

The

*Encouraging
Excellencies*

Mentor

Handbook

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1. FIRST THINGS FIRST – WHAT IS MENTORING

Mentoring is a means of supporting individual learning and development. It is about increasing an individual's competence and confidence. It involves one person helping another to make significant transitions in knowledge, work or thinking. It should be a clearly structured, time-bound and self-managed process with clear, mutually agreed roles and goals. For this reason we have developed the following handbook, which will guide you on these issues.

It is essential that both mentor and mentee formulate their own expectations and goals for the relationship to establish a solid foundation for development, mutual learning and an equal dialogue. WIIS Austria has designed a Mentor Agreement to facilitate an understanding between the mentor and the mentee as to the ground rules, confidentiality and responsibilities of the relationship.

As a mentor you should

- Listen, ask, guide and be a partner;
- Be an honest conversation partner;
- Show respect;
- Be willing to open your own networks to another person;
- A mentor cannot and must not be an expert in everything.

Meetings with the mentee should be held once every two months, once a month you should communicate via mail or text about progress, planned meetings, suggestions or any other pressing issues.

Some of the things you should go over with, with your mentee should be CVs, cover letters, interview training, potential jobs and internships, and relevant networking events or panel discussions. Closer information on this can be found in section ##

2. THE MENTORSHIP AGREEMENT

The Mentorship Agreement is based on the following points

a. Requirements for Mentors:

- Listen, ask, guide and be a partner;
- Be an honest conversation partner;
- Show respect;
- Be willing to open your own networks to another person;
- A mentor cannot and must not be an expert in everything.

b. Requirements for Mentees:

- Ask, listen and be open to advice and guidance;
- Take responsibility and initiative for your own development;
- Show respect;
- Be an honest conversation partner;
- A mentee should attempt to realize her own goals, needs and be willing to discuss them;
- By signing this agreement the mentor and mentee express their agreement on the items below;

- Our meetings are confidential;
- We do not exchange gifts or lend each other money;

The Mentor does her best to support the mentee and help to expand her network;

- We will meet on a regular basis, but at least once every two months until the mentorship ends;
- We comply with appointments and arrive on time;
 - If agreement is to be amended, we do it in written form and inform our coordinator of the changes;
 - We communicate between meetings via phone/e-mail/sms and with the frequency of once a month.

c. Termination:

- Either party may terminate the agreement with one month's notice, and the last week should be used for evaluating the mentoring relationship. However, the mentor or mentee can leave the mentoring relationship with one day's notice if there is a breach of contract from the other side. Breach of confidentiality by a party shall cease the mentoring relationship immediately.
- The agreement will be reviewed at least once a year. If a mentee or mentor feels her expectations are met before the annual assessment, the agreement can be reviewed without delay. Since the Agreement is assessed and the mentoring relationship is evaluated, the parties can discuss whether to continue to meet, and if so, whether to sign a new agreement or otherwise end the relationship.

3. MEETINGS

Meetings should be held at least once every 2 months, but if agreed by you and your mentee, this can also be more frequent. We advise against a lesser frequency.

a. First conversation / meeting

Before you confirm your choice of mentee, the first conversation offers you the opportunity to exchange information about career histories, interests and your expectations of mentoring. You will want to find out about their particular needs and which expertise they require. You also want to check that the personal chemistry is right. In some cases people know very quickly that they want to get started and will start to agree the practicalities. Others prefer to reflect on the conversation and agree to contact the mentee within a few days to let them know if they want to go ahead. The mentee also has the right to decide if they want to work with you. You are both seeking to establish a relationship based on equal responsibility and mutual respect. If you want to take your time to decide, please do so within one week.

If the initial contact seems right, you can decide to build and sign the contract right then. Alternatively, you can reflect on the meeting and fill it out within the week.

b. Expectations and goals

It is important that you and your mentee discuss your expectations of the mentoring partnership and of your relationship. Think carefully about what you are hoping may be the outcome of the mentoring process, and whether these are short, medium or long-term goals. Goals could be specific career progressions or more general ones. They could be significant transitions the

mentee needs to make in their thinking, knowledge and work. The mentee should share their expectations with you allowing for input from your to see where you could contribute. Within each mentoring session, expect to set goals for that session. An easy way to formulate these expectations is the GROW Model. The GROW model (Goal – Reality – Options – Way ahead) provides a clear and logical focus for your discussion.

c. Setting the agenda

The mentor's role is to respond to the mentee's needs and agenda; it is not to impose his or her own agenda. We therefore suggest, that you agree with your mentee on them sending you a proposed agenda 3 days before your meetings and discuss it before you start. Your first meeting does not need an agenda, as it should be about getting to know each other and setting expectations.

d. How long should a session last?

A mentoring session is not just two people having a conversation. It is a process that has a structure and needs time to talk through ideas, issues and situations. Therefore, sessions may last between 1-2 hours, including time to agree on action points for the next meeting. It is reasonable to expect both mentor and mentee to respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.

e. Cancellations

You should contract what to do in the event that one of you needs to change the date or time of your planned session. You should expect to keep all agreed appointments and prioritise these meeting but there may be times where this simply isn't possible.

4. BETWEEN SESSIONS

a. Unexpected questions

Unless you have agreed to keep in touch, you are not expected to contact each other between meetings. You must agree with your mentor about how to deal with contact between sessions. Discuss whether e-mail or phone contact is acceptable and under what circumstances.

b. Homework

Mentees should accept increasing responsibility for managing the relationship after the initial chemistry meeting. The mentor is there to empower you to do so and will generally promote your autonomy. Mentees should be investing an appropriate amount of time for maintaining the relationship, including any preparatory and follow-up activity.

5. CONFIDENTIALITY

All mentors will respect your confidentiality. However, you should discuss the boundaries of confidentiality with your mentor.

a. Note taking

Mentoring is a development opportunity where you will learn a lot about alternative strategies for going about the way you work. To maximise the benefit of this experience and to capture

the learning points that emerge in the course of your mentoring sessions, you and your mentee should establish, agree and record learning goals.

b. Private issues

You and your mentee should agree if there are any issues they prefer not to discuss. Some people are happy to discuss personal issues that impact on their work; others keep their work and private issues completely separate. One of the challenges is that mentoring involves the whole person and matters that are raised may have links to personal as well as professional life. You should say when they think this is the case so that you can agree how best to move on. At times the matter may be beyond your competence and you may suggest or refer you to someone else if appropriate

c. Breaking confidentiality

It should be made clear that all information about the content of a mentoring session remains confidential, unless mutual consent is given. This includes any information you offer as a result of being open and honest about your experiences. If, during the course of the mentoring relationship, one or either of the partners highlights concerns they should share their concerns. In extreme cases, this may mean the close of the mentoring relationship

6. REVIEWING PROGRESS

Periodically you should review progress with your mentee, and this will help you build on your relationship and decide how many more sessions are required. This will be a review of expectations and progress on goals and will typically be most useful at the third and final meetings. WIIS Austria's Encouraging Excellencies team will send evaluation to both mentors and mentees for confidential feedback on the process and progress to help you forward and inform future mentoring.

7. ENDINGS

It is good to discuss this at the beginning when contracting with your mentee and discussing the minimum/maximum number of sessions for the arrangement. Then, as your work together progresses, you and your mentee will make the judgement about when the mentoring arrangement should come to a formal close. Once you have achieved your objectives, or made good progress towards them, you might feel that it is time to talk about closure. The end will come when the number of sessions contracted for has been completed or you no longer feel the need for regular contact and because you feel confident and able to move on. Build in a formal review so you can offer feedback, focus on what has been achieved and think about how to sustain the learning when no longer meeting with your mentor.

a. When things don't feel like they are working

Sometimes things may not go entirely as you would wish. If this happens, you will find the best way forward is to have an honest and open discussion about the relationship and your concerns with your mentee. Perhaps external pressures, on either side, are affecting the working relationship. It may simply be that the time has come for you to finish working with your mentee. In this case please contact the Encouraging Excellencies Bureau so we can discuss steps forward.

8. SKILLS TRAINING

Through your mentoring you should be able to support your mentees with some concrete skills including the right CV, strong cover letters and preparing job interviews. Other skills may include international etiquette and intercultural empathy. As such we have compiled an overview for some of these skills. Feel free to reach out the Human Resource Experts or other colleagues to give you more pointers.

b. Curriculum Vitae

This guide contains important aspects of resume design and tips on what to include. Please note and communicate to mentees, that while CVs are a staple for anybody and once written can be reused, they should be adapted for every new position, highlighting strengths and activities relevant to the job. At the professional stage of the mentees, their CV should be no longer than a page. This will also make it very easy to grasp their strengths and experience.

Contact Information

Your resume should include the name, email address, phone number, and a link to your online portfolio or LinkedIn page if you have one. You may want to include a physical home address on your resume, list the city and state, or choose another option for including your address.

Make sure the email is accurate and professional (as opposed to “cutesy”); if it’s an address that contains mention of your hobbies or interests, the mentee should create a new account with a free service like Google or Yahoo with just the name, such as Jane.Doe@gmail.com.

Overview

Effective resumes are marketing documents that “sell” professional services to an employer by showing how the mentees training and experience is “the answer” to what they are seeking in their next employee.

Make it easy for hiring managers by creating a short “qualifications profile” of the skills and talents you would bring to the table. It is a written form of an elevator speech, giving a quick snapshot of who the mentee is, what their experience is, and how their skill set meets the qualifications listed in their job announcement.

A sample overview/qualifications profile for the mentees could be, “Experienced researcher with a demonstrated history of working in the political organization industry. Skilled in International Law, Political Science, Public Speaking, International Human Rights, and Research. Strong policy analyst with a Bachelor of Arts (B.A.) focused in Political Science & Public Law from University of Vienna.”

Employment History

The most common resume form is ordering the employment history chronologically, with the most recent experience first. You do not have to include every role you ever had; if you are applying as a job as researcher you do not need to include babysitting jobs during high school.

In the employment history, include the employers' names, the dates worked at each place, the job title, and accomplishments at each workplace. Focus on achievements rather than a list of tasks. For instance, if you are in public relations, instead of saying "distributed press releases," you would say, "Distributed over 200 releases to 500 outlets and had a publish rate of 50 percent."

Education

In the education section, include any college or post-graduate work. If you have a bachelor's degree or higher, there is no need to include the name of your high school. If you do not have a college degree, it's perfectly acceptable to include where you went to high school and when you graduated.

If the mentee has a strong GPA (3.5 or higher), it should be included in the education section. If they are a recent graduate, it is also a good strategy to list significant extracurricular activities (particularly those which demonstrate leadership). These include honors society memberships, and campus/community volunteer roles.

The sections listed above are the key elements of a resume. Use these sections to highlight experiences, education, and talents. By using clear categories, you can make the resume visually engaging and more appealing to hiring managers.

Check-List

- name
- email address
- phone number
- link to online portfolio or LinkedIn page
- home address
- overview/ written elevator pitch
- chronological employment history
 - employers' names
 - dates worked
 - job title
 - accomplishments
- education section including any college or post-graduate work
 - main courses
 - GPA
 - significant extracurricular activities

Things you might want to discuss in this process is the inclusion of pictures in resumes. Should you or should you not include a picture? After all, your picture is on LinkedIn and your other social networking site profiles. So it's only reasonable to wonder if including a headshot photo on your resume will enhance your chances of getting noticed and hired. Depending on your circumstances, it can be no, maybe, or even yes. Or you can consider a creative solution for showing a prospective employer your smiling face. The traditional advice regarding placing

photos on resumes has been an emphatic "No." but this also largely depends on the country and the culture.

Activities for you and your mentee

Instead of just asking your mentee to show you their CV and going through the checklist together (which we suggest you do) start the process together. Potentially have the mentee pick out a job, internship or scholarship they are interested in to have an example to work towards.

Do some brainstorming thinking about all past experiences, including work-related positions, volunteering, academic experience, campus leadership positions, extracurricular activities, internships, and any awards or special recognition they may have received. Think about the tasks and achievements and how this relates to future positions. This could also be used to filter out particular strengths and weaknesses.

After creating this list, look back at the job post or postings they are applying for or interested in— your goal here is to match the experiences with the job requirements. Circle the experiences and skills on your brainstormed list of experience that relate directly to the job (or jobs) you have targeted. Incorporate those circled items into the resume. You could elaborate on some of these experiences in a bulleted list under each one.

Other ways to support your mentee in this process

Further ways you could help your mentee is looking over the finished resume and checking it for spelling and relevance. You could also hand it over to your HR department or the person responsible for hiring to give you some further tips.

c. Job Interview Preparation

Once you have drafted a strong CV the next step will hopefully be prepping your mentee for a job interview or selection interview. The following is some of the things you should prepare or go through with your mentee as well as some of the do's and don'ts of job interviews!



Analyze the Job together

An important part of interview preparation is to take the time to analyze the job posting if you have it. As you review the job description, consider what the company is seeking in a candidate. Make a list of the skills, knowledge, and professional and personal qualities that are required by the employer and are critical for success in the job.

Make a Match

Once you have created a list of the qualifications for the job, make a list of your assets and match them to the job requirements. Create a list of up to 10 of the mentee's assets together that match the requirements of the job. These might include skills, qualities, certifications, experiences, professional qualifications, abilities, computer skills, and knowledge bases. These can be mentioned during the interview to explain why the mentee is a great fit for the job. Also, think of examples from past work experiences that show these qualities. This way, you prepare for when interviewer ask about a time when a particular skill or ability was demonstrated.

Review the job requirements, your list of assets, and your examples, prior to the interview so that you're prepared to share them during the interview.

Research the Company

This is something the mentee should do in preparation to training with you. They could give you a small presentation of the company or you go over the facts together.

Find out whether the company and the company culture are a good fit for the mentee.

Spend time tapping into your network to see if you know someone who can help give you an interview edge over the other candidates.

Practice Interviewing

This is the important bit for your meeting! It will help to prepare and practice answers, and will also help calm the mentees nerves because they won't be scrambling for an answer while in the interview hot seat.

Try to conduct the practice interview in the same format as the real interview. For example, if it is a phone interview, practice answering questions over the phone.

Review common job interview question and answers and think about how you will respond so you are prepared to answer. Get some inspiration on the most common questions and good answers here: <https://www.thebalancecareers.com/job-interview-questions-and-answers-2061204>

Practice Interview Etiquette

Proper interview etiquette is important. Somethings to remember are to greet the receptionist, the interviewer, and everyone else you meet politely, pleasantly, and enthusiastically. For during the interview, you can practice body language – you should shake hands firmly and make eye contact as you articulate your points. Pay attention, be attentive, and look interested. This is something you can work on in your practice interviews.

Inquire about the country and environment to find out what the right etiquette may be.

During a job interview, listening is just as important as answering questions. If you're not paying attention, you're not going to be able to give a good response. It's important to listen to the interviewer, to pay attention, and to take time, if you need it, to compose an appropriate answer. It's also important to discuss your qualifications in a way that will impress the interviewer.

Prepare questions that the mentee can ask during the interview. Towards the end of an interview, is a good time to let the recruiter know that you believe the job is an excellent fit and that you are highly interested.

What to Bring to a Job Interview

Talk to your mentee about what they should bring to a job interview. Items to bring include a portfolio with extra copies of the resume, a list of references, a list of questions to ask the interviewer, and something to write with. It's also important to know what not to bring, including your cellphone (or at least turn your phone off), a cup of coffee, gum, or anything else beyond themselves and their credentials.

Follow Up With a Thank You Note

Follow up a job interview with a thank you note reiterating your interest in the job. Consider your thank you letter as a follow-up "sales" letter. Restate why you want the job, what your qualifications are, how you might make significant contributions, and so on. This thank you letter is also the perfect opportunity to discuss anything of importance that your interviewer neglected to ask or that you neglected to answer as thoroughly, or as well, as you would have liked.