

Suggested Meeting Framework

Mentor Advantage Program

To support mentors and mentees to get the most out of their time together, we've developed this meeting framework both can use to plan their sessions. You do not have to follow this framework, aside from the Mentoring Program Agreement which you must complete in your first session together. You may choose to follow part of the program or you may choose to follow what naturally arises or your own plan.

Meeting 0: Getting to know you

To help you decide if you should match or not, we recommend you kick off with a short 20-minute online meeting to get to know each other.

Discussion: share your career/education story.

What has gotten you to this point and where do you want to go next?

Why have you matched? Discuss what you have in common.

After this meeting, you can decide if you wish to match. If you decide not to match, please inform the program staff at alumnimentoring@federation.edu.au. If you decide to match, please complete the mentoring agreement in your next meeting.

Meeting 1: Goals and Agreements

Activity: Mentoring Agreement

The mentoring agreement is an online form. You should complete the form collaboratively with your partner. As you work through the steps, discussing and reaching agreement on each point, write your agreements in the mentoring agreement form.

Only one form need be submitted, so one can write the entries on behalf of both.

To assist the mentee in setting goals, the SMART goal setting framework can be found at the end of this document and on the website. This, and the mentoring agreement, can be printed if working offline is preferred. If printing the mentor agreement, please scan and email the final form to alumnimentoring@federation.edu.au.

[You can find the mentoring agreement form at this link.](#)

In completing the agreement, you will discuss and consider:

- The mentee's goals for the relationship.
- Barriers to achieving these goals.
- The mentor and mentee's role
- Confidentiality
- Meetings and communication methods
- Potential conflicts and how to overcome them
- Ending the relationship

When you finish the form, the system will allow you to download and keep a copy of your answers. Please do so and share this with your partner.

If at any time you want a copy of your agreement, contact alumnimentoring@federation.edu.au.

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Meeting 2: Opportunities and Skills

Last session the mentee will have set one or more goals. It's a good idea to start each session by re-reading these to keep your time together focused. You can update and change the goals at any time, check in if this might be desired.

Activity: career opportunities

Research and discuss together: who is employing graduates in the desired field? Consider researching via Seek, LinkedIn, Professional Associations, Google. A particularly helpful tool is the [LinkedIn Alumni Tool](#) where you can look at the leading graduate employers for students who studied at Federation University in your field.

Consider the different types of roles advertised:

- Are there formal graduate programs available?
- What kinds of roles seem to be open to graduates?
- What kinds of "generic" roles are advertised? I.e. not graduate specific
- What about non-advertised roles? "Hidden job market"

Discussion: career values and skills

Why is the mentee interested in their career? What strengths can they bring to this sector? What areas might they need to work on to succeed in this career?

Document these strengths and gaps. Do the mentee's current goals align well with the gaps they might need to focus on? What could a mentee do to build capacity, build skills, and demonstrate competence to a potential employer?

Homework: the mentee should pick one of the roles discovered, or imagine an ideal role, and develop a draft cover letter. This is just a practice; the mentee need not apply for a role.

Meeting 3: Understanding and Applying

Activity: applying for work

Review the cover letter together. Review the mentee's resume together. Give constructive feedback to the mentee. Getting in front of the right employers can also involve other resources. Does the mentee have a LinkedIn? Are there professional organisations the mentee should be following or a member of? Are there other unique industry resources useful for the mentee? Are there relevant entry pathway or volunteering options the mentee could consider to improve their skills and prospects?

Discussion: understanding the work

The mentee's cover letter will give good insight into what they think employers are looking for. Are they emphasising the right things? What do employers look for in this sector? What skills or qualities are essential, and what can be learned on the job?

What is the daily reality of work in this sector? What skills should the mentee focus on? Based on their interests, is there other work in the wider sector that might also be a good fit and of interest to the mentee?

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Meeting 4: Accessing the hidden job market

Activity: the 'hidden' job market

Explain the concept. Is there a hidden market in your industry? How might the mentee access it? Perhaps LinkedIn, agencies, employer and professional associations.

Working together, you might craft an email from the mentee to a prospective employer who isn't presently advertising that introduces the student and their desire to work with this organisation if any work comes available.

Discussion: getting in

How did the mentor get into their industry? How did their colleagues get in? What are the common ways people get into this industry? Is it worthwhile reaching out directly to potential employers? What other ways might mentees find and access the 'hidden' job market?

Meeting 5: Interviews and Stories

Discussion: interview stories

Interviews are tough. One of the best ways to prepare is to develop stories that highlight your skills and experience using "STAR". Following these prompts helps interviewees to craft memorable and natural responses that highlight their skills.

Situation: what was happening?

Task: what was required?

Actions: what did you do?

Result: what was the outcome?

What are some interview stories the mentor has used to success? Any other interview tips?

Work together to identify and build some interview response stories the mentee could use in a prospective interview in their chosen field. To help pick relevant stories, consider: what skills and qualities could this story highlight? How can I tell it to maximise those skills and qualities?

Activity: interview

Practice a mock interview together, with the mentor acting as interviewer. The mentor could easily source some common questions for the relevant field from the internet.

Or, if such formal practice is undesirable, simply discuss the common questions together and brainstorm the answers and how the mentee might use their stories.

Meeting 6: Wrapping up

Reviewing what you've done together. Reviewing the goals and progress made.

Do you have any final advice? What do you wish you'd know when you were at the mentor's point in your professional journey?

Beyond the sixth meeting, you have no obligation to continue mentoring, but you are welcome to do stay in touch if you both wish to.

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Appendix A: Smart Goals

SMART GOALS	
Specific What is the desired result? (who, what, when, why, how)	
Measurable How can you quantify (numerically or descriptively) completion? How can you measure progress?	
Attainable What skills are needed? What resources are necessary? How does the environment impact goal achievement? Does the goal require the right amount of effort?	
Relevant Is the goal in alignment with the overall mission or strategy?	
Time Bound What is the deadline? Is the deadline realistic?	