FOR MENTORS

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INTRODUCTION.

Mentoring has always been an important part of education and career development. In Conflux, we believe that mentoring is an amazing tool for personal, professional and academic growth. It is a way to connect and create value for students, universities, alumni and companies in the industry through personal relations.

This guide is for you, a mentor in the Conflux mentorship program. We are happy to welcome you to the sixth round of the mentorship program, where we have gathered and matched 140 mentors and 140 mentees across different engineering and technical backgrounds.

The program is run by dedicated voluntary students from engineering universities in Denmark, all with one common shared goal: To facilitate learning between students and professionals.

What to expect

In this guide, you will find information on how to get the best possible output and experience from your mentoring process. Through interviews, papers and a number of different books, we have gatthered some key observations in making a mentoring program successful. The conclusion is that there is a lot you can do yourself to increase the chances of learning and making the experience valuable.

To be a mentor is not just about meeting over a lunch and answering generic questions about resumés or LinkedIn profiles. It is an important role which requires engagement in your mentee's challenges and dreams, and which gives you the opportunity to have a positive impact on a student's future, starting from your own experiences and success stories.

With this guide, we will give you the best possible starting point for a meaningful and impactful program.

CONTENT.

This material is divided into eight different parts.

1. Program and Network

2. The Mentoring Role

3. Challenges and Pitfalls

4. Preperation

5. The First Meeting

6. Meetings in Between

7. Final Meeting

8. Evaluation

We recommend that you read the entire guide before the kick-off and try to run through all of the reflection exercises. After the kick-off event, the guide is intended to be revisited depending on where you are in the program.

We hope that you enjoy reading this material.

Sincerely,

The Conflux Team

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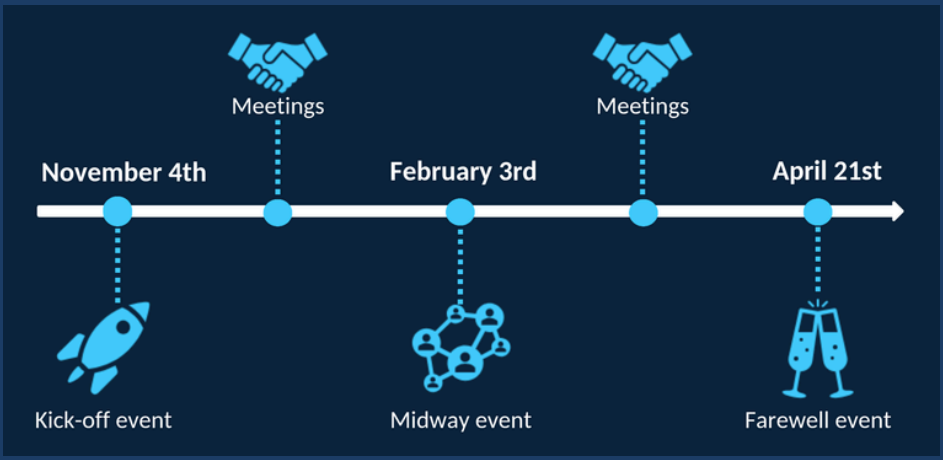
THE CONFLUX PROGRAM & NETWORK.

The essence of the mentorship program is in the relationship between you and your mentee. Our job here at Conflux is to make sure that we have the right setting in place for that to happen. That is why we have decided to invite all participants in the program to attend three events: A kick-off event, a mid-way event and a final event.



The kick-off

The most important event of the program is the kick-off event. At the kick-off, you will meet your mentee for the first time. It will be in an informal setting and we will provide you with tools to start off your relationship. Besides getting the chance to introduce yourselves to one another, the event will usually consist of:

- Inspiration from guest speakers from the industry who will talk about their own experiences of having and being a mentor
- Talks and workshops to be done together with your mentee
- Dinner, drinks, and networking with the other participants in the program

The kick-off event will touch on a lot of topics addressed in this material, which is why we recommend that you use this as a preparation for it.

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THE CONFLUX PROGRAM & NETWORK.

The mid-way and final event

During the course of the program, we will reveal more information about **the mid-way event in February and the final event in the end of April.** These events are intended to keep you and your mentee on track and ensure that you reflect on progress, challenges, and learnings both during and at the end of the program. They will also focus more on the networking aspect between participants.

Number of meetings

We recommend that you and your mentee schedule at least 4 - 6 meetings during the course of the program. This is also the average number of meetings for former participants and corresponds to about one meeting a month. Sometimes, fewer meetings are sufficient for both parties - sometimes, you might want to meet even more. This is entirely up to you to decide.

The Conflux Network

During the program, we will try to connect you with each other online. Being part of the program is not only about your relationship with your mentee. It is also about expanding your network among other students and professionals, and that is why our events will always include time to for you invest in building new relations. As part of the Conflux network, you will also be added to a Linkedin or Teams group with all participating mentors and mentees, so you can reach out to the people you meet.

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ACADEMIC SCHEDULE.

Below you can see an overview of important academic months at DTU. Knowing the schedule of which exam periods overlap with the mentor program will come in handy later on when you schedule meetings with your mentee.

Expect these periods to be busy for your mentee, and that you might have be the one having taking intiative for meetings during these times.

Please note that this schedule only applies to DTU students. Students from ITU (IT University in Copenhagen) will most likely have exams during January instead of December, because their academic year is structured differently.

December

Exam period for DTU students runs from 5th of December - 22nd of December. The weeks leading up to this might also be quite busy, as this is where the exam preperation starts.

February

The new spring semester starts in beginning of February. At least the first week requires some adjustment, as many students are trying to figure out which courses to follow and just returning from a week of winter holidays.

January

Many students folllow a 3-week course in January before the semester starts. The workload of these vary, but common for most of them is that they have daily lectures. It might therefore be more tricky to plan a meeting during normal working hours.

THE MENTORING ROLE.

The mentoring role can come in many shapes and forms. What your role as a mentor will be depends largely on your own background, and your mentee's motivation for joining the program. We will not try to define what your role should be as a mentor, because this can change even from meeting to meeting depending on what the topic of discussion is. More on these roles later.

Instead, we like to stress what we have gathered to be the fundamental traits that former mentees have valued in their mentor. When you are in a role of authority, these traits become even more important to stress. They might seem trivial, but ultimately it comes down to showing that you are a committed mentor that takes the development of your mentee seriously and respect them as like-minded individuals.

LISTEN ACTIVELY.

The committed mentor listens actively to their mentee and does not make drastic conclusions. The best relation requires that you both feel seen and heard. Asking clarifying questions or challenging your mentee's thoughts, before elaborating your own opinions, is important because your authority can quickly dominate the conversation.

BUILD TRUST.

The committed mentor focuses on building trust. Ensuring that appointments and agreements are respected. Creating a space where a mentee can ask questions, even what might seem like "dumb" questions. Telling stories about times you have made mistakes to legitimize failure as a natural thing.

SET GOALS AND BUILD COMPETENCE.

Focus on setting specific goals and developing skills. Start by ensuring that you have some key goals set in place from the beginning, so you know where your mentee's development is headed. Update these as you go along. Also, take advantage of your large toolbox of personality tests, books, frameworks and contacts to help build up capacity and competencies in your mentee and develop their professional skills.

BE ENCOURAGING AND INSPIRING.

The committed mentor brings out the best sides of their mentee. You might be able to see sides of your mentee that they are not able to see in themselves. Be sure that you acknowledge the results and development of your mentee, and that you show your mentee what is possible to achieve with their strengths, and how to improve on their weaknesses.

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GROUP MENTORSHIPS.

This year, we are introducing group mentorships, where multiple mentees can be matched to a single mentor. The following suggestions aim to facilitate this new mentorship dynamic.
If you have been matched with one mentee only, you can skip this page.

OUR SUGGESTED APPROACH: GROUP SESSIONS

Having multiple mentees shouldn't be a heavy burden on you as a mentor. To make the process as frictionless as possible we suggest holding joint meetings. At your first meeting, agree on a fixed slot that works for as many mentees as possible so you don't have to coordinate dates every time. Whoever joins on the day gets the value of the session, and those who can't attend catch up through the shared notes. Let your mentees handle the logistics by rotating who sends out the agenda and takes notes. A good structure is a short round where everyone shares an update, followed by one or two topics in focus. You're also welcome to have 1:1s, but it isn't expected. How you run your group is entirely up to you.

CREATE BONDS.

You may have been matched with mentees of similar or different backgrounds. Some of them may easily identify with you, while others may feel alienated. Find the common ground, and show how everyone can benefit from exposure to different perspectives. Highlight the importance of creating bonds with peers, especially between similar or synergistic specialisations.

ENCOURAGE PARTICIPATION.

We believe that mentees can gain just as much value from their peers as they do from their mentors. You should make clear that the mentorship is not mentor-centered and encourage each mentor to express their opinion, even when you are not directly adressing their own issues.

BE INCLUSIVE.

When discussing a specific mentee's issue or when answering a specific question, try to stay clear of technical or field-specific details. Ensure that all mentees can be benefited. Ideally, you can share experiences and adapt the insights and lessons to everyone's background.

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SITUATIONAL MENTORING.

The key to understanding the learning opportunities for both you and your mentee in mentoring is in understanding that your role can change during the course of the program, depending on what situation your mentee is in, or what topic you have decided your next meeting should be focused on.

See it as wearing different hats in different situations. In order words, situational mentoring. The hats represent the many different ways you, as a mentor, can facilitate learning. Depending on where your mentee is in their education, personal development, career ambitions and similar, they might have different needs from you as a mentor.

Thinking about which hat to approach a certain problem with might make it easier for you to guide your mentee. See them more as an inspiration than a framework.

1. The Guru

The Guru shares professional knowledge about career, leadership and professionalism, for instance industry-specific knowledge that the mentee might not be aware of, or professional advice on CV and job hunting. Knowledge that your mentee does not know he or she is actually lacking, or knowledge that your mentee might specifically request.

Could be useful when: Your mentee might be lacking insight into the job market in their specific industry, or they need knowledge about how to brand themselves on their CV or LinkedIn.

2. The Coach

The Coach focuses on the power of questions. They support the mentee's learning through questions and correct timing of questions. The Coach doesn't try to provide the mentee with the answer - but instead encourages the mentee to figure it out themselves.

Could be useful when: Your mentee might be at a stage where they have to make a dificult decision about a new job, working abroad or similar, and need help to reflect properly on their decision.

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SITUATIONAL MENTORING.

3. The Networker

The Networker supports mentees in developing and using networks. The Networker might open up their own network to their mentee. Your mentee can benefit from connecting with people they might not have been exposed to otherwise, opening doors for the future.

Could be useful when: Your mentee needs help or insights that you cannot assist with - perhaps knowledge about a different industry than your own. You might have a colleague that they could meet up with instead to discuss this specific thing.

4. The Buddy

The Buddy ensures a safe environment that includes empathy, support and genuine interest in the mentee's thoughts and challenges. The Buddy might ask questions that are more related to how the mentee feels about things on a more personal level, and not from a purely professional or academic standpoint. The Buddy is also open to talk about more difficult, personal issues.

Could be useful when: Your mentee might be stressed at work or university, and needs support in how to handle it and avoid burning out. This will require a more supporting role that is less professional and more personal.

MENTORING ROLES.

5. The Storyteller

The Storyteller tells stories and anecdotes from their own life and career. By sharing these stories and experiences, the mentee gains new perspectives, inspiration and food for thought. By listening to real-life stories, the mentee might be able to relate the stories to their own life and situation, or gain insight into how certain actions can affect career.

C**ould be useful when:** Your mentee needs to hear a real-life example of that it is okay to make mistakes, or perhaps hearing an example of how your career can take unexpected turns.

6. The Devil's Advocate

The Devil's Advocate helps mentees learn by making them explain their ideas and views, and then challenging these ideas and views, introducing different arguments, viewpoints and provocative questions.

C**ould be useful when:** Your mentee might be very set in their opinion or view on certain things. It could be the fact that they have decided early on that they want to pursue a specific career path as a consultant, without having explored anything other options, and could benefit from having that idea challenged.

CHALLENGES AND PITFALLS.

It is hard to avoid challenges or pitfalls in some mentoring relationships. Luckily, most of the mentoring stories in the program have a good ending. But being aware that challenges can arise is important so we can deal with them in a respectful manner.

This section will explore what we find to be the most common reasons for mentoring relationships not working or experiencing setbacks, and what we can do to either avoid these issues becoming a big deal - or, alternatively, making sure we end off things in a good way.

Not prioritising meetings

It can easily be demotivating if your mentee keeps showing up late or is postponing meetings. If you do the same, this might also derail your relationship. This is one of the most common pitfalls in mentoring relationship - and is one of the easiest to solve. After all, it is a matter of prioritization and logistics, and not about the match itself.

If you experience that your mentee has not been reaching out to you lately, hasn't answered your emails or simply missed a meeting - make sure to take the initative and reach out to them again. This is more often caused by being busy during exams than a lack of interest. But if this problem persists once you have a more established connection, then it might be necessary to discuss this upfront.

Personality issues

Sometimes, issues arise between a mentor and mentee due to personality issues. Maybe you are simply very different in how you like to communicate. The best way to handle it is to be honest about it. If you are open about it with your mentee, you might be able to discuss what you can do to make it through, set new expectations and still gain something from the match. If it feels like a big deal for both you, and you feel like it is best to end things, this is also completely okay.

Different expectations

Perhaps you signed up to the program to discuss more general career paths, while your mentee signed up because they wanted help getting a student job. This happens once in a while, and is not necessarily a bad thing, if you feel like you can still gain something from taking on a different guiding role than you expected.

CHALLENGES AND PITFALLS.

A helping hand

Resolving issues in a mentoring relationship can be intimidating, and it is not always easy to bring up one of the above issues with your mentee. If you are encountering an issue with your mentee - maybe he or she is not prioritizing your meetings, and you are either not comfortable confronting them yourself or it has simply not worked - **then please reach out to Lukas from the Conflux team:**

Lukas Østergaard
lukasoster@conflux.dk
+ 45 31 38 18 08

We are able help you out in a number of different ways. As a neutral party, we can facilitate contact to your mentee and help figure out what has gone wrong. For us, it is crucial that issues are resolved and not ignored.

If it is a fundamental issue on a personal level, it is sometimes the right solution to end the relationship. This process is often difficult; which is why we can also help facilitate the separation between you and your mentee to minimize disappointments for both parties. Agreeing that things don't work out is more constructive than ignoring the issue and each other.

All communication that goes through us is completely confidential, and we will not share anything with your mentee without consulting you first. Everything you discuss with us, stays with us.

Remember, it is always okay to end your involvement as a mentor.
Just make sure to contact us.

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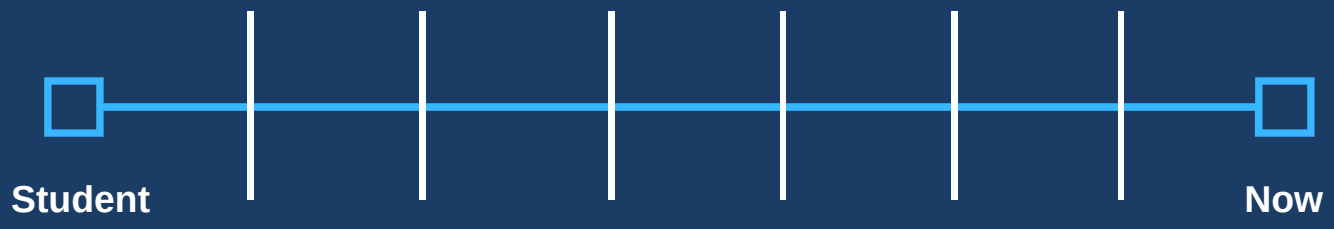
PREPARATION.

Before the first meeting, there are a couple of things that might be a good idea to reflect on. As a mentor, you have far more experience than your mentee both professionally and personally. These experiences and competencies set the foundation for you as a guidance partner for your mentee.

This section will take you through a number of reflection exercises that might be a good idea to go through before you first meet your mentee.

Exercise: Your journey

This is your career journey: From your study time to today. Reflect on this journey and fill in the most important events and milestones you have encountered during your journey. Challenges, disappointments, successes, transforming events, new jobs. Supplementing this, reflect on the following questions before the first meeting.



Which three to four milestones have contributed the most to my personal and professional development?

What are my top three professional or personal successes, and what have I done to achieve them?

What has been the largest professional and personal challenge that I have met, and what did I do to overcome them?

Think about the questions in relation to your entire professional timeline and write them down. The answers to these questions might bring out a number of valuable stories, advice and knowledge sharing that could be relevant for your mentee.

THE FIRST MEETING.

During the first meeting with your mentee, the focus will be on laying the foundation for your relationship. That also means that you will get to know each other on a more personal level and set the frames for your relationship.

When mentoring relationships go wrong, it is often because of miscommunication or misunderstandings between the two parties. It can be the expected number of meetings, the definition of success criteria and so on. The more you plan and communicate, the more you will both get out of it and avoid challenges and pitfalls.

Mentoring Contract.

A strong tool for ensuring a good relationship with your mentee is writing a mentoring contract from the very beginning. These are the general rules of your relationship that both of you adhere to.

That is why we have reserved time for you to clarify this with your mentee at the kick-off. It is a good idea to reflect on the contents beforehand.

An example of a mentoring contract could be:

Frequency: We meet once a month for a one hour duration, except for exam periods.

Follow-up: We follow up on each meeting via email, two - three weeks after.

Contact: Your mentee is welcome to contact the mentor between meetings with questions over email or phone.

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Time: Our meetings start and finish at the scheduled time.

Booking: Your mentee is responsible for booking meetings, and we should always have a meeting scheduled in the calendar. After each meeting, we schedule the next.

Agenda: We agree on an agenda before each meeting.

Participation: We are both committed to actively engage in the relation and participating in the events in the program.

Documentation: We keep a shared Google docs or other form of document where we document our learnings from meetings, and our progress on the goals that we have set.

Closure: The mentor program includes an official closing event. However, discuss and agree on how to formally end the mentoring commitment and how to evaluate on it. You could agree beforehand that, no matter what happens with our mentoring relation, you will plan a final meeting.

Make sure you write down the key points of what you agree on.

The mentoring contract ensures that you have a framework to start from, so you can avoid misunderstandings and disappointments. The contract does not **have** to follow the above formula, but is recommended to get around the mentioned areas.

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PERSONAL LEARNING GOALS.

Your mentee has applied to become part of the program for a reason, and we have matched the two of you for a reason. Your mentee wants to achieve something, gain clarity and learn, together with you, an experienced professional who might be able to help them get there. Structuring these reasons into tangible goals is crucial for maximizing the output of a mentoring program.

You should focus on defining these from the beginning. Maybe it isn't quite clear what goal your mentee has, or maybe their motivation seems unclear. Your role is to help them make these goals more tangible.

To help the two of you with the process, we recommend using SMART goals. SMART is an acronym that you can use to guide your goal setting. Your role as a mentor is to help ensure that the goals are in fact SMART, so that the likelihood of reaching them at the end of your mentoring increases. SMART goals ensure that goals are clear and reachable, by adhering to certain criteria.

Specific.

The goal should be clear and specific, otherwise it becomes difficult to focus your efforts or feel truly motivated to achieve it. When drafting a goal, your mentee should try to answer these five questions:

What do I want to accomplish? Why is this goal important? Who is involved? Where is it located? Which resources or limits are involved?

Example: Your mentee is currently a student, working part-time at a supermarket next to their studies. They want to obtain a student position that is more academically relevant to their studies, at a big engineering company.

A specific goal your mentee could set: “I want to gain the skills and experience necessary to become a student worker at a big engineering company, so that I can start building up relevant experience.”

Measurable.

It is important to have goals that are measurable, so that you and your mentee can track progress and stay motivated. Assessing progress helps you meet deadlines, and feel the excitement of getting closer to the finish line. A measurable goal should address the following questions:

How much? How many? How will I know when it's accomplished?

Example: You might agree to measure the mentee's goal by the number of job interviews they are invitied to, the number of interview cases they practice on, or the number of extracurricular projects they do at university.

Achievable.

Your mentee's goal needs to be realistic to be successful. It should stretch their abilities and challenge them, but still remain possible. An achievable and realistic goal will usually answer questions such as:

How can I accomplish this goal? How realistic is the goal, based on other constraints, such as financial factors?

Example: Is the goal realistic, based on the mentee's existing experience and qualifications? For instance, does he or she have the time to gain enough extracurricular activities? Are the necessary resources for interview practicing available? Make sure you minimize external influence when helping defining goals for your mentee. If the goal is: "Get a student position at company X", then the chance of obtaining a student position depends on who else applies for the position, and on the recruiter's decision. If you rephrase it to: "Get the experience and training that I need to be considered for the position", it is entirely up to your mentee, and thereby makes the goal more fair.

Relevant.

A relevant goal is a goal that truly matters to your mentee. It aligns with other relevant goals, so that reaching one goal also helps moving forward on others. A relevant goal can answer yes to the following questions:

Does this seem worthwhile? Is this the right time? Does this match our other efforts / needs? Am I the right person to reach this goal? Is it applicable in the current socio-economic environment?

Example: Your mentee might want to gain the skills and experience needed for that a specific student position. However, is it the right time to start gaining this experience, or to start working towards additional qualifications? Maybe it is too early in in your mentee's studies, and it might be better for them to focus on their studies, until they reach a later semester.

Time-Bound.

All goals need a deadline, so that you have something to work towards. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over long-term goals. A time-bound goal will answer these questions:

When? What can I do six months from now? What can I do six weeks from now? What can I do today?

Example: Gaining the skills to obtain a student worker position will take time. How long will it take your mentee to acquire these skills? It is important to give them a realistic time frame for accomplishing the smaller goals that are necessary to achieving your final objective.

Confidentiality.

It is important that you can both be honest in your relation, even about confidential topics. A mentoring relation can go on after the Conflux program in other professionals contexts.

It is important to understand that “what happens in Conflux, stays in Conflux”.

MEETINGS IN BETWEEN.

At this point, you have gotten to know each other better. You have maybe agreed on a mentoring contract, set some goals for what your mentee wants to achieve, and laid the foundation for your relationship going forward. Here, we want to provide you with some ideas and advice on how to get the most out of your future meetings.

USE YOUR TIME WISELY

Put away your computer and cellphone and write notes on paper. It is a pity if you meet once a month and spend part of the meeting on your phone. You owe it to each other to respect your appointments,, so come prepared for meetings.

WRITE NOTES BEFORE, DURING AND AFTER AND KEEP A CENTRAL JOURNAL

To make sure good points don't go lost, write down your thoughts during the meeting and reflect on them afterward, especially when you prepare for the next meeting. Former participants have also kept a central journal (such as shared Google docs) where they keep all the notes and agendas from their meetings, as well as agreed goals.

ITERATIVE FEEDBACK

If something goes wrong during your meetings - for instance, if meeting appointments aren't held or progress isn't made - then talk about it. None of you are mind-readers, so the only way to know if meetings are going well is by talking frequently about it and by being transparent. For instance by always setting aside 10 minutes of each meeting to talk about how things are going between you.

FOLLOW UP ON GOALS AND EARLIER MEETINGS

Focus on your mentee's - and your own - development throughout the program, and follow up on milestones you have agreed on. If there is no progress or if your mentee is encountering challenges along the way, ask your mentee if you can help them get to the finish line.

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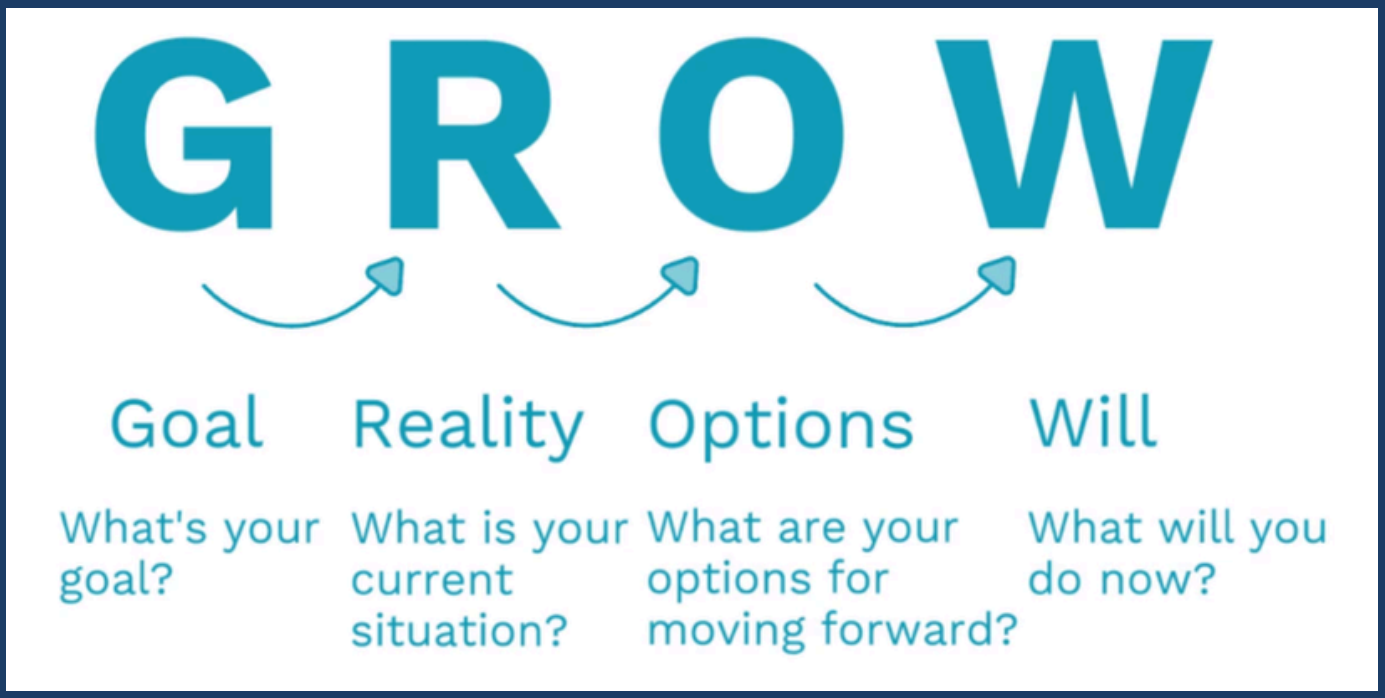
MEETING STRUCTURE.

To make the best out of your meetings, we recommend to structure your meetings around the goals you have defined together. Some people prefer more informal agendas, where there isn't a topic in focus, and that's also okay. Our experience is however that meetings are more productive when you keep a certian goal in mind.

One way to do this is using the **GROW** model. GROW is an acronym for **G**oal, **R**eality, **O**ptions and **W**ill.



The idea is that each meeting has a goal that you are working towards achieving. It does not have to be an action per say, a goal could just as well be getting to know a certain industry better. You can now focus on this goal by first discussing the current situation your mentee might be in, followed by what options there are for moving forward. Finally, by the end of the meeting, you can set a plan for what you will do moving forward to get to the finish line.

MEETING TOOLBOX.

Your mentee might have a general idea of the goals they want to meet, and what to discuss in order to reach them when first going into the mentorship. However, sometimes general inspiration helps get a better overview of our development both career-wise and academically. We have therefore gathered a number of different ideas for meetings topics, tools and frameworks that you might want to consider incorporating in some of your meetings to help the overall development of your mentee.

Cultural Differences

In this year's mentorship program, we have mentees with different nationalities. Your mentee might be an international student looking to make a career in Denmark after they finish their studies, but find it difficult to understand the culture in Danish workplaces compared to their home country's. Or, your mentee might lack the network that most of their Danish peers have.

However, culture is not only limited to national differences, and is just as relevant for Danes to address. Cultural differences can vary in different company cultures. The culture within a startup company might be different from a large, established enterprise. Discussing these cultural differences is relevant for both Danish and international students. Both in terms of figuring out how to fit in a company, as well as which kind of company or industry might fit you best from a cultural perspective.

Transition from university to workplace

Students are often very consumed in their studies - both the academic content itself and social life. Graduates might not know what to expect when entering "the real world", and might have difficulties adapting to life in the workplace. Depending on where your mentee is in their studies, it might be relevant to address these differences. Tell your mentee about your own experience; and how you handled your transition into the workforce.

Personality Assesment Test

Doing an online personality test in the beginning of the program is a good way to help your mentee outline their behaviour, and what makes them thrive in a professional setting. There are a number of free online tests that serve well for this purpose. Sometimes, you might also be able to gain access to some of the professional tests using in the HR department at your company. Discuss the mentee's results and ask questions to help the mentee clarify their own profile.

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There are a number of free online personality tests you can do, such as Myers-Briggs Type Inidactor or the Enneagram.

Personal SWOT Analysis

A personal SWOT analysis is a tool used to identify a person's strengths, weaknesses, opportunities, and threats in academic and professional contexts. The following figure shows the questions that a personal SWOT analysis focuses on.

Have your mentee fill out the SWOT analysis as preparation for a meeting, or do it together as part of one of your meetings. Then go over their assessment of themselves together. Not only does it help them outline their general competencies, it also gives a clearer picture of how your mentee views themselves. It might for instance be the case that they are underselling themselves and their capabilities.

Strengths.

- What are my academic skills?
- What are my professional skills?
- What are my personal skills?
- What resources do I possess? (Network, connections etc.)
- When do I perform best in a team?

Weaknesses.

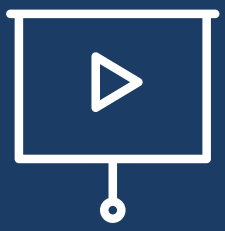
- What do I not do well?
- What will I need to improve?
- In which areas do my peers do better than me?
- What am I afraid of?
- When do I fail?
- What are the reasons for my failures?
- How do I handle difficult times?

Opportunities.

- What activities are available at university?
- What activities are available outside of university?
- Which jobs will benefit my CV and career?
- How can I use my network?
- How can I grow my network?

Threats.

- Which obstables are in the way of my success?
- What competencies generally demanded by employers do I not have?
- What are the trends and future perspectives in the industry I aspire to join?
- How will technology / trends influence the value of my competencies?



Presentation Skills

Preparing and delivering presentations are needed in most job functions, whether you are a specialist or generalist. Your mentee might benefit from training their presentation skills and building confidence in public speaking, and it can be rewarding to incorporate this focus in one of your meetings.

Try to agree on a topic for a 5-minute mock presentation. Discuss what the contents and key points of the presentation should be, and try to have your mentee deliver the presentation to you. It could even be inspired from an actual presentation they have to deliver in an academic or professional context. Give feedback to your mentee. They might find it intimidating at first, so remember that you are not assessing them for anything else than their own sake, development, and growth.

Personal Elevator Pitch

An elevator pitch is a 30 - 60 second presentation of who you are, your strength, and why you are the right candidate for a specific position or company. It is an effective tool for branding yourself professionally, by boiling down the most important aspects of your profile. Have your mentee prepare an elevator pitch and deliver it to you. Nailing their elevator pitch could come in handy for the mentee later on.

A day in the life of - you!

Your mentee might be very interested in your current job, company and what it is you do on a day-to-day basis. Former participants in the program have had great success with having a mentee join a "normal day at work" by shadowing them for a day on the job. This is a powerful tool the two of you can use in your relationship.

Other topics that you can discuss:

- Improving job application processes: Feedback on motivational letter, CV, and conducting mock interviews
- The importance of networking throughout your studies and career; this could be how to improve networking skills, and how to utilize network
- Discuss your current job position and what a typical day looks like for you
- The mentor’s future perspectives and past experiences of their work and career
- How to balance work and private/family life
- Unwritten rules or code of conducts at work places or in the field that might be surprising or different from university life
- Your mentee's academic interests, experiences and skills from current studies or next to current studies
- Your mentee's career prospects, dreams and goals
- Discuss which academic direction your mentee wants to go in, and how they might be able to direct it through the available academic choices, both at university and outside it
- How to handle stressful periods in school and work

THE FINAL MEETING.

The mentorship program will end off with a farewell event where all mentors and mentees are invited. This event will help provide tools for future work and development after the program finishes and round off your learnings from the program. Before participating in the event, it might be a good idea to plan for a final "official" meeting with your mentee. For the final meeting, we encourage you to go through the following areas together.

Loose ends:
If you have previously set milestones or talked about specific challenges that haven't been handled yet, this might be your final chance to talk to them about it. It might be a good idea to look through notes from previous meetings.

Three key points that are important to address are:

1. OUTCOME

Reflect on the outcome and learnings from the program.
Go through what you have learned by being part of the mentoring program together with your mentee. Discuss whether or not your overall objectives of the program have been met. If the objective has not been fully reached, make sure to discuss with your mentee why this is the case, and how they can continue to work towards their goal.

2. FORWARD

Reflect on what the mentee should use the learnings for.
Go through what your mentee has learned together, then talk about what it can be used for and how you can apply it in your life. What is your mentee able to do in the future with the knowledge and experience that they have now?

3. RELATION

Plan for the future relation.
Some choose to stop their mentoring relationship at the end of the program, others continue, less frequently or in a more informal fashion. If you do decide to continue your relationship, think and talk about what your relationship with your mentee would look like and what changes you will need to make. What will your mentoring contract look like in the future? How will it affect your relationship?

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CELEBRATE SUCCES!

Remember to celebrate that you have completed the mentoring program. You can for instance agree to go out for dinner, grab a beer at the company friday bar, or invite your mentee over for an informal company lunch.

EVALUATION.

Thank you for being part of the Conflux mentoring program. We are extremely grateful for your participation and wish to bridge the gap between students and professionals. As a student organization wanting to make a difference, we want to learn as much as possible from this year's program so we can keep improving the program for future participants. Thanks to your participation, you're helping us to do so. That's why we want to hear about your experiences in the following ways:

QUESTIONNAIRE.

Throughout the program, and following our events, we will send you a questionnaire to get an overall idea of how the participants have felt about the program. These data points are extremely important for us, since it gives us a better view of what can be improved for future mentorship rounds from our mentor's perspectives.

PERSONAL INTERVIEWS.

To gain a deeper understanding of your learnings from the program, we will conduct a number of interviews with different mentors. Real-life stories gives us a more tangible idea of what can be gained from the program. If you have 30 minutes available, we would greatly appreciate if you would sign up for an interview.

THANK YOU!

This program wouldn't exist if you had not been eager to participate. Our only job is to set up the framework; and then you fill it out. If you know someone who could be a good match - either as a mentor og mentee - please don't hesitate to send them our way. They might be able to give a helping hand in future Conflux mentorship programs.

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