners must be prepared to commit to the partnership for the duration of the Program (February to December).

The key to successful mentoring is to ensure that students and mentors have shared expectations of the Program. It is essential that partners discuss their expectations and how each wishes the mentoring partnership to evolve. From the outset, you will need to consider and agree on issues such as those below, the ‘must discuss’ aspects of the mentoring relationship. Agreement is required on these issues for the formal Mentoring Agreement to be finalised.

**Requirements of a successful mentoring partnership**

In order to make the mentoring program a success for all, we ask you to endeavour to:

- Participate in an initial meeting and program launch event at the beginning of the program wherever possible
- Meet and have contact with your mentor at least four times during the program.
- Participate in evaluation activities
- Advise the Career Mentoring Coordinator should any significant problems arise in your mentoring relationship
- Attend the final celebration event at the conclusion of the program

Further, both parties should work towards building a cooperative, and mutually rewarding relationship by:

- Sharing experiences (both successes and failures).
- Developing a professional partnership by practising openness and respect.
- Being objective, non-judgemental and tolerant.
- Valuing experience and recognising potential.
What mentoring is and is not

<table>
<thead>
<tr>
<th>What mentoring IS</th>
<th>What mentoring is NOT</th>
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<tbody>
<tr>
<td>Mentors are expected to assist you to:</td>
<td>Tutoring</td>
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<tr>
<td>Become self aware about their personal strengths and weaknesses, their skills, their values, their interpersonal relationships</td>
<td>Asking for a job or internship opportunity</td>
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<tr>
<td>Become self directing and following their own noses, instinct and intuition</td>
<td>Mentor making decisions or doing all the work</td>
</tr>
<tr>
<td>Develop a sense of their own purpose by helping them to understand their personal needs, dreams</td>
<td>Telling the mentee what they should do</td>
</tr>
<tr>
<td>Experience their own success, learn from their mistakes and to gain deeper insights into themselves and others through &quot;doing&quot;</td>
<td>Completing assignments</td>
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(Source – A Guide for Mentees and Mentors, Women’s Leadership and Advancement Scheme, Monash University)

III. Mentor & Mentee roles & rights

(Source: Student Career Mentoring Program from LaTrobe University)

Mentor roles

- active listening
- provide constructive feedback
- help the mentee consider options
- refer the mentee to resources
- facilitate decision-making
- share your own experiences
- help identifying areas for development
- allow mentee an opportunity to practise new skills
- act as a sounding board
- ask questions that enable further exploration of ideas or challenge the mentee’s thinking
- provide guidance, not direction
- collaborate in problem-solving but not solving the problems for the mentee
- act as a role model
- support the mentee and motivating them to achieve their goals
Both mentor and mentee have the following rights

- To be treated with respect and in a professional manner
- To be informed at least two days before a planned meeting if the mentee is unable to attend
- To be listened to
- To suggest activities for the mentee (e.g. reading, researching information) that is in line with the agreement
- To have your privacy respected

Mentee roles and responsibilities

- Make the first contact with the mentor.
- Submit Program documentation - Mentoring Agreement and Progress Report to the Coordinator by the due date.
- Prepare for all meetings with your mentor.
- Demonstrate initiative and be proactive.
- Take responsibility for your own growth and development.
- Share your dreams and aspirations.
- Ask questions; communicate openly and be courteous.
- Keep an open mind and consider all options and opportunities

IV. Specific Tips for Mentees

(Source: Griffith Industry Mentoring Programme)

- *It is normal to feel anxiety about future career.* This is an absolutely normal process and your mentor is well aware of it. Just open yourself up and share it with your mentor.

- *Remember that you own your own development*; your mentor doesn’t own it. It’s up to you to identify objectives as well as to focus and sustain the relationship.

- *Use active LISTENING skills* in discussions with your Mentor.

- *Be prepared to ask for specific advice* on your skill set, ideas, plans, and goals. The more specific you are, the easier it will be for your mentor to respond.

- *Be complete yet succinct in your comments and explanations.* Make it easy for your mentor to give you honest, specific feedback. Ask for it early in your relationship.
• *If you get some corrective feedback, don’t feel offensive.* Thank your mentor for being honest with you. Then ask, “What specifically don’t you like about ____?” or “What specifically would you recommend?”

V. **Guidelines on First Meeting**

Although technology makes getting in touch from far away easy, the Programme requires you to meet your mentor for the first time in person. Your mentor will have already received a mentor handbook from the Department of Management, and thus will know to expect this personal interaction.

We highly recommend to conduct the first meeting on campus. The campus is usually most convenient for your mentee; it is also a good place to get students in their own territory, where they will be more comfortable.

The students will be advised to dress smart casually, which will also help them be more at ease the first time you meet. Your can also give your mentor a tour of campus as a welcome gesture. The first meeting can be conducted over lunch or during coffee breaks. A first meeting usually lasts approximately an hour.

The only goal for the first meeting is getting to know each other; to make this easier, we suggest the followings:

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<tr>
<th><strong>Talk about yourself</strong></th>
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<tbody>
<tr>
<td>Feel free to share our career aspirations, your dream, your strengths, your weakness, or even your hobbies and interest</td>
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<tr>
<th><strong>Talk about your fears</strong></th>
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<tbody>
<tr>
<td>Openly share your anxiety about the unknown future</td>
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<tr>
<th><strong>Ask about your mentor career</strong></th>
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<tbody>
<tr>
<td>Questions like how long you been in this career? Why you choose this particular job etc....</td>
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<tr>
<th><strong>Ask about your mentor aspirations</strong></th>
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<tr>
<td>As a mentor, how their expectations and dreams about their career changes throughout their experience</td>
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More questions are available in Appendix 2
VI. On-going Professional Relationship

You as a mentee, is generally responsible to maintain the relationship after the first meeting; however, the Programme Coordinator will assist both of you in keeping the conversation open through the year. We will send emails alerting your mentor of difficult times in the year, such as mid terms and finals, as well as tips to maintain positive interactions, even during busy times for you or your mentor.

While the academic year will perhaps be the time when you will be most active with your mentee, it is a good idea to maintain interaction during breaks. Summer jobs and internships bring questions for your mentee as well as many opportunities for learning too.

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Appendix 1: Code of conduct
(Source: Griffith Industry Mentoring Programme)

Mentoring partners

- recognise that the nature of each partnership will vary with the needs of the mentee, and the mentor's capacity to assist
- are committed to open and honest communication are courteous in their communications with each other
- respect each other's privacy
- maintain confidentiality in regard to information obtained in the course of the partnership
- are mindful of each other's particular skills and abilities
- are non-judgmental in their dealings with each other and their respective organisations
- observe boundaries that are consistent with the professional nature of the partnership
- respond in a timely and professional manner to their mentoring commitments
- recognise that intimate personal relationships are inconsistent with mentoring partnerships
- understand that the formal partnership will terminate at the conclusion of the Program.
Appendix 2: Sample questions you may wish to know about your mentor
(Source: Student mentoring programme, University of Manitoba)

The followings outlines the typical questions mentees may ask throughout the mentoring partnership:

1. Could you outline your primary job responsibilities and indicate the percentage of time that you devote to those activities?
2. What are the important skills or abilities that you need to perform your job well?
3. What are some of the major stressors in your work? Do you consider this to be low/medium/high stress job?
4. What are some of the things (academic and non-academic) that you learned while attending university that you have found to be necessary/helpful in your job?
5. How important is it to have the “right” degree or courses in order to succeed in this career?
6. What are other important qualifications that you as an employer/ employee would consider to be important?
7. Does your organization offer summer or part-time employment or volunteer opportunities for students who are looking to gain experience?
8. Can you suggest other work/volunteer experiences that would be advantageous?
9. What is the future demand for your occupation? Do you see any specialty areas developing in the industry?
10. Can you suggest any career-related literature that I could read to gain a better understanding of this occupation/organization/industry?
11. Would you choose this same occupation if you were just starting out? Why or why not?
12. Are there professional associations or organizations that I could join as a student member?
13. Can you recommend any other individuals within the industry who would also be helpful to talk to?
Appendix 3: Mentoring Agreement (to be filled by students)

Between .................................................. and .................................................................
(Mentor) .................................................. (Mentee)

We have discussed and agreed on the issues below.

Goals for the Career Mentoring Program
We have agreed on the following goals/objectives as the focus of this mentoring relationship.

1. ........................................................................................................................................
2. ........................................................................................................................................
3. ........................................................................................................................................
4. ........................................................................................................................................

Mentoring Activities / Tasks / Discussions
List the professional development activities/discussion topics/tasks/projects or other activities you plan to undertake during the mentoring relationship in order to achieve goals set for the Program.

(Please turn to the next page)
Our Agreement

We have discussed and agreed on the following:

☐ Responsibilities and expectations

☐ Availability of mentor (workload and personal commitments)

☐ Level of mentee commitment (study timetable and work requirements)

☐ Confidentiality

☐ Abiding by the Code of Conduct (please refer to the Appendix 1)

☐ Preferred methods of contact (e.g. phone, email, in-person)

Mentee’s signature: ................................................ Date: ..................................

Mentor’s signature: ................................................ Date: ..................................

(Return completed form to: Scan and email (or fax) the form to the programme Coordinator)

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