Thank you very much for becoming a Career Mentor of Department of Management, City University of Hong Kong. Career Mentors teach our students many important aspects of professional life, including attitude, professionalism and work ethics. The time and efforts you put into developing a professional relationship with your mentee will put him or her at 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
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

<table>
<thead>
<tr>
<th>Oct</th>
<th>Mentor applications close</th>
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<tbody>
<tr>
<td>Oct</td>
<td>Mentee applications close</td>
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<tr>
<td>Oct-Nov</td>
<td>Initial meeting and program launch events</td>
</tr>
<tr>
<td>Feb</td>
<td>Mid-program evaluation</td>
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<tr>
<td>May</td>
<td>Final Celebration</td>
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Why should I participate?
As a mentor, the benefits include:

- The opportunity to further develop your leadership and communication skills
- Enhance your insight into the concerns faced by those about to embark on their careers soon
- Obtain intrinsic satisfaction in knowing that you have assisted a person at an important stage of their lives
- Fulfill the community service requirements as expected by your company

Why students want to 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 (1 year).

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 mentee at least four times during the program (online or offline).
- Participate in evaluation activities of the programme
- 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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</thead>
<tbody>
<tr>
<td>Assist mentee to:</td>
<td>Tutoring</td>
</tr>
<tr>
<td><strong>Become self aware</strong> about their personal strengths and weaknesses, their skills, their values, their interpersonal relationships</td>
<td>Asking for a job or internship opportunity</td>
</tr>
<tr>
<td><strong>Become self directing</strong> and following their own noses, instinct and intuition</td>
<td>Mentor making decisions or doing all the work</td>
</tr>
<tr>
<td><strong>Develop a sense</strong> 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><strong>Experience their own success, learn from their mistakes</strong> and to gain deeper insights into themselves and others through &quot;doing&quot;</td>
<td>Completing assignments</td>
</tr>
<tr>
<td></td>
<td>Taking advantage of mentor/mentee</td>
</tr>
<tr>
<td></td>
<td>A pure social relationship</td>
</tr>
</tbody>
</table>

(Source – A Guide for Mentees and Mentors, Women’s Leadership and Advancement Scheme, Monash University)

### III. Mentor roles, rights, skills and qualities

(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
**Mentor 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

**Skills & qualities needed by mentor**

- Ability to allow the mentee to guide the process / topics / discussions, and openness to the mentee’s wishes and needs (within the framework of the program)
- Ability to provide constructive feedback
- Ability to relate to others
- confidentiality
- empathy
- Generosity of spirit, willingness to give time (without monetary payment)
- Non-judgemental; objective
- Positive; encouraging
- Realistic about expectations
- Respectful
- Sensitivity to individual difference
- Strong communication skills including active listening
- Willingness to share; be open

**IV. Potential challenges in the mentoring relationship**

- Mentee becomes dependant on mentor
- Mentor and mentee don’t get on
- The mentee seeks personal advice relating to issues at home, or assistance with academic work*
- Mentor or mentee is too busy to give it the time required
- Mentee or mentor doesn’t turn up at the scheduled time
- Mentee is reluctant to talk or engage with you

* City University provides a range of support services to students such as Personal Counselling, Financial Support, Language and Academic Skills Units, and Careers Counselling. If you feel that your mentee requires more in-depth assistance for any personal or academic issues, or if you have any concerns that you may have about your mentee not working within the Guidelines and Expectations of the program, please contact the Programme Coordinator.
V. Guidelines on First Meeting

Although technology makes getting in touch from far away easy, we encourage you to meet your mentee for the first time in person. Your mentee will have already attended a mandatory orientation from 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 mentee can also give you a tour of campus, if you haven’t been in the university for a while. The first meeting can be conducted over lunch or a cup of coffee. 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:

<table>
<thead>
<tr>
<th>Talk about yourself</th>
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<tbody>
<tr>
<td>While you have been able to review your mentees resume and bio, students don’t know much about their Executive Mentors until the first meeting. Talking about your career will allow the student get to know you, and will often start other topics of conversation.</td>
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</table>

<table>
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<tr>
<th>Ask about their fears</th>
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<tbody>
<tr>
<td>Whether in college or beyond graduation. Knowing what your student is afraid of will give you an idea of the areas in which he or she may need more coaching.</td>
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</table>

<table>
<thead>
<tr>
<th>Ask your mentee if they need help</th>
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<tbody>
<tr>
<td>They may be afraid to ask you if you don’t let them know that you are there to help them.</td>
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<table>
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<tr>
<th>Ask about their career aspirations</th>
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</thead>
<tbody>
<tr>
<td>What are their expectations and dreams about their career.</td>
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</table>
VI. On-going Professional Relationship

Your 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 you 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 mentee.

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 from you.

Programme Contact:
Dr. Toni Maria TONG
Career Development and Career Mentoring Officer
Department of Management
City University of Hong Kong
Telephone: 852 - 3442 7977
Facsimile: 852 - 3442 0309
Email: mgttong@cityu.edu.hk
Appendix 1: Code of conduct
(Source: Adapted and modified from 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 students may want to know about you
(Source: Student mentoring programme, University of Manitoba)

The followings outlines the typical questions mentee 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.

........................................................................................................................................
........................................................................................................................................
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(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

Dr. Toni Maria TONG
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City University of Hong Kong
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Facsimile: 852 - 3442 0309
Email: mgttong@cityu.edu.hk)