Mentor Training

ELBA

RED LION CHAMBERS

TODAY'S STRUCTURE

1. Introduction
2. Mentoring
3. Programme structure and goals
4. Students
5. Resources
6. Boundaries and next steps

INTRODUCTION

Who is East London Business Alliance (ELBA)?

INTRODUCTION

Brief introduction to ourselves

- Your name
- Job title
- Have you been a mentor before?

WHAT IS MENTORING?

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person’s professional and personal growth.

WHO AND WHAT MAKES A GOOD MENTOR?

QUALITIES OF A GOOD MENTOR

Though it is not exhaustive, a good mentor tends to have the following key attributes…

- Positive and optimistic
- Approachable and sympathetic
- Non-judgmental and open-minded
- Realistic and pragmatic
- Good listener and show understanding

Note: Not all mentor and mentee relationships are the same!

PROGRAMME STRUCTURE AND GOALS

Higher Education mentoring programme aims to:

- Introduce students to the world of work
- Build students' confidence and raise their aspirations
- Improve their employability skills e.g. presentation, time management, communication
- Expand their professional network

2nd December	• Mentor training
2nd December	• Virtual Launch - Introduction to mentee
End of December/ January	• Individual sessions commence
March	• Mid-way check-in
End of June	• End of programme

The programme requirements and information…

- You will be asked to commit to meetings until end of June.
- You will be asked to find a virtual platform to “meet” with your mentee.
- Mentoring sessions usually last between 1 and 1½ hours.
- We recommend at least 5 meetings over the course of the relationship.
- Meetings ideally should be in a virtual space with email support as required.
- Complete half way and evaluation form at end of programme.

Benefits to students include…

- Increased self-confidence and employability skills
- A chance to experience the working world and make connections to a corporate environment
- An opportunity to broaden horizons and raise aspirations

Benefits to volunteers include…

- Developing communication skills by learning to build relationships with different demographics
- Leadership and coaching skills
- Learning about the issues and opportunities in the community your company operates in

UNDERSTANDING YOUR STUDENT

STUDENT EXPECTATIONS

Who are the students?

- Queen Mary University
- Studying Law

- First Year, Second Year, Third Year, Masters

STUDENT EXPECTATIONS

What do students look for from a mentor?

- A chance to meet new people and understand a Law environment
- Think about their career options and research graduate opportunities
- Develop their employability skills
- Expand their network

RESOURCES

ELBA
Creating Possibilities in East London

HigherEducation

Mentor Information Pack

"I have developed my interpersc
professionals of all levels of se

Mentoring Log

It would be useful for when we evaluate the programme to have a reminder of what you covered in sessions. Please keep a brief record of each session.

Date/time	What was covered

You are encouraged to cover these topics during your sessions…

- Your day to day work – tasks and responsibilities
- The necessary skills and attributes required for the corporate world – how can students build these skills to get where they need to be
- Commercial awareness – what is it, and how is it used in corporate organisations? How can students develop this?
- Application process for internships and graduate schemes
- An insight into a law firm
- A thorough insight of what to expect in the sector(s) you work in/have worked in
- A thorough breakdown of a project you have been involved in
- Handling client relationships/expectations
- Tips you have on time management and handling deadlines

COACHING

Useful Phrases:

Phrases like these can help show you are listening, draw out ideas without telling the mentee what to think and encourage the mentee to explore their behaviour.

COACHING

- It sounds like… It seems as if… I wonder if… I think I hear…
- I get the feeling… Would it be fair to say that… Am I right in thinking…?
- You seem to be… Can you tell me more about that?
- How would a bystander describe your response?
- Putting yourself in their shoes, what do you think they thought/felt?

Reflecting

- Reflect back or repeat what the person has said. E.g. ‘So what you’re saying is…’

Summarising

- If the mentee has told a long account of events, remember the key points to repeat back.

Clarifying

- Check if what you have understood is correct. E.g. ‘Am I right in thinking…or did you mean…?’

BOUNDARIES AND NEXT STEPS

- Disclosing personal information
- Contact information
- Social networks
- Giving presents/money
- Reporting concerns
- End of programme

What are you hoping to get out of taking part as a mentor?

CONTACT US

We are here to help!

Education Works, ELBA

Red Lion Chambers/Queen Mary Law Mentoring
Telephone: 07538195827
Email: rachel.bell@elba-1.org.uk