

Mentor handbook

Professional Mentoring  
Scheme

**Faculty of Business and Law**

This Mentor Handbook introduces the aims and structure of the mentoring programme.

You will also find useful information about mentoring and training resources aiming to support you with managing the mentoring relationship with your mentee.

The resources included in this handbook allow you to make notes throughout the scheme by typing in the relevant areas and saving the PDF at the end.

We hope that you will find this handbook informative. If you have any feedback or would like to access further training please get in touch with Alumni and Mentoring Officer, Madonna Fyne-Maguire on [m.fyne-maguire@mmu.ac.uk](mailto:m.fyne-maguire@mmu.ac.uk)



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# Introduction and aims of the mentoring scheme

The Professional Mentoring Scheme connects students (mentees) with professionals (mentors) who volunteer their time to support our students, giving insights to the professional world and how to make the most of their time at the University.

**Our mentors are professionals working in the events industry, with 3 or more years' experience, living and working all over the UK and overseas.**

## **Aims of the mentoring programme:**

- Offer informal career guidance, based on a mentor's experience in the industry
- Expand your industry network and insights
- Offer advice regarding personal and professional skills needed in industry

**Mentors add real value to the student experience and enhance the employability support offered.**

**"I enjoyed being able to assist with my mentee's CV and guiding a little in terms of job search."**



# Mentoring programme structure

This mentoring programme is open to students who have made a successful application and attended mentee training. You will be mentoring and networking with motivated and committed students.

There is no prescribed minimum contact time between you and your mentee. However, we suggest 4 meetings/communications throughout the scheme.

Contact with your mentee can be: video call, face-to-face meeting, telephone, email or whatever means works best for you both.

In practice, it is likely that contact will be a mixture of different communication channels.

**Evaluation is a crucial part of the programme, ensuring engagement of the mentee and measuring the success of the programme. We will be in touch at the end of the programme to get your feedback.**

**Mentors will need to complete an application to register interest and to provide career information, to help us find a suitable mentee.**

**[Access application form here](#)**

## **Application and training (September/October)**

- Mentor completes mentoring application
- Mentor familiarises themselves with this mentor handbook, which offers frameworks and guidance on how to make the most out of your mentoring relationship

## **Mentoring starts (October - December)**

- Launch / Mentoring Meetup Event
- Mentee receives mentor's contact details
- Mentee to contact their mentor to agree ways of communication and arrange first meeting
- 1st meeting/communication
- How is it going? Touch point email from programme coordinator. (December)

## **Mentoring continues (January - March)**

- 2nd meeting/communication
- 3rd meeting/communication
- How is it going? Touch point email from programme coordinator. (March)
- Celebration ceremony

## **Mentoring ends (April)**

- Finalise mentoring
- 4th final meeting/communication
- Programme evaluation questionnaire

**Informal mentoring can continue if you and your Mentee are happy to stay in touch via email or LinkedIn. Please discuss with each other at the end of the programme.**

# Mentoring explained

Mentoring is a great way to connect with current students and provide practical support and advice on developing career plans in different industry sectors.

You can benefit from developing your leadership and management skills.

This handbook also offers you training to help you develop your mentoring skills.

**By participating as a mentor, you can:**

- Obtain personal satisfaction from making a difference to the career development of another person.
- Enhance your 'people skills' in areas such as leadership, interpersonal skills and communication.
- Develop your professional network and contact with the University.
- Enhance the profile of your organisation with our students and staff.

**Mentoring provides a valuable opportunity for students to gain an insight into the world of work and to give them an opportunity to enhance their professional development, by expanding their professional network, increasing their confidence and helping them to develop key skills that will provide them with a competitive edge in the graduate labour market.**

# The role of a mentor

Contributing to the mentees' learning and development is a rewarding and enjoyable experience. A mentor can fulfil a number of roles, depending on the stage of the relationship and the type of support the mentee requires.

## **As a mentor, you can:**

- Provide insights to industry, the work environment and career opportunities
- Provide an outside perspective different from tutors or family
- Listen confidentially to the concerns of the mentee
- Share your own experience of both failures and successes
- Give friendly, unbiased support and guidance
- Act as a sounding-board for your mentees ideas
- Challenge assumptions and encourage alternative thinking
- Provide honest and constructive feedback
- Facilitate decision making by suggesting alternatives based on personal experience
- Empathise and share your experiences during stressful periods
- Point to opportunities for networking
- Be a role model promoting and encouraging positive behaviours
- Motivate and encourage achievement of goals and boost morale
- Inspire the mentee to realise their potential
- Provide support and encouragement

## **What a mentor shouldn't do:**

- Provide a counselling service
- Provide a training service
- Provide therapeutic interventions
- Sort out all problems
- Take the responsibility for the success of the student

**Mentoring is a two-way process and offers an opportunity for mentors to reflect on aspects of their own practice and learn something new.**

# The role of a mentor

continued

## **Mentor skills and qualities used within the mentoring programme**

**As an effective mentor, you will have the following characteristics:**

- A focus on the needs of your mentee
- An ability to recognise and encourage your mentee's potential
- The desire to share information, expertise and experience
- A willingness to invest time and effort into the relationship
- The ability to give and receive constructive and honest feedback
- A willingness to facilitate networking opportunities

**As a mentor, you will be expected to:**

- Observe confidentiality and personal boundaries
- Encourage your mentee to undertake self-directed learning
- Help your mentee identify their strengths
- Where appropriate, help them to address their weaknesses

**“The opportunity that the mentorship has provided for my mentee complimented their academic learning and allowed them to explore career expectations. As a result, they were able to gain a role in the industry.”**



# The role of a mentor

continued

## Stages of the mentoring relationship

Before the mentoring starts students will reflect on why they want to get involved and what goals they would like to achieve as part of the mentoring programme. The mentor will also need to reflect on how they would like the mentoring relationship to work. The following diagram below highlights the stages of the mentoring relationship and highlights the role of the mentor within the process.

	<b>Mentor and mentee</b>	<b>Preparation tasks for mentors</b>
<b>Preparing</b>	Prepare individually and in partnership	Reflect - what kind of Mentor do I want to be? What is the mentoring going to look like for me?
<b>Negotiating</b>	Collaboratively agree on goals, define focus/content and boundaries of the relationship	Reflect - how would I like to work with my Mentee?
<b>Enabling</b>	Develop an effective mentoring relationship Mentee to act on ideas developed during the session Mentor to promote progress towards mentee's goals	Reflect - how will you continue to develop the relationship? Summarise at the end of the meetings what has been discussed and develop some actions/next steps
<b>Closing</b>	Review the mentoring relationship - What has the Mentee learnt? - What have you learnt?	Evaluate and acknowledge achievements of the mentee and how the relationship has been helpful/challenging etc

*(The Mentor's Guide: Facilitating Effective Learning Relationships, Zachary, Lois J., 2000 )*

# The mentoring process

## GROW technique and questions

The mentoring process is illustrated in the following model which incorporates the GROW technique, highlighting stages at which the mentee can progress their ideas and take actions. The cycle can be explored within one meeting or interaction and repeated within the mentoring programme.

This type of approach to mentoring allows for more ownership by the mentee as it gets them to think about what they need to do and why they need to do it. As a result, they will feel more ownership of the solution and accountability for taking it forward and making it happen.

## Model explained:

### Reflection

Students will be asked during training to reflect on the goals they would like to achieve as part of the mentoring programme.

### Goal

Establish the aim for the mentoring programme, discuss and review existing skill level.

### Reality

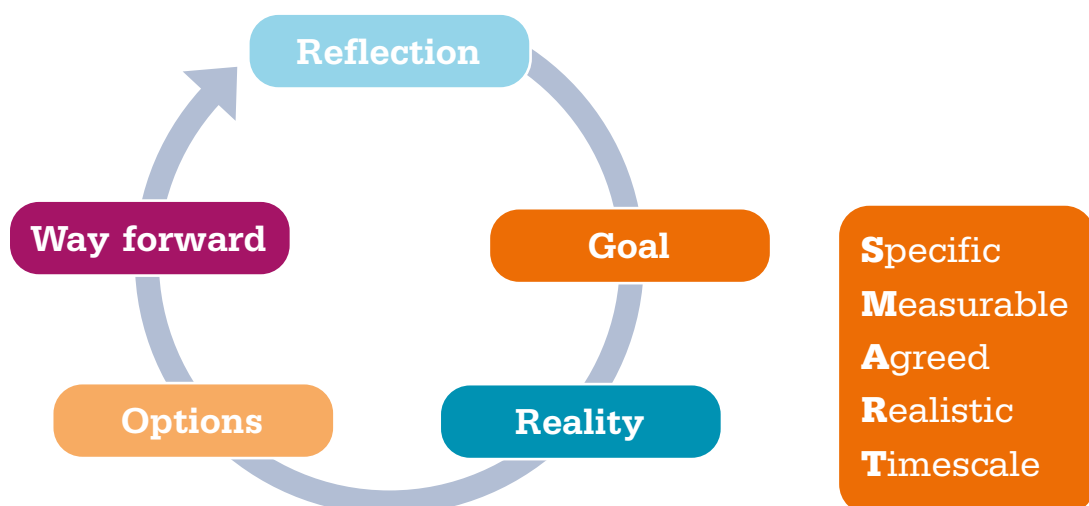
Discuss the current situation, context, constraints, identify information that will help the mentee make informed and realistic decisions.

### Options

Explore possible routes to achieving the aim. For example, identify training and development needs, in particular skills required, industry awareness and building networks.

### Way forward

Develop actions required to move forward, discuss strategies for gaining information or contacts or introduce to other contacts where appropriate. Signpost mentee to other sources of information or to University services listed later in the handbook.



# The mentoring process

continued

The key to the GROW technique is for the mentor to ask effective questions and systematically follow the structure of the model during the session.

	<b>Example questions</b>
<b>Goal</b>	<ul style="list-style-type: none"><li>• What is the issue that you would like to discuss today?</li><li>• What would you like to achieve by the end of this session?</li><li>• Is your longer-term goal related to this issue?</li><li>• Is your goal SMART?</li></ul>
<b>Reality</b>	<ul style="list-style-type: none"><li>• What is happening at the moment?</li><li>• What actions have you taken so far?</li><li>• What stopped you from doing more and what obstacles will need to be overcome on the way?</li><li>• What resources do you already have e.g. skills, time, enthusiasm and support and what other resources will you need?</li></ul>
<b>Options</b>	<ul style="list-style-type: none"><li>• What are the different ways in which you could approach this issue?</li><li>• What are the alternatives available to you?</li></ul>
<b>Way forward</b>	<ul style="list-style-type: none"><li>• Given your current situation, what actions can you imagine taking that will help you get nearer to your goal?</li><li>• How much time will you be able to commit to this? How much time will it need? Are you prepared to do it?</li><li>• What support will you need?</li><li>• Is there anything else you want to talk about?</li></ul>

*(The Mentor's Guide: Facilitating Effective Learning Relationships, Zachary, Lois J., 2000 )*

## Ideas for what to do with your mentee

These ideas are only a guide and depend on your organisation's regulations:

- Explore career choices and direction within your specific area or industry or general career choices and direction (where a student doesn't have a specific career direction).
- Discuss entry requirements in your organisation or industry, offer advice and feedback on applications and CV enhancement.
- Discuss interview skills, mock interview practice to build confidence and resilience.
- Share your career development to help inspire your mentee.
- Share your organisation's structure, illustrate career progression opportunities and career options.
- A visit to your office or work shadowing, to expand your mentee's knowledge of various/relevant roles within your organisation, gain insight into the industry and develop business acumen.
- Suggest potential meetings with colleagues and networking opportunities to help the mentee to develop confidence, communication skills and gain a new perspective.
- Offer work experience such as an internship or placement, for further information on how to set up an opportunity for our students go to our **website**.
- Connect with your mentee on LinkedIn, explain the importance and share best practice.
- Advice on time management, career planning, making the most of the opportunities at university and support available.

# Boundaries within a mentoring relationship

**Think about:** why is this important? What might help with this process?

**Boundaries within a mentoring relationship can be described as clarity and awareness of the remit and limitations of the role.**

**Having good communication skills and the ability to develop rapport and a supportive partnership will be important in the development of an effective mentoring relationship. An initial relaxed conversation will be beneficial to connect with your Mentee, but it is important to keep within the professional aims of the mentoring.**

**It is important to set the remit/focus** e.g. practical support and advice on developing career pathways and boundaries of the relationship at the start of the mentoring relationship.

This may include:

- Method of contact – e.g. email, video calls (see guidance on conducting video meetings) or face-to-face sessions
- Time and availability boundaries – when you might be able to respond to emails; how long before the student can expect a response; ‘holding’ emails
- Frequency of email contact, video calls or face-to-face sessions
- Location – public spaces such as the university, your organisations office space (where other colleagues are present)
- Setting meeting times and keeping to them – maintaining contact
- Limits of confidentiality – generally we expect discussions to remain confidential, except where there are any issues of concern for welfare. These need to be discussed with the mentoring co-ordinator at Manchester Metropolitan.
- Limits of support

**“Mentoring can help students to develop career management skills and prepare students for the transition from university to the workplace.”**

# Boundaries within a mentoring relationship

continued

## The mentor's role in setting boundaries

### As a mentor you will:

- Set and maintain boundaries appropriate to the mentor's role e.g. set rules on how you are going to communicate.
- Recognise your own limitations and boundaries of the role and work within them, seeking appropriate advice and guidance where needed.
- Sensitively communicate with your mentee when there might be an issue and signpost students to relevant university support services when appropriate.
- Reflect on yourself within the role e.g. set some time to reflect on how the meeting went. If you have noticed negative feelings from your mentee (for example, your mentee felt that they were being criticised think about how you are going to address it).

## Maintaining boundaries

**Think about:** What might be the consequences of not maintaining an appropriate boundary?

**To avoid difficult situations, it is best to arrange a meeting, within a public space such a café or your organisation where other employees are present. Mentors will need to be aware of when they feel they are being 'pulled' into overstepping a boundary. For example:**

If your mentee is overstepping the boundaries of the professional mentoring relationship e.g. starting to talk about personal issues, or asking you to help them to complete their assignment.

### What might feel difficult about this?

To manage this situation the mentor will need to be able to assertively interrupt, saying: 'I don't think I am the best person to help with this, why don't you speak to... Universities Counselling Service, Student Support or your Tutor.' Taking this approach will allow you to make sure that the mentee does not feel rejected and that they can feel reassured that they can get appropriate support within the University.

**Note:** You will find up-to-date links of the University support services at the end of this handbook.

**If you have any concerns about your mentoring relationship, you should contact the mentoring programme coordinator who can follow up with your mentee and refer them to appropriate services.**

## Effective communication

Effective communication and relational skills can help with identifying and addressing potential boundary issues and ruptures.

### Tips for the first meeting

**1. Start with introductions** and find out more about each other.

- Mentee: course of study, hobbies, volunteering experiences, part-time jobs
- Mentor: job role, company, hobbies, career journey

**2. Ask open questions** - those that can't be answered with just 'yes' or 'no' (e.g. what, who, how, why).

- Closed-ended questions are those which can be answered by a simple 'yes' or 'no', while open-ended questions are those which require more thought and more than a simple one-word answer. For example:

*Are you feeling confident about this task? - yes/no*  
*What are the aspects which you are not sure about?*

**3. Be an active listener:**

- Give your full attention and space for your mentee to talk
- Have a non-judgemental attitude, including your tone of voice
- Have responsive body language and be aware of non-verbal communication (e.g. maintain eye contact, nodding)
- Empathic reflection – summarise what your mentee has told you.

**Click here - to watch a short video about active listening skills.**

# Boundaries within a mentoring relationship

continued

**4. Encourage your mentee** – they'll be more scared than you!

- You can suggest that the mentoring process will be of benefit to you and that you will also learn from them.

**5. Share your own experiences** (you've been there before)

**6. Be conscious of your body language** – It's important they know that you are listening (nodding head, smiling, posture).

**7. At the end of each session** recap on what you've covered – and talk about what you'll do next time.

## Guidance on conducting video meetings

- Students at Manchester Met have access to Microsoft Teams a communication and collaboration platform that combines video and text chat with file sharing.
- If you also have access to Microsoft Teams you can easily arrange a meeting with each other. If you don't use Microsoft Teams your mentee can set up the meeting and share a link with you, enabling you to join the meeting via an internet browser.
- Students have been given guidance on how to use Microsoft Teams. **Click here to find out more.**
- You may decide to use other platforms such as Zoom, Skype or WhatsApp.
- Discuss with your mentee which platform you are going to use for your meetings, who is going to set them up and share the details.
- It is good practice to agree on a back-up plan, in case you or your mentee experience technical difficulties e.g. loss of WI-FI prior or during the session. This could be simply a phone call or WhatsApp video call instead.

## Tips for email mentoring

- Take the time to read through messages carefully. It's easy to misread things, especially if you approach a message based on your own assumptions.
- When you reply, try to summarise your understanding of what the other person said before you respond to it. This will help to avoid misunderstandings and to keep you on topic.
- If you read a message and you know it will be a while before you reply, send an acknowledgement with an estimate of when you will respond fully.
- Set out expectations/commitment at the start – and stick to it.

**Think about:** How you manage when you don't know what to say or when you think you might have said something unhelpful?

If you notice that there is a tension in the meeting, the best way to resolve it is to name it e.g. *'Have I said something?'*, *'Have I criticised you?'* When approaching the issues in this way you will also model the appropriate communication behaviours for your mentee.

## Confidentiality

**Confidentiality of your mentoring relationship will need to be discussed at the beginning when setting boundaries.**

- The confidentiality within a mentoring programme include: mentor, your mentee and the Mentoring Scheme coordinator. It is important that your mentee knows that most of what they tell you is confidential and will be kept within the mentoring programme.
- The only exceptions of breaching confidentiality is when you are concerned about your mentees wellbeing, if this is the case please contact the Mentoring Scheme coordinator.
- You should ensure that any information about your mentee is kept safe and private.
- Your mentee will be made aware of ensuring that any information about their mentor, should be kept safe and private.

# Student support within the University

<p><b>Careers and Employability</b> Find out more: <a href="http://mmu.ac.uk/careers">mmu.ac.uk/careers</a></p>	<p><b>Comprehensive careers support for students: Support and guidance includes</b> jobs and work experience, CVs and applications, interviews and assessment centres, 1-1-support, career guides, workshops and Jobs4Students. <b>As part of this service students can get in touch with the Early Career Graduate Team dedicated to support them with getting a job.</b></p>
<p><b>Student Hub</b> Call: 0161 247 1000 Find out more: <a href="http://mmu.ac.uk/student-life/contact-us">mmu.ac.uk/student-life/contact-us</a></p>	<p><b>First point of contact for students:</b> The Student Hubs provide a comprehensive service to students on all student-related matters and can refer them for specialist support.</p>
<p><b>Study Skills Support</b> Email: <a href="mailto:studyskills@mmu.ac.uk">studyskills@mmu.ac.uk</a> Call: 0161 247 3330 (9.00am - 5.00pm Monday to Friday) Find out more: <a href="http://mmu.ac.uk/student-life/teaching-and-learning/study-skills/1-2-1">mmu.ac.uk/student-life/teaching-and-learning/study-skills/1-2-1</a></p>	<p><b>Academic and Study Skills tutors offer a wealth of advice on academic writing and technology to support student's learning.</b> They can help students plan their first assignment, improve time management or presentation skills, and can provide feedback on draft academic writing.</p>
<p><b>Counselling, Health and Wellbeing Service</b> Email: <a href="mailto:counselling@mmu.ac.uk">counselling@mmu.ac.uk</a> Call: 0161 247 3493 (Open 8:45am - 4.30pm, Monday to Friday) Find out more: <a href="http://mmu.ac.uk/student-life/wellbeing/counselling-and-mental-health">mmu.ac.uk/student-life/wellbeing/counselling-and-mental-health</a></p>	<p><b>Team of counsellors, mental health and wellbeing mentors, and mental health advisers experienced in helping students.</b> The service offers assessment, counselling, wellbeing and mental health mentoring. They make referrals, and liaise with other services, as well as run a programme of practical skills based workshops and courses.</p>
<p><b>Students' Union Advice Centre</b> Find out more: <a href="http://theunionmmu.org/advice-centre">theunionmmu.org/advice-centre</a></p>	<p><b>Trained staff offering specialist, student-centred advice. It's also free and totally independent. Support includes:</b> dealing with financial issues, accommodation advice, resolving academic issues, advice for students with children and support with physical and mental wellbeing.</p>
<p><b>Library</b> Find out more: <a href="http://mmu.ac.uk/library">mmu.ac.uk/library</a></p>	<p><b>Offers a range of resources and support for academic studies.</b></p>
<p><b>Mentoring Programme Coordinator</b></p>	<p>Madonna Fyne-Maguire, <a href="mailto:m.fyne-maguire@mmu.ac.uk">m.fyne-maguire@mmu.ac.uk</a></p>

# Resources to use within the mentoring programme

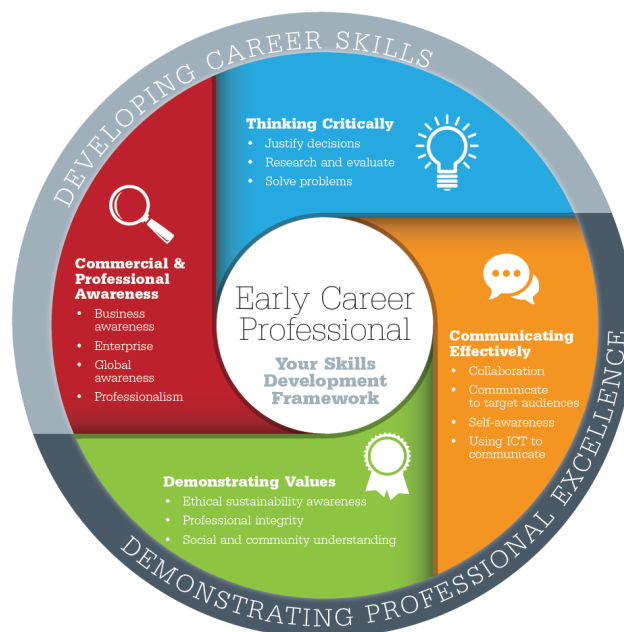
## The Early Career Professional

In choosing a course at Manchester Met Business School, we encourage our students to act in a professional manner and encourage them to think ahead to the professional career they'll have after graduation and support them to make well-informed decisions. This is why we recognise our students as Early Career Professionals, from the moment they enrol with us.

We also use this name to refer to a framework of the skills which employers expect all graduates to have, and which students will want to have developed for themselves by the time they graduate. It is designed to help students with their professional development by identifying four main skills areas employers expect - commercial and professional awareness, critical thinking, effective communication and learning how to demonstrate values. Our students are made aware of this framework and can plan to acquire these skills through their studies and activities outside university.

**The full framework is available on our website where you'll find all the resources and activities that can support our students to develop into highly employable Early Career Professionals.**

**<https://www.mmu.ac.uk/business-school/current-students/professional-development/>**





# Resources to use within the mentoring programme

continued

## Mentoring agenda for the first meeting – checklist

Contact details	Notes
Exchange contact details (only provide personal mobile/email if you are happy to do so)	
Ask for and note mentee email/ telephone number to be able to communicate	
<b>Get to know each other</b>	
Your educational and/or family background	
Your career journey, choices and long term goals	
What you can offer/ what you would like to achieve from the partnership	
Discuss each other's expectations of the scheme and each other	
<b>Plan of action</b>	
Discuss the aims for the mentoring programme developed in the mentees reflection	
Negotiate the focus for the mentoring programme	
Agree on a number of meetings	
Map the topics you are going to discuss during the meetings	
<b>Set boundaries</b>	
Discuss times and locations for the meetings, consider each other's timing and location restrictions	
Always meet in a public place, university or workplace	
Clarify that you both understand confidentiality within your mentoring relationship and in relation to your organisations.	
<b>Actions and follow up</b>	
Agree who is going to write up actions from the meeting and do a follow-up email.	
Discuss how you going to monitor progress and clarify how you going to proceed if any problems arise.	
End each meeting by confirming the date, time and place of your next meeting. Clarify any action points and how you aim to meet them.	

# Resources to use within the mentoring programme

continued

## Mentoring Progress Document

<b>This template allows you to record objectives for each mentoring session and the key outcomes of each discussion you have with your mentee.</b>	
Meeting 1 Meeting 2 Meeting 3	
Aims and objectives for the mentoring session	
The key discussion points of your mentoring session	
Action points agreed	
Next meeting	Date: Time: Place:

# Resources to use within the mentoring programme

continued

## Mentoring agenda for the last meeting – checklist

Review your progress	Notes
Objectives you have achieved	
Confidence, awareness and experience of the specific area	
What other support your mentee may need in order to meet the objectives	
<b>Review professional conduct</b> (how well you worked together)	
Ask your mentee to rate their professional conduct	
Provide your mentee with feedback	
Discuss ideas for how your mentee can improve, referrals and closing comments	
<b>Deciding how to close the mentoring</b>	
Discuss if/how you are going to keep in touch on an informal basis	
If you going to introduce your mentee to your network	
If you are willing to be a referee for your mentee	
<b>Celebration event</b>	
We will host a celebration event in May/June.  You can discuss with your mentee if they will be attending, and suggest the importance of engaging with such events.	
<b>Reflection and evaluation</b>	
Mentor and mentee will be sent an evaluation questionnaire aiming to celebrate success stories and enhance the programme in the future.	

# Faculty of Business and Law

## Mentoring Programmes code of conduct for mentee and mentor

### Scope

A mentor does not give advice, rather helps the mentee to weigh up situations, through a process of reflection, questions, challenge and feedback allowing the mentees to come to a decision themselves. The mentor will conduct themselves with dignity and will act in a way which respects diversity and promotes equal opportunities.

The ethos of the mentoring programme is based on practical, flexible and collaborative working relationships. They should stand on the principals of trust and experience, for mutual benefit.

The purpose of this agreement is to clarify the roles and responsibilities of both the mentor, the mentee and programme coordinator at Manchester Metropolitan University.

### Mentoring code

- The mentor's role is to respond to the mentee's needs; it is not to impose their own requirements.
- Mentors will agree with the mentee how they wish the relationship to work adopting the most appropriate level of confidentiality.
- Mentors and mentees will respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- The mentor will ensure the mentee accepts increasing responsibility for managing the relationship; the mentor will empower them to do so and will promote the mentee's autonomy.
- Either party may dissolve the relationship at any time throughout the period of the mentoring relationship. Ideally, the mentor and mentee should work with their key contact to resolve any issues prior to taking this step.
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. They should, however, help the mentee to recognise how other issues may relate to these areas.
- Mentors will be open and truthful with themselves and their mentee whilst participating in the mentoring relationship.
- Mentors will share the responsibility for the smooth winding down of the relationship with the mentee, at the end of the programme, or if they decide to carry on the relationship informally, once it has achieved its purpose – they must avoid creating dependency.
- The mentoring relationship should not be exploitative in any way, neither may it be open to misinterpretation.
- Mentors should never work beyond the bounds of their capability, experience and expertise to the point where they do not feel confident in providing the mentee with proper support. Where appropriate, mentors should seek advice or refer mentees to another point of contact. If they are not aware of an appropriate route of referral they should raise the situation with their key contact.
- The confidentiality of the mentee remains paramount at all times. At no time will a mentor disclose any part of the relationship to any person whatsoever, without the explicit agreement of the mentee.
- Mentors have a responsibility to highlight any ethical issues (such as conflicts of interest) that may arise during a mentoring relationship at the earliest opportunity.
- Mentors should not attempt to do the mentees' job for them - the mentee has the ability and the potential, the mentor's job is to help them realise it.

### Mentoring Agreement

- All parties agree to protect each other's privacy and abide by the above Mentoring Code of conduct and the agreed boundaries of the mentoring relationship.
- All parties must abide by and appreciate the confidentiality required in this programme.
- The Mentee will attend the Mentoring Induction session run by university and engage in appropriate skills development where required. The Mentor will take part in remote training provided in the Handbook for Mentors.
- The Mentee will take direction of the relationship with communications taking place at mutually agreed dates and times.

# Faculty of Business and Law

## Mentoring Programmes code of conduct for mentee and mentor

continued

- The Mentor and Mentee will take part in feedback evaluation as requested by the programme coordinator.
- If either party wishes to leave the programme before the end of the programme they must advise the Mentoring Coordinator, Madonna Fyne-Maguire on [m.fyne-maguire@mmu.ac.uk](mailto:m.fyne-maguire@mmu.ac.uk)
- All parties must understand that they must show their full commitment, in their respective roles, to the programme to gain the most from it.

**The mentoring partners agree to enter into a mentoring relationship and to keep to the conditions of this mentoring agreement.**

**Both mentor and mentee, in this mentoring relationship, agree:**

- To engage in dialogue in a manner that is convenient for both parties e.g. video calls or face-to-face meetings.
- To meet in a public place, if meeting face-to-face, (e.g. a café or mutually agreeable place), not a private household.
- To arrive on time or to contact a Manchester Met tutor in advance if unable to make the arranged meeting.
- To contact the Mentoring Coordinator if either of us feel the mentoring relationship is not working.
- Not to engage in meetings under the influence of drugs /alcohol.
- Not to bring friends or family to the meeting.
- Not to give or accept money or gifts from each other.

**In addition, as Mentor:**

- I agree to work with the mentee to identify goals and actions needed to progress and support their ongoing personal development needs.
- I agree to give focus and support to the mentee to support the development of increased confidence, motivation, aspirations and self-esteem.
- I agree to proactively maintain regular contact with the mentee and to carry out tasks that fall within the remit of my role description.

- I agree to provide support and guidance in a friendly, non-judgmental manner that enables the mentee to make decisions.
- I understand that I must respect the decisions the mentee makes even if they are not the ones I would have liked them to have chosen.
- I agree to act in the best interests of the mentee at all times and attempt to encourage and motivate, pointing out opportunities as well as potential problems.
- I agree to seek help from Mentoring Coordinator if the mentee has a problem beyond my experience and/ or expertise.
- I agree to keep any information the mentee tells me confidential between them and the Mentoring Coordinator, unless otherwise agreed with the mentee.
- However, if the mentee tells me information that makes me concerned for the mentee's or another's welfare or safety I understand I must report this to the Mentoring Coordinator.

**In addition, as Mentee:**

- I agree to work with my mentor to identify goals and follow-up any actions required to support me to achieve these goals.
- I agree to maintain regular contact with my mentor to seek support and guidance, within the timeframes set out as part of this mentoring scheme.
- I agree to co-operate with any reasonable request from my mentor and recognise that they are acting in my interests, providing their support on a voluntary basis.
- I agree to work with my mentor to produce action plans and complete any monitoring paperwork.
- I agree to keep the mentoring scheme coordinator informed of any relevant changes to my contact details or circumstances that may affect the ability to engage with the mentoring scheme.
- I agree to be honest in the information that I tell my mentor.
- I understand that information I share with my mentor is treated confidentially unless I choose

# Faculty of Business and Law

## Mentoring Programmes code of conduct for mentee and mentor

continued

to disclose information about my own or others welfare and safety which worries my mentor, in which case my mentor will be obliged to inform the Mentoring Coordinator.

- I understand my mentor will provide information, advice and guidance based on their opinions and experience and that it is my choice whether to follow their advice or not.
- I understand that I cannot hold my mentor responsible if the decisions I make do not lead to the results that I hoped they would.
- I understand that I am entitled to request any information held about me by the mentoring scheme coordinator and Manchester Met in relation to this scheme.

**The mentor's remit is focused very much on helping your personal development and in doing so, contributing to your student experience at Manchester Met.**

**It is very important for you to understand what your mentor is responsible for:**

- Offering you informal career guidance – again based on their own experience.
- Listening to your own suggestions regarding assessments and offering some guidance, based on their own experience.
- Introducing you to their network if they feel it appropriate to do so.
- Offering advice regarding such skills as time management.

**It is very important to understand what your mentor is not responsible for:**

- The marks you gain for your University assessments.
- Giving you prescriptive answers as to how you should answer assessment briefs.
- Providing a counselling service
- Providing a training service

**Please confirm that you have read, understood and agree to this mentoring agreement by ticking the appropriate box on the Mentor Application Form.**

# Mentoring scheme coordinators details;

If you have any questions about the mentoring programme, please get in touch with:

## First point of contact

Madonna Fyne-Maguire  
Alumni and Mentoring Officer  
Faculty of Business and Law  
M.Fyne-Maguire@mmu.ac.uk

## Marketing, Retail & Tourism (MRT)

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## Events Management

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## Sports Management

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## Hospitality Management

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## Human Resource Management (HRM)

Andrew Rowe  
Senior Lecturer  
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## International Tourism

Asia Alder  
Reader  
a.alder@mmu.ac.uk

## PwC Diversity

Luke Clarke  
Careers Advisor - FoBL  
l.clarke@mmu.ac.uk



# Appendix A - Further opportunities to support our students

Thank you for being involved in the mentoring programme, our students find it really valuable to hear from professionals working in industry. If you would like more opportunities to work with our students, there are a number of ways you can get involved (please see below).

## **Paid placements**

Provide a paid sandwich placement of 6-12 months, helping to sculpt the future workforce and your future employee pipeline. You will benefit from the provision of advice and guidance from our dedicated Placements Team.

Find out more:

<https://www.mmu.ac.uk/careers/employers-and-recruiters/meet-our-students/>

## **Internships**

Provide a work experience opportunity to support a specific project or as an additional resource to your team. The University can work with you to design an internship opportunity that meets your business needs through our Rise Internship Scheme.

Find out more:

[https://mycareerhub.mmu.ac.uk/docs/134/RISE-Internship-Programme-\(Further-information\).pdf](https://mycareerhub.mmu.ac.uk/docs/134/RISE-Internship-Programme-(Further-information).pdf)

## **Business projects**

Manchester Met is continually looking to embed employability into the curriculum; we welcome employers who wish to collaborate with us and our students on a wide range of programmes.

Find out more:

<https://www.mmu.ac.uk/careers/employers-and-recruiters/meet-our-students/>

## **Advertise vacancies**

Our dedicated jobs board is completely free for employers to use, and is exclusive to Manchester Met students and graduates.

Find out more:

<https://www.mmu.ac.uk/careers/employers-and-recruiters/meet-our-students/>



# Mentoring scheme notes