Career Mentor Scheme

Mentee Guide

May 2019 – October 2019

UNIVERSITY OF EXETER
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Career Mentor Scheme Overview

The Career Mentor Scheme matches students and graduates with experienced professionals for one-to-one insight into their sector, careers support and guidance. Our mentors are a mix of alumni and non-alumni volunteers, based across the world and in a range of sectors.

What are the potential benefits for the mentee?

- Knowledge of a specific organisation, job role and sector.
- Access to a source of careers guidance and perspective.
- An opportunity to reflect and be challenged.
- Access to networks and an awareness of how to make new professional contacts.
- Increased confidence and self-esteem to further your career development.
- Enhancement of existing employability skills and an opportunity to acquire new ones.
- Increased knowledge of work experience and internship opportunities in your chosen sector.
- An awareness of the current job market/corporate culture.
- Increased knowledge of job hunting resources.
- Confidence in making a successful job application.
- Access to a source of tips on how to make the transition to your first job or subsequent roles easier.
- Knowledge of further study options, professional qualifications and professional bodies.
Key Points to Remember:

• **Contacting your mentor** – After attending the training session in March 2019, you will be introduced to your mentor via email in May, you are then expected to contact your mentor within one week. *Please note graduates are not expected to attend a training session in person, but an online training provision will be available, which you are expected to read prior to being introduced to your mentor.*

• **Meeting your mentor** – Wherever possible you should try to meet your mentor in person at least once during the six months although further meetings are encouraged.

• **Setting objectives and action planning** – Soon after first contacting your mentor, you should set the objectives that you wish to achieve by the end of the scheme and complete the six month action plan to ensure you meet these objectives. Your objectives and action plan should be shown to and agreed by your mentor.

• **Keeping Safe** – You should only meet your mentor in person at the mentor’s place of work, on campus or in a public place. Ensure you take care of your personal safety when travelling.

• **Confidentiality** - Please remember the need to keep information discussed between you and your mentor, and any information about their organisation, confidential.

• **Professionalism** – By participating in this scheme, you have agreed to act as an ambassador of the University. Therefore, you are expected to act in professional manner at all times, with anyone that you meet through the scheme and to do what you say you will do in a timely manner.

• **Keep in touch** – Please keep the scheme staff updated with your progress and contact us if you have any questions during the scheme. Regularly check your email, including during vacation periods, and respond to any emails from your mentor and the Career Mentor Scheme team within three days.

• **Feedback and evaluation** – You will be asked to complete an evaluation form at the end of the scheme. *By signing up to the scheme you have committed to providing this information.*

If you have any questions, please contact the scheme staff at: careermentorscheme@exeter.ac.uk or on 01392 722034.
1. Getting to know your mentor

This table provides you with a number of suggestions to guide your discussions during your first contact with your mentor. You can access more Resources for Mentees on the Career Mentor Scheme webpage.

<table>
<thead>
<tr>
<th>Discussion Topics</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the Scheme:</td>
<td></td>
</tr>
<tr>
<td>• Aims (purpose of the scheme).</td>
<td></td>
</tr>
<tr>
<td>• Structure (setting your objectives and 6-month action plan).</td>
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<tr>
<td>• Frequency and method of contact.</td>
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<tr>
<td>• Location and duration of meetings.</td>
<td></td>
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<tr>
<td>• Confidentiality (commercial and personal and exceptions)</td>
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<tr>
<td>About you:</td>
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<tr>
<td>• Degree course.</td>
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<tr>
<td>• Interests.</td>
<td></td>
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<tr>
<td>• Societies.</td>
<td></td>
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<tr>
<td>• Career aspirations.</td>
<td></td>
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<tr>
<td>• Previous work experience (voluntary work, paid work, role in societies).</td>
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<tr>
<td>• Achievements.</td>
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<tr>
<td>About your mentor:</td>
<td></td>
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<tr>
<td>• Education.</td>
<td></td>
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<tr>
<td>• Career history.</td>
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<tr>
<td>• Current employer.</td>
<td></td>
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<tr>
<td>• Typical day at work.</td>
<td></td>
</tr>
<tr>
<td>• Skills used in their work (see Appendix 1 for question suggestions, page 14-15).</td>
<td></td>
</tr>
<tr>
<td>Potential topics for future discussion:</td>
<td></td>
</tr>
<tr>
<td>• Job hunting techniques and sources of relevant vacancies.</td>
<td></td>
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<tr>
<td>• CVs/covering letters/application forms.</td>
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<tr>
<td>• Relevant reading (e.g. industry magazines).</td>
<td></td>
</tr>
<tr>
<td>• Professional bodies.</td>
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<tr>
<td>• Networking groups/events.</td>
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<tr>
<td>• Personal/professional boundaries.</td>
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<tr>
<td>• Skills required for the workplace, and how to begin or continue developing these as a mentee.</td>
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<tr>
<td>• Sector requirements.</td>
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<tr>
<td>• Work experience.</td>
<td></td>
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<tr>
<td>• Typical work activities.</td>
<td></td>
</tr>
<tr>
<td>• Good/bad aspects of profession.</td>
<td></td>
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</tbody>
</table>
2. Staying in touch with your mentor

- You as the mentee are expected to take the lead in contacting your mentor every month.

- If you have arranged a face to face meeting with your mentor it is a good idea to check in with them the day before to confirm arrangements. Give as much notice as possible if you are running late or need to cancel/change your plans.

- We will provide you with your mentor’s email address and, in most cases, their phone number. We will also provide them with yours. We recommend using email as the primary contact and only phoning your mentor in urgent situations (such as if you are delayed for a meeting), or when they have indicated that it is acceptable for you to do so.

- You should expect that your conversations with your mentor will remain confidential, for both what you share with your mentor, and what they share with you. This applies to any personal details and experiences that you share with each other. In addition you need to remember the importance of Commercial Confidentiality. It is possible that you will have access to sensitive information and documents from your mentor’s company and work. You should not share this information with anyone else and should act with discretion at all times. There may be some extreme situations in which confidentiality should be broken. This would generally be in the case of one party having serious concerns that the other is a danger to themselves or to others, or that there is a likelihood of a serious crime being committed.

- Complete all suggested actions by the agreed date.

- Let your mentor know in advance if you are going on holiday, have exams etc. and will be unable to answer emails or to take calls. It would be a good idea to share the University Term Dates with your mentor.

- Follow up with your mentor after each meeting and thank them for their time.

- The scheme will be holding a ‘Meet your Mentor’ event at the Streatham campus on the evening of 21st May 2019 (TBC) If your mentor is planning to attend, we will inform you to invite you along to meet them in person (return travel will be arranged for students from Cornwall campuses). You will not be invited unless your mentor is attending. Graduates please note that as the majority of our mentors and graduates are not based in Exeter, and we are unable to provide funding for travel, we kindly ask you to make your own arrangements to meet your mentor in person, rather than meeting at the Meet Your Mentor Event.

3. Meeting your Mentor face to face

Where possible you should arrange at least one meeting in person with your mentor during the six months. It is usually best to do this early on so you can get to know each other before you start communicating regularly. This should take place either at your mentor’s place of work, the University campus or another suitable, public location. (Please note that you should not arrange to meet in private residences. If your mentor works from home please meet on the University campus or find an alternative public meeting place). You should not be meeting your mentor in a pub, and neither you nor your mentor should consume any alcohol before or during your meetings.

When visiting your mentor please make sure you have told someone who cares about you where you are going, and when you are due to return. You should also give them the Career
Mentor Scheme contact details, and your next of kin details in case of an emergency.

Take care when travelling to and from meeting you mentor. Make your travel plans in advance and ensure you have enough money with you. Please see the following safe travel guidance.

- **Safe travel via train**
- **Safe travel via coach**
4. Setting Objectives, Action Planning and Rewarding Success

A. Set your Objectives

Soon after first contacting your mentor, you need to set the objectives that you wish to achieve by the end of the scheme and complete the six-month action plan to ensure you meet these objectives and get as much benefit from the scheme as possible.

We appreciate that all mentees will have different objectives, however below are some suggestions of common objectives to get you started - please remember to share your objectives with your mentor so that they can negotiate, if necessary, and agree your action plan.

Job Hunting
- Increase my knowledge of job hunting resources in this sector (e.g. web pages, printed materials and recruitment events)
- Increase my knowledge of effective application forms in this sector
- Increase my knowledge of effective interview techniques in this sector
- Increase my knowledge of finding internships and work experience in this sector
- Receive help to improve my CV

Personal Development
- Improve my personal development skills (e.g. confidence building, listening skills)
- Improve my knowledge of further education/professional courses related to this sector

Sector/Career
- Widen my contacts and networking opportunities
- Increase my knowledge of sector entry requirements
- Increase my knowledge of good/bad aspects of the profession
### B. Creating and Implementing your Action Plan

Please complete this 6-month action plan, which helps you plan, and achieve your objectives.

Plan when you will achieve your objectives during the scheme by filling them in the first column. In the second column include the actions of how you will achieve each objective. For ideas see *Mentoring Activities Suggestions* within this guide. Some sections have been pre-filled with mandatory activities during the year.

<table>
<thead>
<tr>
<th>Month</th>
<th>Objective</th>
<th>Actions</th>
<th>By Who?</th>
<th>By When?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2019</td>
<td>Establishing your mentoring relationship.</td>
<td>You will be introduced to your mentor after you have attended the scheme training.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Negotiating and agreeing mentee’s set objectives and action plan.</td>
<td>You should set your objectives and 6-month action plan. Share with your mentor so they can agree and negotiate if necessary.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If applicable attend the Meet your Mentor event on 21&lt;sup&gt;st&lt;/sup&gt; May 2019.</td>
<td>Where applicable, if your mentor can make the event we will send you an invitation.</td>
<td></td>
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<tr>
<td>June 2019</td>
<td>Evaluate partnership.</td>
<td>Complete online evaluation form sent by the university</td>
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<tr>
<td>July 2019</td>
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<tr>
<td>Aug 2019</td>
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<tr>
<td>Sept 2019</td>
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<tr>
<td>Oct 2019</td>
<td></td>
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</tbody>
</table>
5. Taking Responsibility and Behaving Professionally

- Ensure that you respond to all emails and other contact from your mentor in a timely manner, answering any questions, and keeping your tone professional. Remember that some data may be sensitive and/or confidential.

- Be honest about your needs and wishes through the duration of the scheme.

- Wherever possible, we recommend that you try to uphold commitments you have made. If however, there is a genuine reason why you cannot do so, it is very important that you communicate this to your mentor in a professional manner and in good time. Then, work with them to resolve the issue and agree an amended action plan.

6. Support and dealing with difficulties in a mentoring relationship

The Career Mentor Scheme has been set up to benefit mentees, and we want to make sure you enjoy the experience, while increasing your personal skills and future employability prospects. Despite the best endeavours of both the mentor and mentee, there are occasions where for some reason the mentoring relationship does not work as well as has been anticipated.

If the case arises that you are experiencing difficulties with your mentoring partnership, we advise you take the following steps:

- If you feel comfortable doing so, speak to your mentor first to discuss the situation, and to identify what the issue is. It may be that the mentor is completely unaware of the problem and an agreement can be reached to move forward. When dealing with difficulties:
  - Deal with problems early before they have chance to escalate.
  - Speak to your mentor in person whenever possible and failing that by phone.
  - Discuss the issues and possible solutions.
  - Ask for your mentor’s thoughts and ideas on how to deal with it as well as presenting your own viewpoint.
  - Agree an action. Be prepared to compromise and commit to whatever is agreed.

- For tips on how to negotiate, see ‘Tips’ section

- If you do not feel comfortable speaking to your mentor directly, or doing so does not resolve the situation, please contact the Career Mentor Scheme immediately. A member of staff will then ask to speak with you to discuss the problem, in confidence, to try to find a solution, acting as a mediator between you and the mentor.

- In the unlikely event that the situation does not improve and the partnership must be terminated, the Career Mentoring team will contact the mentor to do so. In such circumstances we cannot guarantee that a new mentor will be found for you, as there may not be enough time to complete the necessary procedures that come with setting up a new mentoring partnership.
Other support at the University

If you are ever experiencing any personal difficulties that you would like support for, the University has a number of agencies (internal and external) you can refer to. See http://www.exeter.ac.uk/students/az-services/

7. At the end of the scheme

Your mentor will have committed much time and effort into helping you. It is expected that you thank them for their help, and ensure that you positively end the relationship at the end of the six months.

It is definitely worth ending on a positive note, you never know if a Mentor may pop up later in your career!

Please make sure you remember to complete the evaluation form, as your feedback is vital for us to be able to improve the scheme for the future.

8. Career Mentor Scheme Contact Details

- Career Mentor Scheme email: careermentorscheme@exeter.ac.uk
- Postal Address: University of Exeter Career Mentor Scheme, Employment Services, University of Exeter Forum, Stocker Road, Exeter EX4 4SZ
- Resources for Mentees: A copy of this handbook are available online at: http://www.exeter.ac.uk/careers/research/mentor/resources/
Appendix

1. Mentoring Activities Suggestions

You can use the following activity suggestions during the year to help you get the most out of the scheme. They are helpful ideas to include in your action plan (pages 7-8), which will help you meet your overall objectives for the scheme.

Ideas of topics to discuss with your Mentor:

Job Hunting

- Ask your mentor to send you a list of job hunting resources in this sector (e.g. websites, printed materials, recruitment events).
- Ask your mentor to recommend the best places to search for internships and work experience in this sector.
- Download/print some application forms for jobs you may like to apply for in the future. Fill these in, like you would for a real job application and ask your mentor for comments on what you have written, see if they can suggest any improvements.
- If possible, practice the application process used at your mentor’s company.
- During a meeting with your mentor, ask them if they could consider giving you a mock interview.

Personal Development

- Discuss with your mentor the skills needed to build relationships and networks.
- Send your mentor some answers to basic competency and strength-based questions for them to comment on (See list in appendices 1 and 2, pages 14-17).
- Ask your mentor what further education/professional courses are available and related to this sector.
- Your CV – Ask your mentor for their professional opinion of your CV, discuss whether any parts could be re-worded to promote yourself and your experience better. See if there are any areas you lack experience in, and how you could improve this. Remember that you can also receive specific CV advice from one of our trained Careers Consultants at the University. Graduates, you can book a Careers Consultant appointment via Skype by contacting careers@exeter.ac.uk
- Activity: Work through the SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) together on the following page with regard to your career prospects/skills).
- Activity SWOT careers analysis: The chart below should be used to undertake an analysis of yourself with regard to your career/skills. How are you going to maximise your strengths and opportunities, overcome your weaknesses and minimise threats?
<table>
<thead>
<tr>
<th><strong>STRENGTHS</strong> (current)</th>
<th><strong>WEAKNESSES</strong> (current)</th>
</tr>
</thead>
</table>
| Things within my control.  
  *e.g.* Leadership skills | Personal barriers; things stopping me, but still within my control.  
  *e.g.* Poor handshake and presentation skills |

<table>
<thead>
<tr>
<th><strong>OPPORTUNITIES</strong> (future)</th>
<th><strong>THREATS</strong> (future)</th>
</tr>
</thead>
</table>
| People, resources, opportunities.  
  *e.g.* Networking in my current role | Things outside of my control.  
  *e.g.* Economic downturn affecting jobs |

**Career/Sector**

- Ask if your mentor can put you in contact with a recent graduate working in this sector to gain a perspective on entering the profession in the current economic climate.
- Ask your mentor what they believe are the top 3 personal skills for someone to succeed in their industry (*e.g.* presentation skills, leadership, effective teamwork).
- Ask about the transition from university to work, about what they experienced and perhaps what you can expect.
- Where applicable, ask about the steps you need to take in order to progress from your first graduate role, to the next step.
- Discuss with your mentor what their first job was, how they felt when they started and what they experienced.
- Ask your mentor if they would like to share any professional challenges that they have experienced and how they overcame them.
- Ask your mentor about their greatest achievements in their career so far. Ask how the opportunities arose, how they felt about them at first, and how they accomplished the tasks.
- Discuss the commercial awareness and corporate social responsibility/business ethics issues in their sector.

**Extraordinary Questions to Ask Your Mentor**

- If you wanted to encourage innovative ideas, how would you go about it?
- If you wanted to create an environment where motivation can thrive, what’s the first thing you would do?
- How do you show others that you believe in them?
- Who has influenced you the most?
- What do you do to challenge your underlying beliefs, paradigms and assumptions?
- How and where do you find inspiration?
- Why do you do what you do?
- How do you approach the unknown?
- What’s the best way to keep your eye on future results?
- How do you bring courage and conviction to risky situations?
- What are 5 key books you feel I should read, and why?
2. Competency-based Interview Questions

Adaptability

- Tell me about the biggest change that you have had to deal with. How did you cope with it?

Communication

- Describe a time when you had to win someone over, who was reluctant or unresponsive.
- Tell me about a situation where your communication skills made a difference to a situation.
- Describe a situation where you had to explain something complex to a colleague or a client. Which problems did you encounter and how did you deal with them?
- Demonstrate how you vary your communication approach according to the audience that you are addressing.
- Describe a situation when you had to communicate a message to someone, knowing that you were right and that they were wrong and reluctant to accept your point of view.

Conflict management

- Tell me about a time when you had to deal with a conflict within your team.

Decisiveness

- Tell me about a time when you had to make a decision without knowledge of the full facts.
- What big decision did you make recently? How did you go about it?
- Tell me about a decision that you made, which you knew would be unpopular with a group of people. How did you handle the decision-making process and how did you manage expectations?

Flexibility

- Describe a situation where you had to change your approach half-way through a project or task following new input into the project.
- Describe a situation where one of your projects suffered a setback due to an unexpected change in circumstances.
- Describe a situation where you were asked to do something that you had never attempted previously.

Influencing

- Describe a situation where you were able to influence others on an important issue. What approaches or strategies did you use?
Integrity

- Tell me about a time when you showed integrity and professionalism.

Motivation, enthusiasm and drive

- When did you work the hardest and feel the greatest sense of achievement?

Leadership

- Describe a situation where you needed to inspire a team. What challenges did you meet and how did you achieve your objectives?
- Tell me about a situation where you had to get a team to improve its performance. What were the problems and how did you address them?
- Describe a project or situation where you had to use different leadership styles to reach your goal.

Resilience and tenacity

- Give an example of a situation where you knew that a project or task would place you under great pressure. How did you plan your approach and remain motivated?

Risk taking

- What is the biggest risk that you have taken? How did you handle the process?

Teamwork

- Describe a situation in which you were a member of team. What did you do to positively contribute to it?
- How do you ensure that every member of the team is allowed to participate?
- Give an example of a time when you had to deal with a conflict within your team? What did you do to help resolve the situation?

Customer focus

- Can you give me an example of an occasion when you feel that you have provided a piece of good customer service?
- Can you tell me about a time when you have dealt with a customer who was unhappy with the service they received?

Problem solving

- Tell me about a time when you identified a new approach to a problem

Planning and organisation

- Describe a situation where you have planned and organised an event, project or activity which involved a fixed deadline. How successful was the result?
Time management

• Tell me how you plan your week and establish your priorities

Commercial awareness

• Tell me about a particular business story you have read recently. What changes have there been in our industry recently? What are the main risks facing our industry or company?

3. Strengths based interviewing

The idea behind this relatively new (but popular) interview style is to identify candidates whose own strengths and preferred working style matches the job role, therefore trying to ensure high motivation and performance in successful candidates.

This type of interview will give you an opportunity to talk about your natural strengths and the situations in which these are at their best. They seek to find out what you “love to do”, rather than what you “can do”.

Examples:

• What makes a good day for you?
• What energises you?
• Do you prefer detail or the bigger picture?
• What makes you more likely to succeed in this role than other applicants?
• What makes you less likely to succeed in this role?
• What gets done on your “to do” list? What never gets done?
• Do you need to be an expert in something to be a leader?
• When would your friends and family say you are happiest?

These questions are harder to prepare for (that may be why employers like to use them!) and encourage you to think “on your feet”.

Further information and help with answering these types of questions can be found here: http://www.exeter.ac.uk/careers/events/ under the “Interview Experience” section.
4. The STAR approach

Another approach is the STAR approach (Situation, Task, Action and Result) can be used to answer situational questions on an application form or in a job interview e.g. “Describe a time when you.....” or “Give an example of.....”

It’s a bit like a mini essay. The Situation and the Task are usually combined and form the introduction. The Action you took, should form the main body of your answer, and the Result should be your conclusion – try to be as specific as possible e.g. “we raised £400 for charity”. If you failed to achieve your objective say what you learned and what you would do differently next time.

Here is an example:

<table>
<thead>
<tr>
<th>STAR</th>
<th>EXAMPLE ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation</strong>&lt;br&gt;How, when, where, with whom?</td>
<td>Whilst employed at Weaver Bros. last summer</td>
</tr>
<tr>
<td><strong>Task</strong>&lt;br&gt;Describe the situation or the task you were faced with</td>
<td>I was given the task of rationalising the stock control system</td>
</tr>
<tr>
<td><strong>Action</strong>&lt;br&gt;What action did YOU take?</td>
<td>I would look at factors such as when the stock was last ordered, what it was used for and how often it was used. I worked out a method of streamlining the paperwork involved in this process and redesigned the relevant forms, which I then submitted to my manager.</td>
</tr>
<tr>
<td><strong>Result</strong>&lt;br&gt;What results did you achieve / conclusions did you reach / what did you learn from the experience?</td>
<td>My ideas were accepted and implemented and a 15% reduction in stock levels was achieved</td>
</tr>
</tbody>
</table>

Remember, these types of questions are the most important on the form and they also crop up in most graduate interviews.

Try and use examples to answer these types of questions from a range of situations, not just from academia e.g. vacation or part-time work, university clubs and societies, voluntary work, holidays and travel, personal and family experiences, etc.

It’s all about you.........the focus of these examples should be on you – even if the situation involved a group, and interviewers will want to know what your specific role was in achieving the desired result.
5. Learning styles - Approaches to Learning - (VARK)

It is important to remember that everyone prefers to learn in different ways. It can be useful to identify the way that you learn best.

Test your learning style here: [http://vark-learn.com/the-vark-questionnaire/](http://vark-learn.com/the-vark-questionnaire/)

**Kinaesthetic:**
People with a strong kinaesthetic preference for learning like:
- Senses, practical exercises, examples, cases, trial & error

**Read/write:**
People with a strong read/write preference for learning like:
- Lists, notes and text in all its formats, whether in print or online

**Aural:**
People with a strong aural preference for learning like:
- Discussions, stories, guest speakers, chat.

**Visual:**
People with a strong visual preference for learning like:
- Different formats, space, graphs, diagrams, maps and plans

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6. Other Employability Opportunities

- Career Zone Webpage
  You can find all information about careers and employability opportunities and support on the Career Zone Webpage: [http://www.exeter.ac.uk/careers/](http://www.exeter.ac.uk/careers/)

- My Career Zone Portal
  This is a system which allows students and recent graduates to search for jobs and opportunities, book appointments with careers consultants, and view upcoming career drop in sessions. Graduates, you may have difficulty in accessing this system the first time you attempt to do so after graduating. In this instance, contact careers@exeter.ac.uk and someone will be able to help you. [https://mycareerzone.exeter.ac.uk/students/login?ReturnUrl=%2](https://mycareerzone.exeter.ac.uk/students/login?ReturnUrl=%2)

- eXpert Scheme (careers advice from Alumni)
  The eXpert scheme offers students and recent graduates the opportunity to contact experienced alumni to gain advice on how to enter their chosen sector, work for a certain company, as well as benefit from possible networking opportunities and contacts. This is a quick-fire, careers Q&A service and is not designed to be in depth mentoring like the Career Mentor Scheme [http://www.exeter.ac.uk/careers/research/expert/](http://www.exeter.ac.uk/careers/research/expert/)

- The Exeter Award and The Exeter Leaders Award
  We advise all students to complete The Exeter Award, and the Exeter Leaders Award. The mentee training counts towards the Exeter Award “other eligible activities”. Further information can be found here: [http://www.exeter.ac.uk/exeteraward/index.html](http://www.exeter.ac.uk/exeteraward/index.html)

- eXfactor
  Two days of interactive graduate development and recruitment activities designed to help you develop, reflect on, and articulate personal and employability skills required for any career path. [http://www.exeter.ac.uk/careers/employment-services/develop/exfactor/](http://www.exeter.ac.uk/careers/employment-services/develop/exfactor/)

- Paid Internships Schemes
  We offer an array of different internships to suit the needs of students and graduates. These include Student Business Partnerships, Student Campus Partnerships and Graduate Business Partnerships. Further information can be found here: [http://www.exeter.ac.uk/careers/internships/](http://www.exeter.ac.uk/careers/internships/)

- Careers fairs
  Our main careers fairs take place in the Autumn term. They are a great way to meet employers and get information about the variety of jobs that you can aspire to. [http://www.exeter.ac.uk/careers/events/careersfairs/](http://www.exeter.ac.uk/careers/events/careersfairs/)

- Talks and Presentations
  Sessions on effective application skills, presentation skills, interview techniques and employer presentations run throughout the year. You can book a session online through the My Career zone portal: [https://mycareerzone.exeter.ac.uk/students/login?ReturnUrl=%2](https://mycareerzone.exeter.ac.uk/students/login?ReturnUrl=%2)
• Opportunities Abroad

Working abroad will dramatically boost your confidence, enhance your CV and develop graduate level skills and global employability competencies that employers are looking for. It may also allow you to develop your language skills. More information can be found here: http://www.exeter.ac.uk/careers/global/