QUT Career Mentor Scheme
2011 Student Information

www.careers.qut.edu.au/student
Welcome
Welcome to the 2011 Career Mentor Scheme. The Scheme is designed to give you the opportunity to receive guidance, support and knowledge from an experienced industry professional as you begin your transition from university to the real world.

We hope that through your participation in the Scheme you form a supportive, on-going relationship with your mentor who will assist you to connect to, and network with, the industry you are seeking to be part of.

The role of the mentor
A mentor acts as an adviser and resource person; is someone who has knowledge, skills, information, and experience in their chosen industry; and is willing and able to share these in order to help the mentee’s professional growth.

The role of the Student Mentee
Mentees are typically students looking to bridge the gap between being a student and entering the workplace and use mentors as an invaluable resource for their own self development during this transition period. Mentees are the drivers of the relationship and ideally take most of the responsibility for their self-directed learning and exploration.

<table>
<thead>
<tr>
<th>Mentor responsibilities</th>
<th>Mentee responsibilities</th>
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<tr>
<td>Act as a source of information and/or insight into their chosen occupational field.</td>
<td>Take time to contact and meet with your mentor, both in the initial stages and on an ongoing basis.</td>
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<tr>
<td>Providing career development strategies or for achieving professional goals.</td>
<td>Work to foster the mentoring relationship.</td>
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<td>Assist with personal goal setting and planning.</td>
<td>Think about your career goals before your first meeting with your mentor and be willing to openly discuss these goals with them.</td>
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<tr>
<td>Teach specific skills including job seeking strategies and resume writing.</td>
<td>Communicate expectations, needs and feelings.</td>
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<td>Listen with an open mind, challenging and encouraging the exploration of ideas.</td>
<td>Develop a trust relationship and share concerns.</td>
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<td>Encourage professional behaviour.</td>
<td>Negotiate activities in order to obtain goals.</td>
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<tr>
<td>Facilitate self-directed learning.</td>
<td>Embrace learning and exploration with enthusiasm and commitment.</td>
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<tr>
<td>Provide feedback on observed performance.</td>
<td>Be willing to listen and when appropriate take advice and also give feedback on each session.</td>
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<tr>
<td>Coach for effective coping strategies.</td>
<td>Learning to accept feedback and use it positively.</td>
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## Timeline: What Happens Now?

**MARCH**

**Briefing Sessions for students 15 – 21 March. Matching commences from 22 March onwards.**

After you are matched, you will be invited to a **networking launch function** with your mentor. Launch functions are held in mid-April and this is a great opportunity to meet other mentors and students participating in the Scheme. Depending on the timing of your allocation, please try and meet face-to-face with your mentor before this function. Make sure to talk to your mentor about attending this function together, or come on your own if your mentor is unavailable for the event as you will be able to connect with other industry professionals.

**Progress reports** will be sent to mentors to confirm that their student has made contact with them and all is going well. If no contact has eventuated you will be contact by the Coordinator and your participation in the Scheme will be evaluated. Students who do not contact their mentors may have their participation cancelled and their mentor reassigned. **USE YOUR MENTOR! Being 'busy' is not a valid excuse!** You will also be sent a **progress report** as a check point to ensure that the relationship is progressing well from your point of view.

**APRIL**

Students and mentors will be invited to a **mid-year function**. This function is an opportunity for you and your mentor to meet again and network with other participants in the Scheme. It is also a great way to kick off the second half of the mentoring year after exams and holidays.

**MAY**

Your mentoring relationship will formally continue until the end of October (although students will have insurance until the end of the year). An **end-of-year function** will be held at this time to thank participants for their efforts throughout the year. The Mentor and Mentor of the Year awards are presented at this function.

**JULY**

Although the Career Mentor Scheme has officially ended, we encourage you to **keep in touch** with your mentor.

**OCTOBER**

- Do
  - Remember that you are representing QUT in your role as a mentee within the Career Mentor Scheme and should conduct yourself in a professional manner at all times in your dealings with your mentor.
  - Contact your mentor within three days of receiving their contact details.
  - Keep trying if you don’t reach your mentor the first time you contact them. Remember, they have volunteered to participate in the Scheme and are expecting to hear from you ASAP.
  - Contact the Career Mentor Scheme Coordinator if you have unsuccessfully tried on **several occasions** to contact your mentor via telephone and email.
  - Contact the Career Mentor Scheme Coordinator if you feel your mentor is not actively participating in the mentoring relationship.
  - Contact the Career Mentor Scheme Coordinator if you feel that your mentor is acting outside the boundaries of the mentoring relationship.
  - Meet your mentor face-to-face before the launch event.
  - Try and attend the Career Mentor Functions with your mentor if they are available.
  - Attend the Career Mentor Functions without your mentor if they are not available, you may meet other industry professionals who could potentially be good contacts for you.
  - If you are nervous about networking, prepare for the networking events in advance. See the **Resources** page of the Career Mentor Scheme website.
  - Set up the framework, schedule and mutual expectations of the mentoring relationship at your first meeting.
  - Be proactive and drive your mentoring relationship to its full potential.
  - **Thank your mentor at the end of the year for their support, effort and involvement.**

- Don’t
  - Contact the Career Mentor Scheme Coordinator to see when or if you have been matched after your own briefing session, we will notify all students in due course – there are 600 students to match!
  - Miss out on this opportunity by not using your mentor to support your career development.
**Frequently Asked Questions**


**Are students covered by QUT insurance?**

QUT maintains a range of insurance policies that cover students while they are involved in the Career Mentor Scheme. For more information on the policies, please visit the Insurance page on the Career Mentor Scheme website at [www.careers.qut.edu.au/employer/mentor/insurance.jsp](http://www.careers.qut.edu.au/employer/mentor/insurance.jsp).

**Am I guaranteed a mentor?**

While every effort is made to match you, it is not always possible and therefore a match cannot be guaranteed. It is dependent on the number of students that register within the discipline and the number of mentors we have available for that year.

**I have approached someone to be my mentor. How do they become involved?**

The Career Mentor Scheme Coordinator can assist students who have sourced an industry professional who is willing to act as a mentor. It is a requirement for your mentor to register for the Scheme via CareerHub. This will formalise the mentoring relationship and enable both parties to take advantage of the benefits offered to participants in the Scheme (insurance, invitations to networking events etc).

If your potential mentor requires further information regarding the Scheme please direct them to the mentor information on our website at [www.careers.qut.edu.au/employer/mentor](http://www.careers.qut.edu.au/employer/mentor) or ask them to contact the Career Mentor Scheme Coordinator on 07 3138 2687 or email mentor@qut.edu.au. Please contact the Career Mentor Scheme Coordinator if you would like us to contact your potential mentor directly.

Please ensure that you notify the Career Mentor Scheme Coordinator of your mentors name so that you are allocated to one another upon registering.

**I do not feel that my interests align with that of my mentors. Can I be reassigned an alternative mentor?**

As a general rule we do not reassign students. We assign mentors based firstly on a students selected discipline and secondly on a student’s stated professional interests. The Career Mentor Scheme is about connecting students with industry. In the situation where your assigned mentor does not possess the exact professional experience that you were seeking, they should still be viewed as a valuable contact. Mentors may be able to introduce you to colleagues or contacts with their networks who might work in area you are interested in.

**I cannot contact my mentor**

If you have not received an email return in the first instance we would suggest that you contact your mentor directly via phone. Remember that mentors are often overwhelmed by many emails during the day and may struggle to give a timely response. Therefore phoning may be a more effective method of contact. If you still are unable to contact your mentor after multiple attempts, and after you have exhausted all of the contact options (phone, email, fax), please notify the Career Mentor Scheme Coordinator.

**How will I know if I have been allocated a mentor?**

You will receive an email from the Career Mentor Scheme Coordinator notifying you that you have been matched with a mentor with instructions on how to access their contact details. Contact your mentor ASAP after notification.

**What if I miss out on a mentor?**

The Career Mentor Scheme Coordinator will notify you via email if you are not allocated a mentor. We cannot guarantee a match as part of the Career Mentor Scheme as sometimes the demand for mentors exceeds the number of mentors we have available in particular disciplines.

The Career Mentor Scheme Coordinator is continually recruiting mentors into the Scheme so if you miss out on a mentor in the initial matching round, your registration will be kept active for the remainder of the year, in case a suitable mentor for you becomes available.

**I have been allocated a mentor, what should I do now?**

As soon as you receive notification that you have been allocated a mentor, contact them as soon as possible to arrange your first meeting. The Career Mentor Scheme Coordinator will check in with all mentors approximately one month after allocation. Any students who have not contacted their mentor may potentially have their participation in the Scheme revoked and have their mentor allocated to another student.
Contacting your mentor

Mentors are often overwhelmed by many emails during the day and communicating on a daily basis may not be a realistic possibility. Communication methods and frequency between you and your mentor should be discussed at your first meeting and a schedule and framework put in place. E.g. Turn-around time of one week on emails.

If you do not immediately hear back from your mentor when you are initially contacting them, try all forms of communication that you have available to you. Make sure you follow up with a second or third telephone call or email a couple of days later. Your mentor will appreciate your persistence, remember they have volunteered to participate in the Scheme and are expecting to hear from you.

If you still are unable to contact your mentor after multiple attempts, and after you have exhausted all of the available contact options (phone, email, fax), please notify the Career Mentor Scheme Coordinator.

Remember that you are representing QUT in your role as a mentee within the Scheme and should conduct yourself in a professional manner at all times in your dealings with your mentor.

Resumes

It is a good idea to provide a resume to your mentor on your first contact, whether that is via email or in a face-to-face meeting.

Providing your resume to your mentor is a good way to introduce yourself to your mentor as they will be able to see at a glance your career progress to date and have greater understanding of who you are and where you wish to go. Mentors often have experience from a managerial point of view, and can give you advice on your resume from the perspective of an employer.

Careers and Employment have developed resources in consultation with industry as a guide to assist you in drafting your resume. To access resume help from the Careers and Employment website visit: www.careers.qut.edu.au/student/feedback.jsp. Before you meet your mentor, make sure you:

- Create your resume or modify an existing resume to ensure it is up to date.
- Have your resume checked by Careers and Employment (if needed). Email to careers@qut.edu.au. (This service will allow a return of your resume within 5 working days).
- On your first contact with your mentor email your resume to them by way of introduction, or take it along to your first meeting.

Time limits for mentoring

There is no right or wrong answer to the question of how much time you should allow for mentoring activities throughout the year. Each mentoring pair should determine their own mentoring schedule based on their individual availability and schedules.

It is important to set the framework and schedule for your mentoring relationship at your first meeting. On average mentors and mentees report spending one hour per fortnight on mentor related activities, this figure is the average, with some relationships being more active, and others being far less involved. Mentoring activities can include:

- Face-to-face meetings
- Networking events
- Emails
- Workplace visits
- Telephone calls
- Instant messaging

Distance Mentoring

Some mentors will be located intrastate, interstate or in some cases, overseas. This will mean that unless your mentor visits Brisbane during the course of the year, you will not have the opportunity to meet face-to-face. However, a successful mentoring relationship can still be managed with some effort.

Email is definitely not the only way that you can communicate with your mentor over distance relationships. Phone calls are a great way of building rapport and achieving ongoing interaction.

- Phone at a regular time – E.g. Every month.
- Communicate online together via instant messaging. Msn, Yahoo and Skype are examples of free services.
- Teleconferencing/Net meeting. Useful if both parties own the same software, and allows for information to be shared collaboratively over the net.
- Often mentors who are Australian based travel to Brisbane, so it is worthwhile discussing when any trips will be planned and taking this opportunity to meet face-to-face. Some mentors have offices for their place of work in Brisbane or other contacts, and may be able to arrange for their mentee to meet representatives of the business.
Goals and Expectations

Before meeting with your mentor and entering into a mentoring relationship, it is important for both parties to formulate a plan of what they wish to achieve out of their mentoring relationship. Think about what your goals and expectations for your participation in the Career Mentor Scheme are and discuss these with your mentor at your first meeting.

List your goals and expectations for your participation in the Career Mentor Scheme

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Objective Setting

The next step is to set yourself some achievable objectives, and take these with you as a starting point for discussion at your first meeting with your mentor.

Objectives are best coupled with an action plan or action statements of how you are going to achieve them, given here as a list of activities you can undertake with your mentor. Objectives should be Specific, Measurable, Achievable, Realistic, and should be within a certain Time Frame (SMART).

Example objectives:

- Expand my network within my industry to include on average two new contacts a month.
- Improve both my written and verbal communication skills to a professional level by asking my mentor to critique some of my assignments and undertaking a practical placement in second semester.
- Increase my awareness of a real organisational setting by familiarising myself with my mentor’s workplace both through questioning my mentor and a site visit in the mid-year break.

List your three main objectives for your participation in the Career Mentor Scheme

1. ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________
Suggested Activities

As the mentee, you should be the driver of the mentoring relationship. **Make contact with your mentor as soon as you receive their contact details** and set up a time to meet with them as soon as possible.

Below is a list of suggested discussions and activities. This list is not exhaustive, and some ideas may not be applicable or appropriate for your industry. You and your mentor may also have your own ideas about how you would like to structure your individual mentoring relationship.

**Tick which activities you wish to pursue with your mentor.**

**Discussions to be had...**

- [ ] discuss the mentor’s background and career path to date;
- [ ] discuss key tasks and duties of the mentor’s current position;
- [ ] explore student’s current career goals and expectations of a career path within the field;
- [ ] discuss areas of specialisation and job opportunities within the field in general and specifically for graduates;
- [ ] mentor to arrange access to a recent graduate to give the student insight into what to expect as a new graduate in their organisation;
- [ ] explore strategies aimed at improving the student’s ability to gain employment in the field;
- [ ] assist student in choosing subjects;
- [ ] discuss current trends, issues, and areas of interest;
- [ ] examine the relationship between theory and practice, i.e. discuss university assignments from a practical viewpoint;
- [ ] discuss ethical considerations of your industry’s practice and conduct;
- [ ] discuss registration pathways and requirements. – *E.g.* Psychology, CPA program.

**Practical ideas to implement...**

- [ ] resume critique and fine tuning from employers point of view;
- [ ] provide feedback on individual letters of application for positions;
- [ ] interview preparation, mock interview practice;
- [ ] allow student to shadow mentor or another nominated staff member; giving exposure to daily activities for a greater appreciation of what the job involves;
- [ ] allow student to attend meetings and hold follow up discussions;
- [ ] allow student to accompany mentor to association events, seminars or training and development activities;
- [ ] provide networking opportunity with others in the department / industry;
- [ ] show student around the workplace and explain how different roles rely upon each other;
- [ ] involve student in a project, having achievable outcomes for both parties;
- [ ] provide opportunity to gain practical work experience;
- [ ] give the student task descriptions of different jobs in the field;
- [ ] show student past examples of work completed and assess why it was, or was not, successful or effective.
What mentors CANNOT do for students

All students
- Be the driver of the relationship and continually chase up contact with their student.
- Be a professional referee before getting to know their student.
- Give students a job or work experience, unless this is offered.

International Students
- Assist students to obtain permanent residency or work visas.
- Sponsor students to stay in Australia.
- Be an English tutor, or correct grammar and English language in assignments.

Potential difficulties and strategies to overcome them

The table below outlines a list of problems that students in previous years’ have encountered and some suggested strategies for overcoming these problems.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>Difference in expectations</td>
<td>Ensure that there is open communication at all times. Don’t expect your mentor to know what your expectations are, you need to ensure that each party knows what the other wants to gain from the relationship. Talk about your expectations at your first meeting.</td>
</tr>
<tr>
<td>Time commitments – work, assignments, etc</td>
<td>Use all forms of communication – telephone, email and face-to-face. Approximate time commitments are one hour per fortnight, however it can be more or less – it is to be a mutual agreement between you and your mentor. Try setting dates and times in advance to help with scheduling other commitments (uni, work, etc).</td>
</tr>
<tr>
<td>Personality clashes</td>
<td>Please contact the Career Mentor Scheme Coordinator A.S.A.P so that the situation does not get out of hand. Rematching is possible in extreme cases.</td>
</tr>
<tr>
<td>Places to meet</td>
<td>Meetings do not necessarily have to take place at the mentor’s work, it may be more convenient to meet for lunch/coffee. Be creative and flexible in your approach.</td>
</tr>
<tr>
<td>Activities to do with your mentor</td>
<td>Refer to the activities and discussions section, ask other students what they cover with their mentor, or contact the Career Mentor Scheme Co-ordinator and they may be able to offer some more suggestions.</td>
</tr>
<tr>
<td>Professional interests are not exactly aligned</td>
<td>It is almost impossible to facilitate a perfect match of professional interests; however we do match as closely as possible. Many of the activities sought in mentoring are of a general nature that any experienced professional can assist with. If you have interests of a specific nature, ask your mentor if there are any contacts within their networks who you could also talk with.</td>
</tr>
<tr>
<td>Not able to contact your mentor</td>
<td>Please be aware that your mentors are busy people but do genuinely want to be involved. If they are a little slow in responding please be politely persistent. If however their phone number or email is wrong or they do not respond after continued attempts, then contact the Career Mentor Scheme Co-ordinator for assistance.</td>
</tr>
<tr>
<td>Mentor doesn’t contact you</td>
<td>It is your responsibility to make contact with your mentor and their right to control how much time they can spend with you, so once again, be politely persistent.</td>
</tr>
<tr>
<td>Your details or your mentors details change</td>
<td>Please inform the Career Mentor Scheme Co-ordinator via email if your mentor’s or your personal details change, this will ensure that you receive all relevant correspondence.</td>
</tr>
<tr>
<td>Mentor can’t allow you into their workplace or give you work experience or employment</td>
<td>Work experience is not a requirement of the Career Mentor Scheme and so in some cases will simply not be possible. If your mentor cannot facilitate any work experience in their workplace for you, use their network and ask if there is anyone that they know you can approach. Employment should never be an expected outcome of the Scheme.</td>
</tr>
<tr>
<td>Insurance</td>
<td>You are fully covered by insurance when you are at the mentor’s workplace or participating in activities related to the Career Mentor Scheme. Documentation detailing this insurance cover, is available on the Career Mentor Scheme website.</td>
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</table>
As part of your mentoring relationship there are many possible difficulties that you may experience throughout the year. Please complete the two exercises below from your own point of view.

**What problems do you think you might encounter while participating in the Scheme?**

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

**List some strategies you might use to combat these problems**

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

**Insurance**

Insurance for the QUT Career Mentor Scheme covers students undertaking site/office visits and unpaid work experience at their mentor’s place of work, or in a work setting organised through their QUT mentor. Work experience and/or site/office visits must be related to the student’s field of study and supervised either by their mentor or by someone appointed by their mentor.

QUT carries four insurance policies that are relevant to student’s activities within the Career Mentor Scheme: Public and Products Liability, Professional Indemnity, Medical Malpractice and Group Personal Accident.


**Mentoring Agreement**

A mentoring contract or written agreement is a tool that students and mentors may wish to use to formalise the arrangement and pre-plan activities. Whilst not binding, an agreement allows both parties to be clear on what they wish to achieve out of the relationship and begins the thought process of how to achieve both sets of objectives. Please note this agreement is not a static document and should be amendable by both parties at any time.

Whilst this is not a requirement of the Career Mentor Scheme, and it is understood that some relationships would prefer to work on a more informal basis, developing an agreement allows some parties to feel more committed to the process and can be a useful starting point for discussions between mentor and mentee.

If you choose not to use an agreement in a written format, then it is recommended you specify how you will ensure your mentoring relationship will meet expectations and achieve set objectives. Whether you end up with a formal or informal agreement, or written set of goals and operating procedures, or even just a verbal discussion on what you wish to achieve over the year, it is often useful to have *something* specified in writing.

The example mentoring agreement is available on the next page of this handout for you and your mentor to discuss at your first meeting.

A Word version of this agreement is available in electronic format from the **Resources** link of the Career Mentor Scheme website at [www.careers.qut.edu.au/student/mentor](http://www.careers.qut.edu.au/student/mentor).
Example Mentoring Agreement

A Word version of this agreement is available in electronic format from the Resources link of the Career Mentor Scheme website at www.careers.qut.edu.au/student/mentor.

Date of commencement:

Name of mentor: __________________________ Name of mentee: __________________________

We agree to the following:

We have agreed on the following goals and objectives as the focus of this mentoring relationship:
1. 
2. 
3. 

Communication methods and Frequency
Here you can outline the frequency and nature of the meetings and the nature of the contact that you anticipate. Think about any restrictions regarding contact – e.g. Not during working hours, preferably by email, whether you agree that mobile phone contact is ok etc.

As the mentor I undertake to......
The mentor summarises the responsibilities agreed to by the mentor in order to achieve the objectives. E.g. Introduce the mentee to relevant networks and colleagues; Provide feedback on the mentee’s progress towards learning objectives; Advise on relevant professional reading etc.

As the mentee I undertake to......
The mentee summarises the responsibilities agreed to by the mentee in order to achieve the objectives. E.g. Keep a reflective journal; Attend two networking functions during the year; Seek out additional avenues of learning and skill development.

Activities
Bullet point some concrete activities or topics of discussion that will help the mentor and mentee achieve their goals. * This section may need a page of its own*

Problems/Help:
Specify ways in which you will seek help or overcome difficulties as they arise. E.g. Keep open lines of communication and be honest and tactful when broaching difficulties, Request assistance from the Career Mentor Scheme Coordinator if needed, keep regular contact by phone if meeting face-to-face becomes too difficult for a period.

Other:
You may wish to include any other items of importance to the mentoring partnership, e.g. Confidentiality, time periods where one party will be away.

Review of the mentoring partnership
You may wish to agree to come back to your objectives and action plan periodically to reflect on the achievements made and to consider whether there should be any adjustments or new objectives.
Check Yourself

After the briefing session all students should have a clear plan of how next to proceed in order to begin their mentoring relationship. The following checklist takes you through the beginning stages of building your mentoring relationship.

Helpful questions

Goals and expectations

- Am I clear in my own goals and expectations?
- Am I ready to form a plan with my mentor for upcoming meetings?
- Have I identified what are my main areas of professional interest?
- Am I ready to make practical suggestions as to what activities we can engage in as part of the Scheme?
- What specific actions/assistance will I request from my mentor?
- Have I updated my resume ready to provide to my mentor?

Suggestions for topics at first meeting

In your first meeting with mentor you need to discuss goals, articulate objectives and set plan of meetings/points of contact in advance.

- Do we wish to create a written agreement or formal contract?
- What are both our goals and expectations and are they congruent?
- What activities can I do to help me achieve my goals?
- How often do I expect to meet/make contact with my mentor?
- When will I be busy or away and when will the mentor be away? Plan the year.
- Will we physically meet? If so, where and for how long?
- How long will the relationship last?

Possible Issues

- Am I comfortable asking my mentor about what I want to achieve out of the Scheme? If not, is this something that I can influence?
- If my mentor cannot provide everything that I request out of the relationship, what will my reaction be?
- What if I don’t agree with the advice given by my mentor?
- What kind of priority am I going to give developing a relationship with my mentor when I get busy and have exams?

Ongoing process

Work with your mentor to achieve your objectives. As a general rule you should be making contact at least once a fortnight, either face-to-face, on the phone or via email.

- As well as my mentor, what other resources can I access?
- Is there anyone I would like to meet that my mentor could facilitate?
- Is my mentor part of any associations or has access to events I could attend?
- How can I add value to the process and what will my mentor be able to learn from me?
The start of the mentoring process

1. Attend Briefing Session.

2. Resume completed and up-to-date? Help is available at Careers and Employment.

3. Consider your goals and expectations. Set written objectives to discuss with your mentor.

4. Check your student email and your CareerHub profile regularly to be notified of your mentor match.

5. Call and/or email mentor ASAP to introduce yourself and request a first meeting.

6. Attend Launch Function with mentor. Make contact with your mentor and invite them along.
**Student Portfolio**

Reflective practice is the art of recording and monitoring your new learning experiences, becoming critically aware of the actual learning processes as they take place and of the increased levels of skills and knowledge that you have acquired. A reflective journal can serve as:

- A record of your mentoring relationship;
- A means of reviewing your progress in achieving your objectives;
- A tool for reflecting on your professional activities;
- A method for enhancing your learning.

**Student Portfolio and the Career Mentor Scheme**

Students within the Career Mentor Scheme are encouraged to record and reflect on **FIVE** of their contact points with their mentors or points of learning within **Student Portfolio**, whether that be face to face meetings, telephone calls, emails or other contacts.

At the end of the year, the Career Mentor Scheme Coordinator will be able to access the five contact points and reflections. These reflections are due in late October/early November after the exam period. While these reflections are not compulsory, if students have had sufficient contact and been able to provide reflections then they will be able to receive the following:

1. **Certificate of participation from the Manager of Careers and Employment**
2. **Reference letter outlining details of the Scheme**

**Student Portfolio - For guides and information:**  [www.studentportfolio.qut.edu.au](http://www.studentportfolio.qut.edu.au)

**What can you write about?**

Each entry must be at least **five lines in length** and contain reflective thoughts, rather than just catalogue the interaction. Students are to reflect on the points of contact with their mentor – be that face-to-face meetings, telephone calls, emails, workplace visits, or any other points of learning you have gained from interaction you have had.

**STARL, a framework for structuring and reflecting on experiences is as follows:**

- **Situation** is the context of where you had the experience.
- **Task** is what was required of you in that situation
- **Action** includes what you actually did
- **Result** is about what happened and what the outcomes were
- **Learned/Plan** includes reflecting on what was the key element of your actions and what you might do differently if you had the opportunity

**Help, Advice and Further Information**

The Career Mentor Scheme website has information and links to pages on mentoring. You will also receive emails from the Career Mentor Scheme Coordinator with further information and invitations to all of the Mentor Scheme events held throughout the year.

QUT offers support by providing a Coordinator who is available to assist mentors and students with issues that may arise. Please contact:

**Jacqui Owen**  
**Career Mentor Scheme Coordinator**  
Ph: 07 3138 2687  
Email: mentor@qut.edu.au

The QUT Career Mentor Scheme is administered by Careers and Employment which is located on Level 2, X Block, Gardens Point Campus.
QUT Support Services
Mentors are not professional career counsellors, and you may wish to make use of QUT’s professional support services in conjunction with your mentoring relationship.

Careers and Employment Locations

<table>
<thead>
<tr>
<th>Gardens Point Campus</th>
<th>Kelvin Grove Campus</th>
<th>Caboolture Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2, X Block</td>
<td>Level 4, C Block,</td>
<td>Level 1, J Block</td>
</tr>
<tr>
<td>Ph: (07) 3138 2649</td>
<td>Ph: (07) 3138 3488</td>
<td>Tallon Street</td>
</tr>
<tr>
<td>Fax: (07) 3138 2368</td>
<td>Fax: (07) 3138 3349</td>
<td>Ph: (07) 5316 7576</td>
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Careers and Employment - www.careers.qut.edu.au
For information regarding current job opportunities, career counselling appointments, resume checking service, workshops on resume writing, employment skills and interview skills, graduate destinations or work experience insurance.

Counselling Service - www.counselling.qut.edu.au
The Counselling Service provides a professional, confidential and free counselling service to current QUT students.

Student Guild - www.guildonline.net
QUT Student Guild offers a casual employment service, advertising part-time and non-professional employment for students. They also offer a number of support services, campus facilities, and campus events to QUT students.

International Student Services (ISS) - www.issupport.qut.edu.au
International students are advised that mentors cannot assist with the following:
- Assist students to obtain permanent residency or work visas;
- Sponsor students to stay in Australia;
- Be an English tutor, or correct grammar and English language in assignments.

International students can be directed to ISS for information on language, learning and student life, including employment issues such as visa requirements etc.