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# The IoD Student Mentoring Scheme

Introduction/Briefing for new mentors

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**The University of Wolverhampton Business School & Law School**



# Our plan for the next hour

- Introductions
- An overview of our mentoring scheme
- Mentoring, key skills and the mentoring lifecycle
- A chance to hear from some current mentors
- Q&As
- Then, later on...
  - Meet some (more) of our current mentors
  - Meet some of our mentees 😊
  - Meet your mentee(s)



# Introductions to each other

Please share 4 sentences;

- a) Name
- b) Current position
- c) Mentoring experience
- d) Mentoring 'super power'

# The University of Wolverhampton

- Anchor institution for the Black Country
- Social justice is central to our mission and we pride ourselves on being the University of Opportunity
- UoW student body mirrors diverse communities in the Black Country (80% are from a 20 mile radius)
- 54% of students are Black and Minority Ethnic (BAME/Global Majority)
- 67% from the most disadvantaged backgrounds IMD Quintiles 1&2
- 68% first in family to attend university – no reference point
- 50% of our undergraduate students are mature
- Recognition of intersectionality – considerations of multiple characteristics/identities = inclusivity framework

News provider of the year

News Opinion Sport Culture Lifestyle

The Guardian UK

Education Schools Teachers Universities Students

## Best UK universities for business and management - league table

- About studying this subject
- Overall league table
- How to use the tables

Illustration: Adnà Voltà



share

### Find a course

All fields optional

Course

Institution

Subject area

Region

Search

### UK universities ranked by subject area: business and management

Go to overall league table

2025	Institution	Guardian score/100	Satisfied with teaching	Satisfied with feedback	Student to staff ratio	Spend per student/10	Average entry tariff	Value added score/10	Career after 15 months	Continuation
1	St Andrews	100	88.9	82.6	13.4	6	202	7	91	99.4
2	Oxford	96.9	n/a	n/a	10.3	10	220	4	n/a	100
3	Bath	90.8	88.5	76.3	18.5	9	183	6	93	98.4
4	Warwick	90.5	89.3	79.8	20.9	n/a	186	6	91	96.8
5	London School of Economics	89.5	88.1	70.2	14.6	10	183	8	n/a	95.4
6	Wolverhampton	88.9	94.9	94.4	18.9	5	130	n/a	n/a	86.5
7	Edinburgh	85	79.4	60.9	19.7	9	197	8	89	98.6
8	Aberdeen	83.4	86.4	77.1	20.7	9	173	8	84	92.2
9	Lancaster	83.2	82.1	74.8	17.2	7	146	8	88	95.4
10	Manchester	82.8	80.3	68.8	16.4	10	167	6	88	95.4
11	Loughborough	82.5	85.3	67.4	16.3	4	156	7	91	97.7
12	Bristol	81.9	79.6	68.7	16.4	10	167	6	89	95.3
13	King's College London	80.3	84.3	65.2	26.1	10	187	7	94	93.1
14	Buckingham	80.1	97.1	83.8	n/a	n/a	121	6	90	86.4
14	Durham	80.1	79.2	72	23.5	7	158	7	91	97.5
14	UCL	80.1	78	65	20.8	10	193	8	n/a	n/a
17	Strathclyde	79.9	87.9	76.6	26.4	8	210	4	84	94.4
18	Liverpool	79.6	81.8	75.5	17.8	8	142	7	86	96
19	The Liverpool Institute for Performing Arts	77.3	78.8	83.5	20.3	3	144	8	84	92.1



# What type of graduate does the University of Wolverhampton want to create?

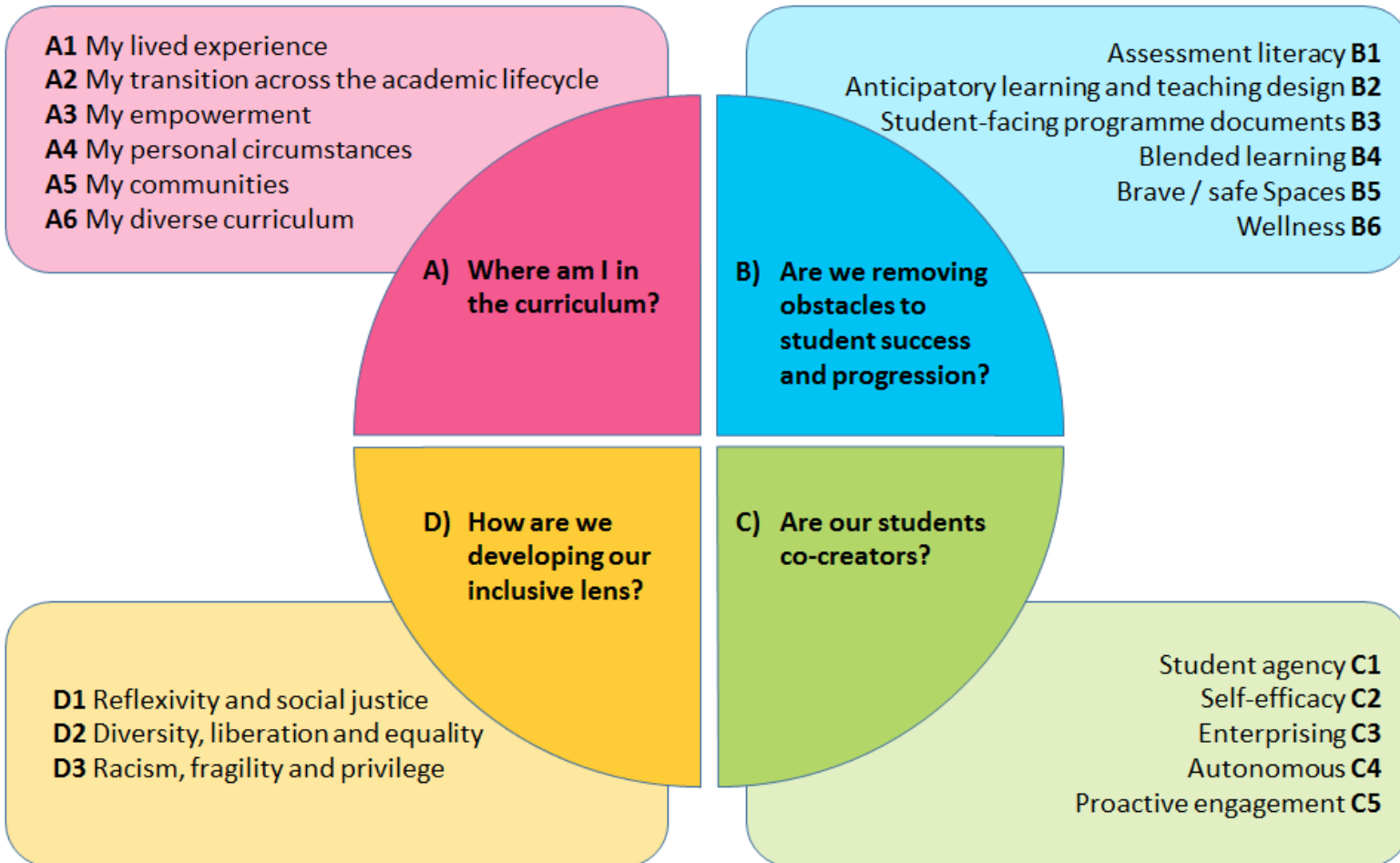
Proposed Graduate Attribute framework for the University of Wolverhampton.

University of Wolverhampton Graduates will be:


Global Citizens	Knowledgeable	Professional	Digitally Fluent
Culturally and socially aware	Academically and /or technically skilled	Innovative and enterprising	Digitally confident
Emotionally intelligent	Critical thinker	Commercially aware	Digital communicators
Effective communicator	Analytical	Resilient	Security conscious
Self-aware	Reflective	Ambitious	Ethical use of AI
Confident	Curious	Adaptable	
Self-Motivated	Autonomous	Goal orientated	
Ethical and inclusive	Engaged learner	Creative	
Collaborative	Sustainability driven	Lateral thinker	

Figure 1 UoW Graduate Attributes Framework

# Our UoW Inclusivity Framework



## Some of our first IoD student mentees



We have gained so much from the experience; mentors have helped us revisit our strengths and development needs, showed us how to work on some of these, encouraged us to consider what job we **REALLY** want and introduced us to some additional networks that can help support and guide us towards our career goals.

<https://youtu.be/3PHlwH7QOVc>

# Our IoD Student Mentoring Scheme

- The purpose
  - One to one employer-student partnership; **Directors as ‘critical friends’**
  - Recognising/supporting/developing employability skills and beyond
- The people
  - 50 mentors & 600+ mentees (final year students) so far, over 16 yrs
- The process
  - Students complete short application form about what want from mentors
  - Students matched with a mentor in their aspirational/future job role, (if possible)
  - Mentors ‘briefed/trained’ and students attend a short expectations session
  - Students and mentors meet for 1:1s/group catch up sessions
  - Duration: 4 months (Oct to Jan – year 3, and Feb to May – year 2)



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# Speed mentoring/mock interview practice with mentors





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# CELEBRATION EVENT





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**The focus is on  
BUILDING CONFIDENCE,  
developing their  
EMPLOYABILITY SKILLS and  
getting them into  
HIGHLY SKILLED EMPLOYMENT**

# Employability is...

[http://www.nus.org.uk/Global/CBI\\_NUS\\_Employability%20report\\_May%202011.pdf](http://www.nus.org.uk/Global/CBI_NUS_Employability%20report_May%202011.pdf) (CBI/NUS report)





# The process...

- **During mentoring**

- **(1 hour) meeting once a month**
- In addition (if at all possible):
  - Meeting senior colleagues/using mentor networks to meet helpful others
  - Tours of local workplaces
  - Mini-work experience sessions or placements for students
  - CV and mock interview sessions in their workplace
  - Invites to IoD regional/local events

- **Successes beyond mentoring**

- @ 80% mentees achieve a good honours degree
- @ 30% mentees are awarded University special prizes
- IoD (West Midlands) Director of the Year Awards often given to mentors
- Over 80% of those mentored are now in 'highly skilled' employment
  - **Example 1 – Davinder now working as a Consultant for PWC**
  - **Example 2 - Mike now running his own clothing business**
  - **Example 3 – James on the Nationwide Graduate Scheme**
  - **Example 4 – Julia on KPMG Graduate Scheme** <https://youtu.be/fz1dGQFbuGo>



# What is learnt by both parties?

## • Students/mentees

- What employers need and want and what they (the students) really need and want
- How different departments and different companies operate
- How to focus on strengths within your CV
- Further developed application and interview techniques
- Honed employability skills; time management, presentation skills, marketing self
- **Increased self confidence**
- Awareness of (graduate) job opportunities in the West Midlands and beyond
- The importance of networking

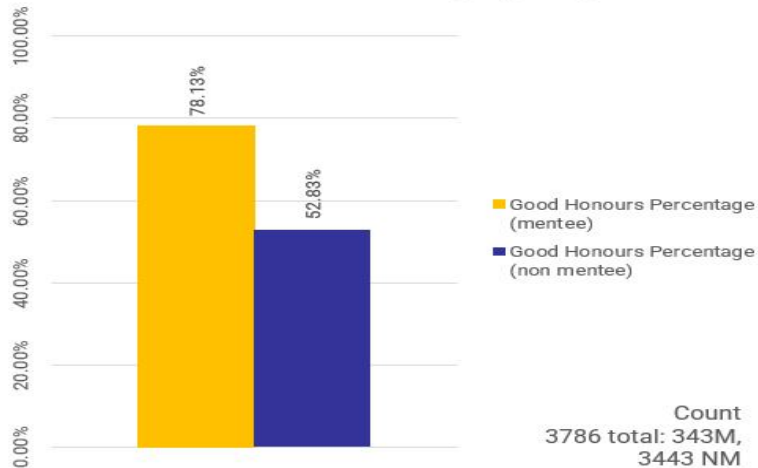
## • Mentors

- What are students differing needs and wants
- The different strengths that different generations bring
- An insight into different countries, different cultures, different perspectives
- New knowledge in relation to business (e.g. digital marketing techniques)
- Developed mentoring skills, including flexibility/adaptability – one size does not fit all

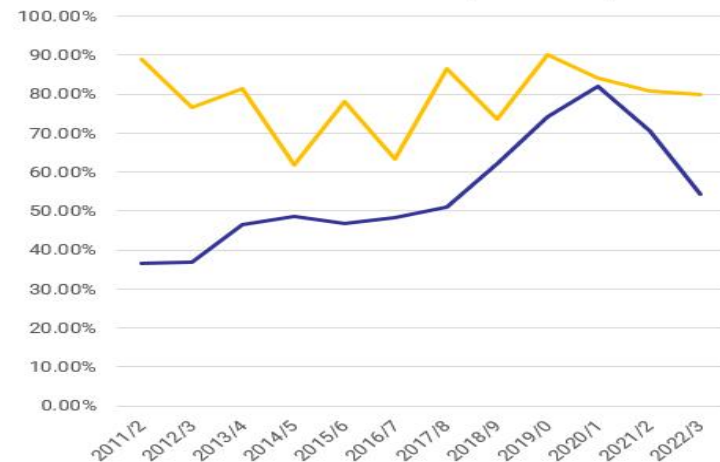
# Some recent revelations



Good Honours: Overall (all years)



Good Honours: Overall (over time)



These results show that you are more likely to get a good honours degree, if you are mentored by this scheme...as it builds confidence/focus/clarity...



# Some feedback

- “In my opinion I think the scheme has been great, and I would have missed out a lot if I didn't take part in it. **I feel like it's complimented my third year of Uni as its given it more substance than just studying, but hasn't taken loads of time out of it at all.** Most importantly, I feel the scheme has been motivating, which is the best thing for my third year, as meeting the Directors (such as the speed mentoring and an event John has invited me to) has also inspired me to work hard. Which is great as it's easy to lose motivation when there's a lot going on. John has been a great mentor, I only have positive things to say about him! He's very friendly, responsive and genuine! I couldn't have asked for anything more from him honestly, **he's really guided me in terms of a career path, improved my confidence so much and helped me with a CV.** I'm super grateful for all his help as he is extremely busy. He always stresses if I need help he will try his best to arrange a meeting/phone call, which he does. **I think it's a brilliant scheme for third year students, to give them an edge, motivation, confidence and that this should be stressed more to the next third year!**” (Mentee)
- “I have loved every minute of it as it is very fulfilling, I am actually surprised why this type of initiative is actually not embedded more in education at all levels using people with business experience. **I believe it makes a massive difference in getting students into employment.**” (Mentor)



# Typical feedback

## Mentees

- 'I'm getting to know what I'm good at.'
- 'I've learnt how to manage my time and workload effectively.'
- 'I've learnt that I can go for graduate jobs'
- 'I would have liked more meetings but recognise my mentor is busy.'
- 'Some mentors were more accessible and flexible about meeting up than others.'
- 'Some Mentors did more than others; I was happy with my mentor until I heard that others had a mentor who did so much more.'

## Mentors

- 'I have learnt that there is so much involved in degree studies.'
- 'It's pleasing to work with mentees that have so much enthusiasm for improving their life and who are focused on achieving.'
- 'I have learnt about the complexities of student lives!'
- *'My mentee was wanting to discuss her dissertation. I needed to remind them a few times that I'm here to discuss their employability and job opportunities, and not student work.'*
- 'Don't do too much for your mentee...need to check motivation.'



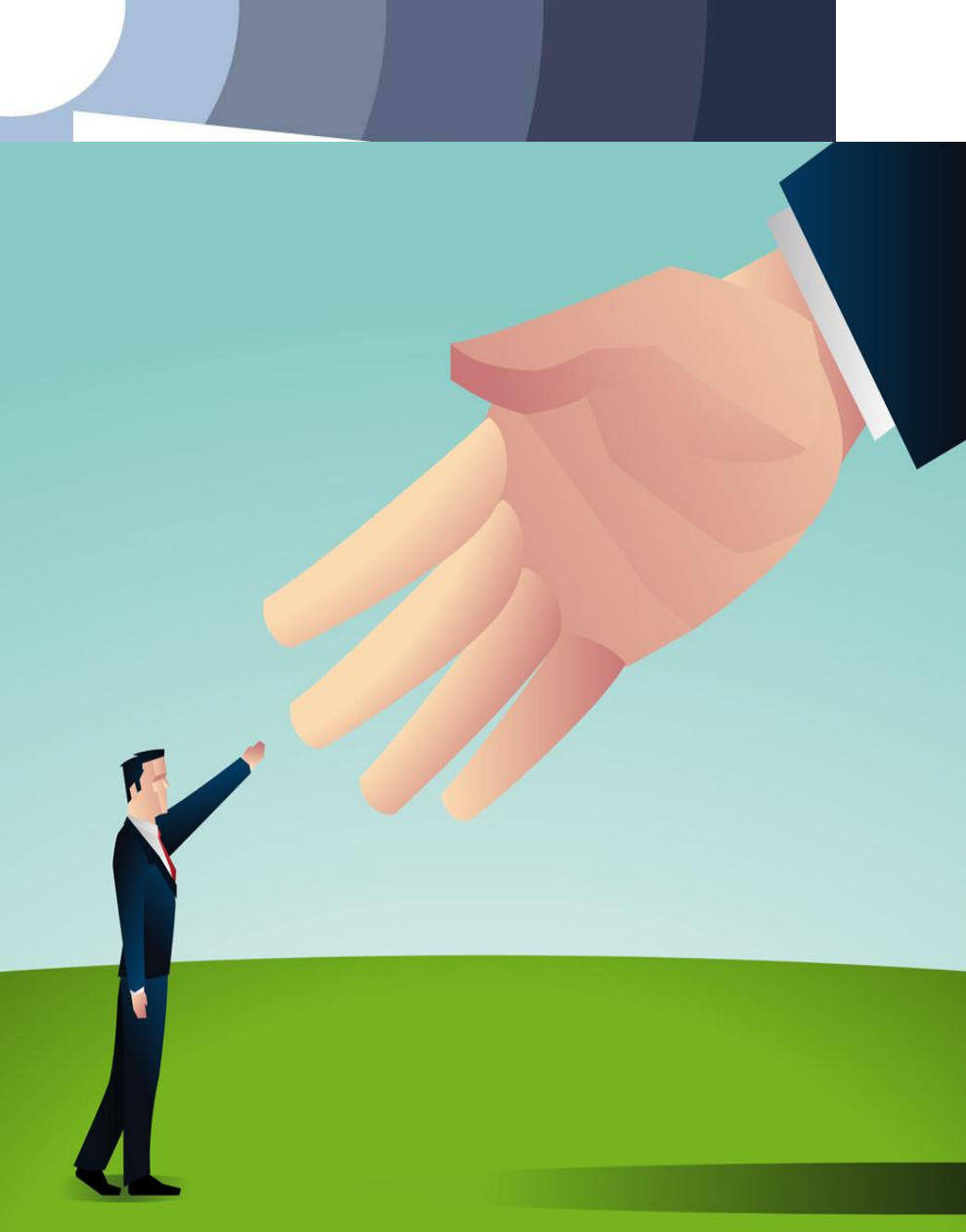
# Expectations/Responsibilities

- The University/The IoD (West Midlands)
  - To support students beyond the classroom teaching
  - To share/offer real life knowledge/experiences for students
  - To build student's networks
  - To enhance the support offered by University Careers
- Students
  - ***To put themselves in a better position to get the job of their dreams***
  - To develop employability skills, particularly in relation to marketing self
  - To have a fantastic CV and apply for and be prepared for the right jobs
  - To learn from 'role models'
- Mentors
  - To meet their student regularly
  - To share real life experiences and enthusiasm for business
  - To offer practical advice
  - To open doors/to give something back to the West Midlands



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# **An overview of mentoring**





# Qualities of coach or mentor (Connor & Pokora)

## Box 2.6 Some qualities of a coach or mentor

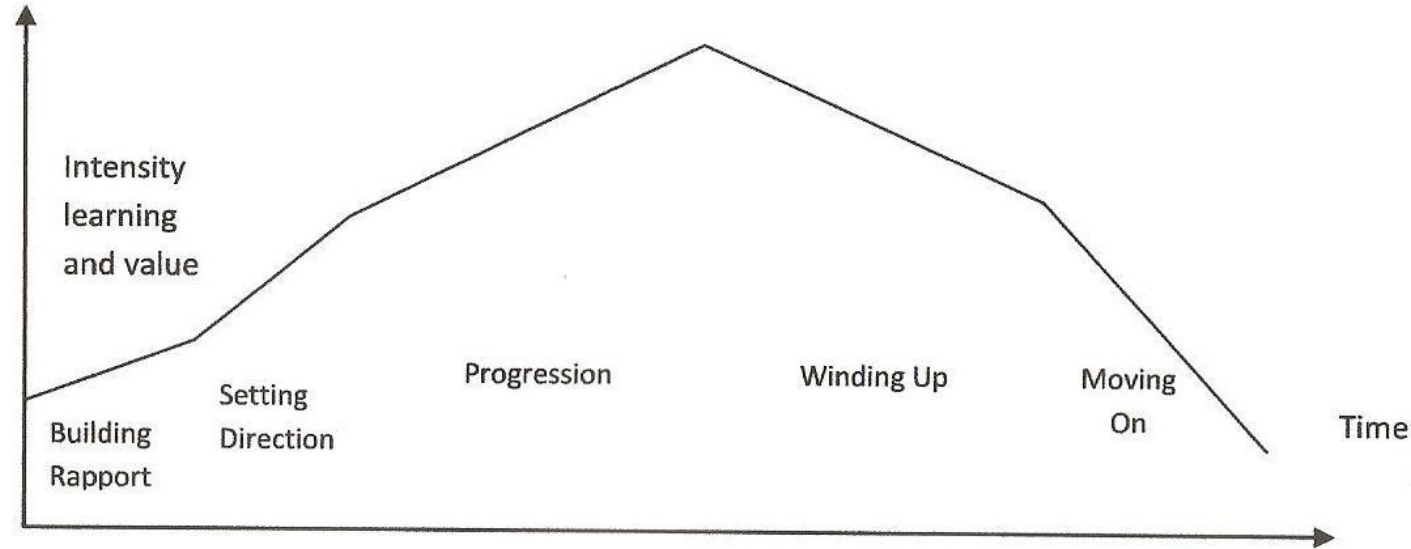
- *Supportive*: a confidential non-judgemental listener
- *Sounding board*: good at bouncing around ideas
- *Challenging*: able to challenge constructively
- *Networker*: skilled at identifying and knowing how to develop connections
- *Respected*: commands attention of others
- *Assertive*: able to state wants and needs without being aggressive
- *Open*: receptive to new ideas and ways of thinking
- *Transparent*: communicates their values and 'walks the talk'
- *Creative*: able to think laterally and 'outside of the box'
- *Visible*: known in the organization/professional community
- *Interpersonally skilled*: at negotiating, conflict resolution
- *Strategic*: able to take the long-term view
- *Kind*: sensitive to others and shows care for them
- *Genuine*: being themselves, not hiding behind a professional façade
- *Just*: treats people fairly and equally, is not prejudiced or partial

# Ideas for mentoring students

- Start with developing an understanding/rapport/relationship
- Be open to hearing about their different 'lived' experiences
  - what's worked for you, may not work for them
  - 'one size does not/will not fit all'
- Be clear about boundaries
  - theirs and your work-life balance [4 Things You Thought Were True About Managing Millennials \(hbr.org\)](https://www.hbr.org/2013/04/4-things-you-thought-were-true-about-managing-millennials/)
- Check for motivation
  - strength-based view/up the praise
  - don't be too pushy
- Busy people/complex lives (you & them!) = it's their final year
- Tempting to be proactive but resist the urge to do everything for them
- Not every 'win' is tangible – key learning is around confidence
- They have lots of other help eg CL/ML, Personal Tutors, Careers, Counselling
- They don't often access this help, particularly Careers = need signposting!
- 2 emails and then leave it with them! 😊 (then send me an email, please)



# 5 phases of the mentoring relationship



Phases of the mentoring relationship

Clutterbuck & Lane, 2004



# Coaching & Mentoring Processes

- Create rapport
- Formulate general objectives
- Assess the 'here' & 'now'
- Decide on the 'there' and 'then'
- Formulate clear objectives
- Plan a bridge between 'now' & 'then'
- Build the bridges
- Assess progress



# *Suggested structure/themes* for each mentoring meeting

Mtg 1 – get to know each other/expectations/career aspirations/CV

Mtg 2 – work on CV/develop an action plan – strengths/development

Mtg 3 – review CV and action plan – progress/job search strategies

Mtg 4 – discuss job applications and offer interview skills/practice

Mtg 5 - discuss how best to market self/future job search strategies plus  
review action plan and reflect on progress/feedback/formal end

Please see 'Scheme Guidelines' on the website (in MENTOR ZONE)

# The (infamous) GROW model

Downey & Whitmore

## THE GROW MODEL

- Agree topic for discussion
- Agree specific objective of session
- Set long-term aim if appropriate

- Invite self-assessment
- Offer specific examples of feedback
- Avoid or check assumptions
- Discard irrelevant history

**GOAL**

**REALITY**

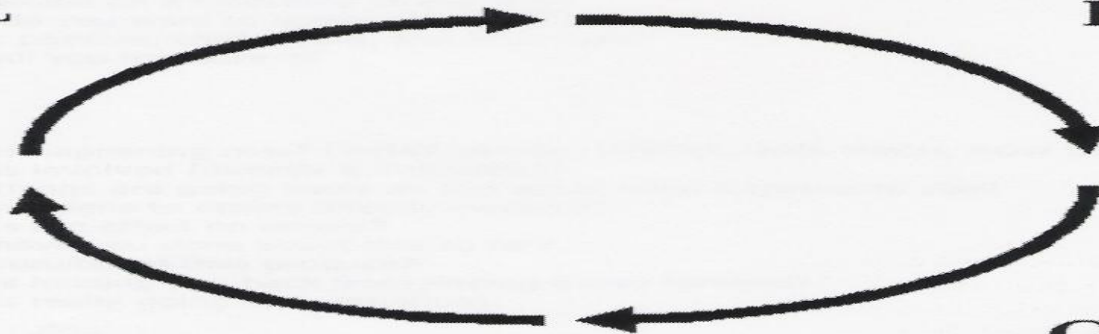
**WRAP-UP**

**OPTIONS**

Wrap up  
or will?

- Commit to action
- Identify possible obstacles
- Make steps specific and define training
- Agree support

- Cover the full range of options
- Invite suggestions from coachee
- Offer suggestions carefully
- Ensure choices are made



# The support and challenge model

[http://www.sagepub.com/upm-data/39882\\_9780857024190.pdf](http://www.sagepub.com/upm-data/39882_9780857024190.pdf) (pg 37)

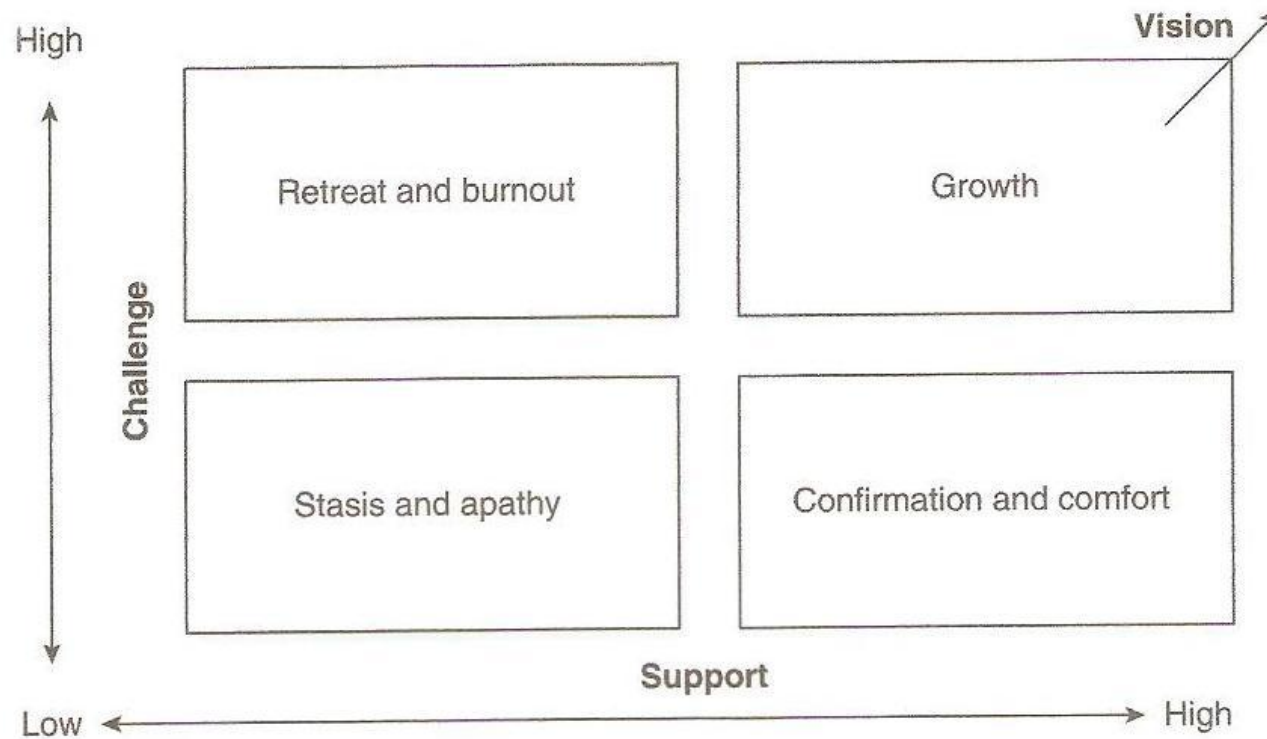
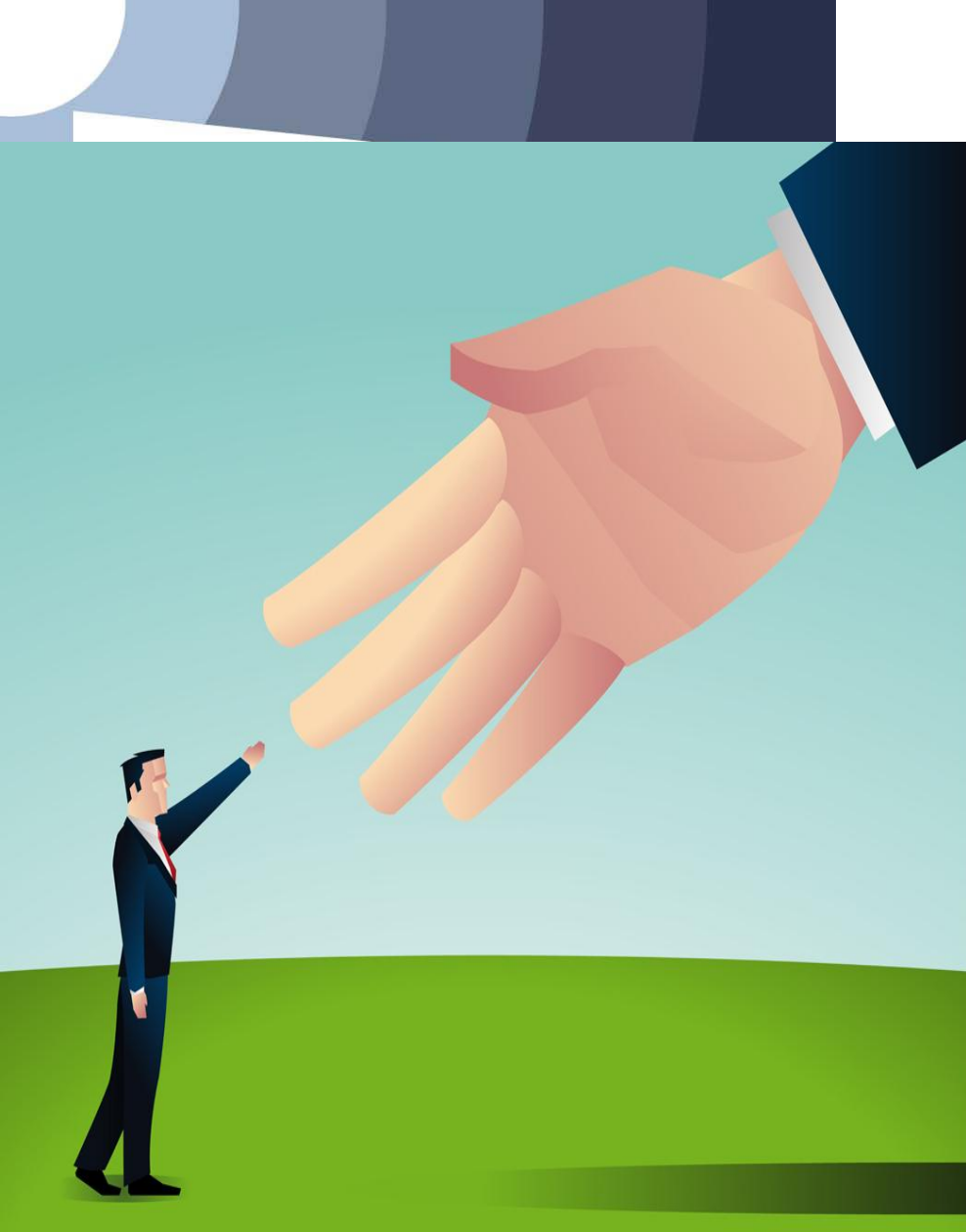


FIGURE 1.3 Effects of support and challenge on the mentee's development





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**‘It is better to teach people to fish,  
than to give them a fish’**

Mayo & Lang





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# Mentor experiences



# The EMCC Global Code of Ethics

- [Global Code of Ethics - new version - EMCC Global](#)

Therefore, we have a brief mentoring contract or agreement to be signed (and passed back to me) at the first session too

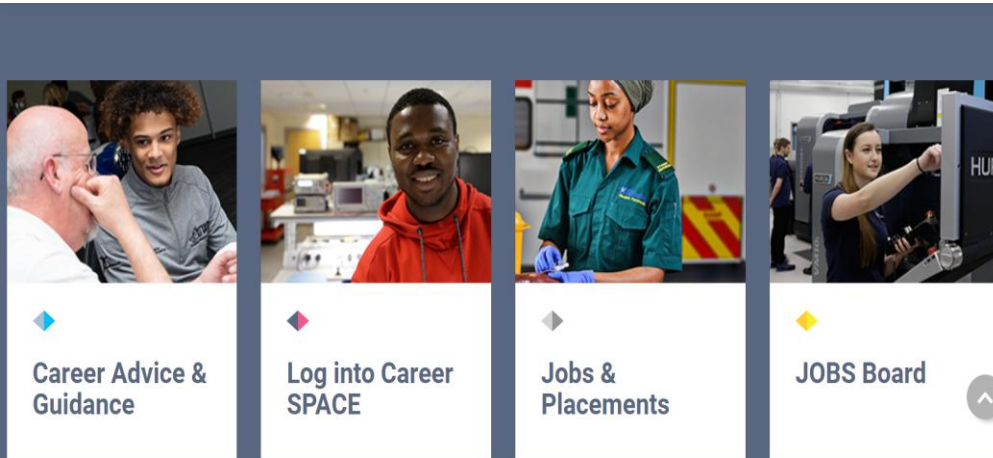
Please see 'Contract' on the website (in MENTOR ZONE)

# Careers

- At Careers, Enterprise and the Workplace we understand that many students come to the University of Wolverhampton not just for their interest in a subject but because they want a successful career and a better life. However, with so much going on, it can sometimes be difficult to find the time to focus on what is important for your future.
- We recognize that everybody's career needs are different, and you will have a variety of things you want help with, here are some of the things that you can talk to us about:
  - I don't know what I want to do.
  - What career options are available with my degree?
  - Where are the best places to look for jobs?
  - I know what career I want but I don't know how to get into it.
  - I'm thinking of starting my own business can you help me?
  - How do I write a good CV or application form?
  - I am not sure what I want to talk ?
- [Careers - University of Wolverhampton \(wlv.ac.uk\)](https://www.wlv.ac.uk/careers)
  - **Suneeta Duroch**  
FABSS Careers Development Consultant  
Email: [s.duroch@wlv.ac.uk](mailto:s.duroch@wlv.ac.uk)
  - **Andrea Woolley**  
Careers, Enterprise & The Workplace, Directorate of Student & Academic Services.  
Email: [andrea woolley@wlv.ac.uk](mailto:andrea woolley@wlv.ac.uk)

# Careers and The Workplace

[www.wlv.ac.uk/careers](http://www.wlv.ac.uk/careers)



Ambika Paul building, City campus

- CV and interview support
- Psychometric testing
- Online and in-person bookable appointments
- Employer events
- Recruitment fair 22-24/10/2024
- Part-time jobs
- Working in the University
- Graduate jobs
- Placements (UK and international)
- Volunteering opportunities



## Additional group get-togethers

- Dec/Jan - Speed mentoring session re CVs
- Feb/April - Mock interview sessions with Careers - TBC
- May - Celebration event (both groups)
- *All normally late afternoon/evenings (except last session = day)*
- *Please encourage your mentee to come to all of these*



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# THANK YOU FOR SUPPORTING THE CAREER ASPIRATIONS OF OUR STUDENTS

## Any questions?

<https://www.wlv.ac.uk/schools-and-institutes/faculty-of-arts-business-and-social-sciences/university-of-wolverhampton-business-school/employability-and-placement/mentoring/>