MENTORING RESOURCES

Below is a list of useful courses and some tools that might be helpful to you when working with your mentee.

1) **Foundations of Mentoring** – **The Mentor Academy**

A two-hour online course on the foundations of mentoring. There are interactive activities to complete and discussion forums where others have shared their experiences.

2) **Three Principles of a Coaching Approach**- **The Open University**

This training covers rapport building, listening, summarising and reflecting. Sign up for free and receive a downloadable statement of participation upon completion.

3) **Exploring Career Mentoring and Coaching** – **The Open University**

This is a longer free course, designed to be taken over 8 weeks.

4) **Introduction to the Theory of Mentoring** – **The Mentoring School**

A workbook and number of short videos offering an introduction to mentoring. They also have a YouTube channel with some useful videos, see an example here. To get the course certificate there is a fee, however, the videos and workbook are free to access.

GETTING TO KNOW EACH OTHER

Below are some suggestions for conversation starters or getting to know your mentee

1. **The Triple H Exercise: Hero, Hardship and Highlight**

- **A Hero:** Someone that has inspired them. Who are they and what did they do?

- **A Hardship**: What's the most challenging thing that they've been through?

- **A Highlight:** What's their greatest achievement?

2. **Creative Warm-Ups**

"If you could collaborate with any artist, filmmaker, or designer (living or dead), who would it be and why?"

"Describe your artistic style in three words. What inspired it?"

"If your creative process had a theme song, what would it be?"

3. Personal & Fun Get-To-Know-You Questions

"If you weren't studying [their creative field], what do you think you'd be doing?"

"What's the last film, play, or exhibition that really inspired you?"

"What's your go-to doodle or thing you always find yourself drawing/making?"

4. Creative Process & Mindset

"Do you see yourself as more of a planner or a spontaneous creator?"

"What's your 'creative happy place'—a location, time of day, or routine that helps you get into the zone?"

"Do you work best under pressure, or do you prefer lots of time to refine your ideas?"

5. Playful, Imaginative Prompts

"If you could design a dream project with an unlimited budget, what would it be?"

"If you had to describe your creative style as a food, what would it be and why?"

"If you could create in any city in the world for a year, where would it be?"

6. Expectations & Hopes for Mentoring

"What's something you hope to get out of this mentoring experience?"

"What's a skill or aspect of your creative practice you'd love to improve?"

"How do you currently balance creativity, studies, and life—and is there anything you'd like to change about that?"

MENTORING TOOLS

We have compiled some examples below of some models and structured techniques that may be able to support sessions and learning for you and your mentee.

1. Identifying skills & Exploring Values; Psychometric Tests

Personality Tests:

All tests below are backed up by science and may offer insights for students to build self awareness.

[Via Institute on Character](#)

[Myers Brigss](#)

Skills and Work Values Test:

123 Test, backed by Radboud University Nijmegen, Edwin van Thiel, PhD in Artificial Intelligence and Psychometrics has created a number of tests including:

Work Values Test

Skills Test

2. The Grow Model

This is a helpful tool for structuring sessions and helps to focus on finding a way towards achieving goals. This type of approach to mentoring allows for more ownership by the mentee as it gets them to think about what they need to do and why they need to do it.

As a result, they will feel more ownership of the solution and accountability for taking it forward and making it happen.

Image Source: The GROW Model

3. The STAR Technique

This is useful for structuring interview answers to competency style questions as well as questions on job applications

The STAR technique is especially useful if supporting your mentee with interview preparation or CV checks. This technique requires your mentee to showcase their skills and qualities.

Image Source: STAR Technique

4. Reflective Model

Rolfe's reflective model is useful for helping your mentees to break down an event or experience in the following way:

What happened? > What does this mean? > What will I do moving forward?

Reflective models will allow your mentee to make plans for their future based on their previous experiences. You can find out more about these reflective models here.
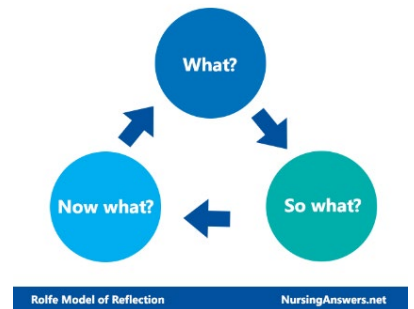
Image Source: Reflective Models (Rolfe; 2001)

5. SMART goals

SMART helps you and your mentee to identify how and why you want to work towards a particular goal. Find out more about these SMART targets here.


Image Source: SMART Targets

6. Decision Making

Pros & Cons- force field

- Write one of your options in the centre of the diagram.
- On the left-hand side write in all the driving forces behind you choosing this option.
- Draw arrows of a size that intuitively reflect the pressure on you from this driving force.
- On the right-hand side note all the restraining forces behind you choosing this option.
- Draw arrows that reflect the strength of the restraining forces.
- Stand back and assess the diagram. Do the driving forces outweigh the restraining forces overall? Is there one driving or restraining force that

- dominates the decision? Can you influence any of the pressures on you? If so, which ones and how?
- Create a similar diagram for each option you have.
- Look at each option relative to the others.
- Make your decision, and check if the outcome feels right. If not, then re-evaluate your analysis.
- You can also score with numbers if you prefer and add up the scores

Example below of forcefield analysis of student choosing between Illustration and modelmaking as a degree:
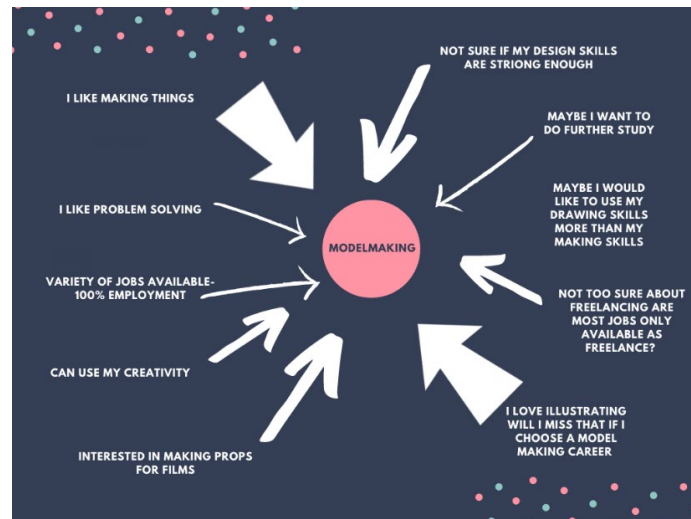
7. Visualisation

Sometimes it can be helpful when trying to decide to try a different approach to the pros and cons list or the forcefield analysis. You could ask your mentee to try a visualisation exercise, or you could even ask them to draw themselves in this role (perfect artwork not necessary!)

Dilemma: I'm not sure if I really want to get a job in Animation Production for an Ad agency

Imagine you have accepted a job. You are already employed by the studio, and you are taking part in an making a short animation for a major sportswear brand. Visualise what you are wearing, imagine how it feels to be dressed in these clothes. Where are you – in an office with others or are you on your own? Where are you in the world? What are the people whom you are working with like? Are they the same

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age as you? Are they older, younger? What equipment are you using? What programmes are you using? What are you doing?

Are you talking to your team? Are you talking to the client? Is the role interesting? Is it creative? Is it repetitive? How do you feel – excited, interested, bored? How are your colleagues talking to you? What are you planning for later – a night out or are you working late? Do you have to travel a long way home, or are you working close to where you live? Do you need to travel for work? Is this a good thing?

You can help your mentee to then discuss the picture they have built up of themselves in this role. You could have a conversation around this visualisation:

Spend some time developing a specific visual image of yourself in the job. Think very carefully afterwards about the picture you have built up. Is it based on firm facts or preconceptions about the role? You may need to check out the details with someone in the role now. How did you feel? If you felt negative about the whole experience, try to pinpoint the source of the negativity. Is it just nerves about starting work, or is there a characteristic of the work that worries you?

8. Johari Window

Devised by psychologists, Joseph Luft and Harrington Ingam – "Johari" is the combination of their two first names.
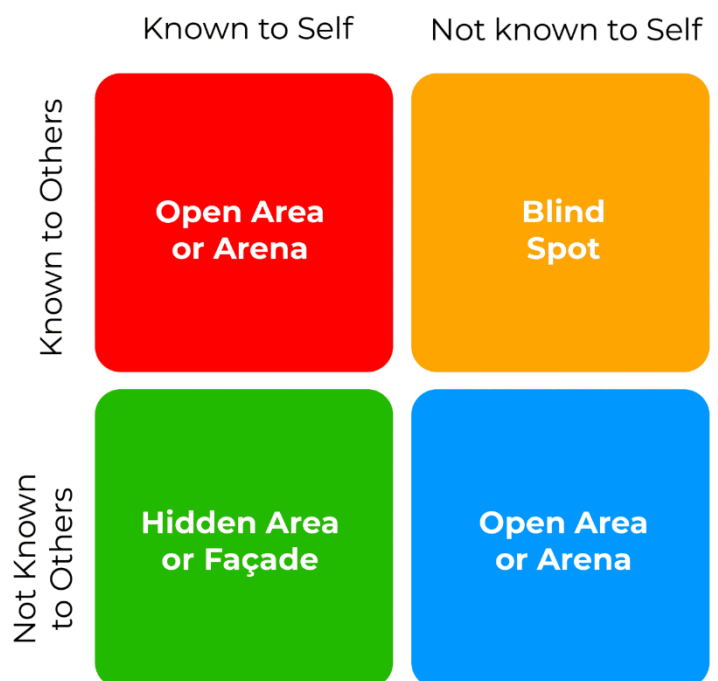
The model is made up of 4 quadrants:

The Open Area/Arena: This is the area known to self and shown to others.

The Hidden Area/Arena: This is the area known to self and not shown to others.

The Blindspot: This is the area unknown to self and shown to others.

The Unknown: This is the area unknown to self and unshown to others.

With it comes a set of adjectives that mentees can use to help describe their skills and attributes. It aids them in becoming better at identifying their strengths and how others might perceive them.

	Known to Self	Not known to Self
Known to Others	Open Area or Arena	Blind Spot
Not Known to Others	Hidden Area or Façade	Open Area or Arena

The Johari Window Model

Whilst you may get to a point in the relationship where you are able to give feedback and contribute to this, it is helpful for the mentee to ask friends and family to describe them using the adjectives. They can bring this to the next session and can form the basis of some rich conversations about how we perceive our strengths and any differences in how others perceive them.

The idea is that by decreasing our blind spots and the unknown area and beginning to take risks to reveal part of ourselves that are hidden, we can widen the area of self-awareness and through doing so, become more confident in ourselves.

Image Source: [Johari Window,](#) Coaching Foundation

How to use the Johari Window with your mentee

Introduce the concept and ask your mentee to list 7-10 words that best describe them. Then they need to ask friends, family, classmates, work mates they trust to choose 7-10 top words from the list to describe them. You, as their mentor, can choose your words if you feel you have got to know them enough by now.

The Open Area – Jot down all the words that your client, as well the others, chose in common in this area. This is the information that everyone knows about your client. For example, it may be common knowledge that they are witty.

The Blind Area – Here, place all the words that your client's peers chose, but that they didn't. These sets of words become the traits that the individual is unaware of, but others aren't. For example, your client may not particularly consider themself organized, but others seem to spot that quality in them.

The Hidden Area – Ask your client to write down all the words that they chose for themself but weren't found in other people's lists. These adjectives represent traits that a person knows about themselves, but others are unaware of it.

The Unknown Area – If any words remain, slot them into this area. You can also choose to keep this area empty. The words here, if any, represent those things that neither the individual nor the group consciously knows about your client.

Examples of things that might be unknown to the mentee could be:

1. A natural aptitude, or ability, that has not made itself known to your client,

2. A skill or ability that your client has not tapped into, due to lack of confidence, training or opportunity,

3. Feelings or desires of the subconscious mind

4. Behaviours or attitudes that have been conditioned from childhood

Reviewing the Johari Window with your mentee:

Review the words that were placed in the Open Area, Blind Area, Hidden Area and Unknown Area. Is anything coming as a surprise to your client?

Make a note of such adjectives, so that you can discuss them

If your mentee put words such as independent but others haven't put the same word, then it might be that this aspect of themselves is not perceived by others- so it could be time to start revealing these attributes to others. It's useful to discuss the different words that don't match up to ask your mentee more about how they are showing up when working with others or talking about themselves – are there any changes that they might make?

UNIVERSITY CAREERS RESOURCES

AUB Futures Careers Hub

Our Futures Hub has a wide number of resources, jobs and opportunities, webinars of previous speakers. It also has a AUB Student Collab board where students can find other students doing creative projects to collaborate.

The AUB Futures Careers & Enterprise team also offer 1:1 advice and guidance as well as several industry events that can be found on https://bookings.aub.ac.uk/events/careers

It's useful for students to follow Futures Instagram @aubfutures to get updates on jobs, events and more.

Further resources

If you would like to look at more resources, NHS has a good selection of tools and information about mentoring which can be accessed here: NHS Mentoring tools

KEY CONTACTS

Access Industry Co-ordinators: Point of contact for Mentors

Alison Zorraquin (Employability Manager) | azorraquin@aub.ac.uk **|** 01202 363891

Zoe Larrad (Alumni Officer) zlarrad@aub.ac.uk | Point of contact for Mentors

Vicky Nenya Uzzell (Progression Officer) | vuzzell@aub.ac.uk

First point of contact for Mentees

AUB Futures: Careers & Enterprise | futures@aub.ac.uk **|** @aubfutures

WELLBEING

For concerns about a student, please report to wellbeing@aub.ac.uk and check information here: Worried about a student.

Drop in: 10-2PM everyday in student services building.

The Retreat is open during term time, Monday-Saturday, 2-9PM: https://www.bournemouth.ac.uk/students/health-wellbeing/university-retreat

Celia Johnson (Student Support Manager) | cjohnson@aub.ac.uk

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