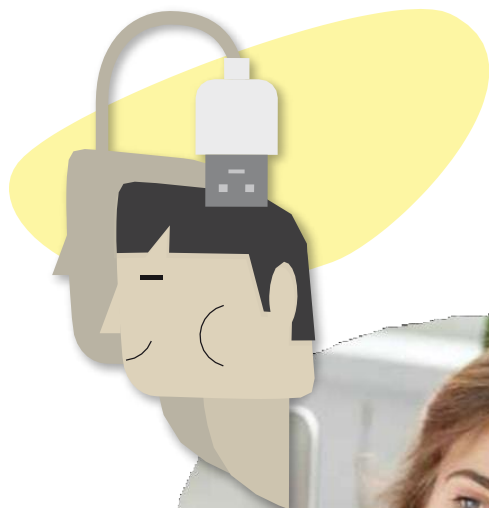




Guide for the Mentor

Career guidance · Career development · Support



UVocupació
VNIVERSITAT ID VALÈNCIA

A GUIDE TO YOUR PARTICIPATION

Find out about the programme, prepare your meetings and support the students throughout each stage of the mentoring process.

Contents of the Guide

Four sections to help you explore the programme and your journey as a mentor

LEARN ABOUT THE PROGRAMME

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FIVE-STAGE PROCESS

1. Preparation → 2. Student orientation → 3. Assignment and contact → 4. Sessions → 5. Evaluation

Learn about the programme

Purpose, scope and implications of professional participation

Purpose of the programme

The Shadowing Programme enables active professionals (graduates of the University of Valencia or individuals with a connection to it) to **mentor, guide and advise** students enrolled in official master's degrees of the Universitat de València or in UV-specific master's degrees offered through ADEIT (University–Business Foundation of the Universitat de València) in their **professional integration or career development**. Working on a voluntary basis, mentors provide personalised advice by sharing their experience, knowledge and professional insights.

What does it mean to be a mentor?

A mentor is an experienced professional who shares their knowledge with less experienced individuals. They serve as a role model and a source of inspiration, encourage personal growth, provide guidance and exert a positive influence on their mentee.

Within the Shadowing Programme, a mentor can be a graduate of the Universitat de València or a person linked to it who, voluntarily, wishes to share their career path and professional experience with their mentee, involving them in the experiences they have gained throughout their professional career, as well as sharing skills and competences, future plans or entrepreneurial projects, etc.

It is important to emphasise that the mentor's role is not to act as a professional coach or recruiter, but to share knowledge, experiences and skills that will be useful for the mentee's professional development: assertiveness, ability to motivate, ability to communicate effectively, active listening, empathy, etc.

Who will your mentee be?

The mentee is a **master's student** who seeks to learn, grow and improve their prospects of entering professional life or developing their career, and who has the support and advice of a mentor: an experienced working professional with expertise in at least one particular field.

YOUR ROLE

Share your experience and offer personalised guidance, without making professional decisions on behalf of the student or acting as a recruiter.

Requirements and commitments

Conditions of participation and responsible use of information

Requirements for mentors

- The mentor must be a professional with a minimum of five years of verifiable professional experience.
- They must be a graduate of the Universitat de València or be affiliated with it.

Confidentiality and use of information

The mentor must bear in mind that:

- The information handled should be used solely for the purpose of improving the students' education and professional development.
- All information generated throughout the mentoring process must be treated confidentially and securely, with appropriate measures taken to protect it.
- Such information must not be used for any purposes other than those outlined in this guide and in the programme's rules.

Responsibilities of the mentor

The sessions with the mentee will be conducted taking into account their objectives, needs and priorities.

Each mentor carries out their role in the way they deem appropriate. However, it is advisable that they provide guidance to the student on areas such as:

- How to prepare a curriculum vitae (CV), manage professional contacts and enhance their visibility on professional social networks.
- How to prepare for future job interviews.
- Advice on selecting appropriate training or refresher courses suited to their professional profile.
- The most in-demand professional profiles within the sector: informing the mentee about requirements and assessing how well their profile matches these.
- Analysing strengths and areas for improvement, encouraging self-reflection and self-awareness.
- Identifying professional options that best fit the mentee's profile.
- Providing insight into future trends and emerging employment opportunities — where the sector is heading and where new jobs are being created.
- Helping the mentee to build connections with other professionals to accelerate their career development.
- Helping the mentee to better understand their skills, competencies, attitudes, motivations and expectations.

In short, actions that help the mentee manage their professional life according to their goals, interests and priorities.

Benefits of participating

A collaboration that connects professional experience and university talent

Mentoring is a highly rewarding experience and an opportunity to collaborate with the Universitat de València, an institution where the mentor received their academic training or with which they maintain, or have maintained, a professional or personal connection.

- Have the opportunity to engage in networking by sharing experiences.
- Have the chance to give back to society, transferring their knowledge to students.
- Take advantage of collaboration synergies with the Universitat de València.
- Share professional experience, offer advice and contribute to the development of the mentee.
- Broaden the mentee's professional outlook within the mentor's field of expertise.
- Build meaningful connections between mentor and mentee, expanding their professional network.
- Identify university talent, engaging with increasingly well-prepared students.
- Receive a certificate of participation.

A LEARNING RELATIONSHIP

Mentoring provides an opportunity to share experiences, broaden perspectives and contribute to guide students through professional practice.

Your participation in the programme

How mentors are selected and assigned, and how the assignment is notified

Students interested in participating in the Shadowing Programme must register through the programme website: www.uv.es/shadowing.

During the registration process, students may select or propose a mentor, according to the following options:

Option 1 · Selection from the web

Students can consult the list of mentors available on the Shadowing Programme website, where they will find a brief overview of each mentor's professional background.

Each student may select a maximum of three professionals, in order of preference, and must indicate the reasons for their choices in the registration form.

The Universitat de València's employment service, UVocupació, will make the final assignment of a mentor to each student.

The choice made by the students are indicative and non-binding, as the assignment will depend, among other factors, on the availability of the selected mentor.

Option 2 · Student proposal

Students also have the opportunity to propose a professional of their interest to participate as a mentor, provided that they meet the programme's requirements.

To do so, the student must provide the following details in the registration form: full name of the proposed professional; organisation or company where they work; contact information; LinkedIn profile (if available); and reasons for their choice.

UVocupació will assess the proposal submitted and verify compliance with the requirements established to participate as a mentor.

The proposal is indicative and non-binding, as the professional's inclusion in the programme and the corresponding assignment will be subject to meeting the requirements and to their availability.

Notification of the assignment

Once the assignment has been made and the student has completed the preliminary orientation session with UVocupació, they will receive a confirmation email containing the details of their mentor.

The email will include the professional's full name, email address, company or organisation, position and LinkedIn profile, if available.

The mentor will be copied into this email, so that they are informed of the assignment and can identify the student who has been assigned to them.

Receiving this email marks the beginning of the mentoring relationship. From that moment onwards, the student will be responsible for making the first contact with their mentor to introduce themselves and jointly arrange the first session.

Development of Mentoring

Prepare the support based on the students' objectives and needs

PROCESS MAP

01 Preparation → 02 Preliminary orientation → 03 First contact → 04 Sessions → 05 Evaluation

01 · Process preparation

Before starting the sessions, it is important that the mentor knows the goals, interests and needs of the student they will be supporting during the process.

Students should reflect beforehand on their professional interests, concerns and expectations, and identify the issues on which they wish to receive guidance.

As a mentor, your role will be to support the student throughout this process, contributing your experience, knowledge and professional perspective to help them explore their development opportunities and guide their professional decisions.

Proper preparation of the sessions will enable you to provide more personalised support and make better use of the time available.

Goal setting

The student should define their own goals and the issues they wish to work on during the mentoring sessions.

As a mentor, we recommend that, before the first session, you review the information provided by the student and reflect on how your professional experience can contribute to the objectives they have set.

During the first meeting, you can help the student clarify their expectations, identify their main needs and jointly establish the priority issues to be addressed during the process.

Mentee form

Before starting the mentoring process, the student must complete a form to provide information about their profile, expectations and needs.

This document will allow you to get to know your mentee better and prepare the sessions according to their professional interests and goals.

The form will include:

- Academic qualifications and previous experience.
- Availability and communication preferences.
- Topics they would like to address during the mentoring process.
- Personal and professional goals, etc.

The student will send this form, together with their updated CV, in their introductory email before the first session.

We recommend that you review both documents in advance so that you can familiarise yourself with their background, identify their main concerns and prepare support tailored to their needs.

Orientation and first contact

Identify what is expected of the student and what is expected of you.

02 · Preliminary orientation session with UVocupació

Before starting the mentoring sessions, the student must attend a preliminary orientation session with UVocupació, the UV employment service.

The purpose of this session is to help students identify and define their professional goals, determine their guidance needs and prepare appropriately for their participation in the programme.

The preliminary orientation session is an essential requirement for beginning the mentoring process.

Once completed, UVocupació will inform the students of the assignment of their mentor, copying the professional into the corresponding email.

03 · Presentation and first contact

Once the assignment has been made, the student will be responsible for making the first contact with their mentor via email.

In this email, they should briefly introduce themselves and attach their completed mentee form, together with their updated CV.

They should also provide their availability so that they can jointly agree on the date, time and format of the first mentoring session.

As a mentor, we recommend that you:

- Review the mentee form and CV received so that you are familiar with your mentee's background, interests and objectives in advance.
- Respond to the introductory email and jointly agree on the date, time and format of the first session, taking both parties' availability into account.
- Prepare the topics you deem appropriate to address during the first meeting, taking into account the needs and expectations expressed by the student.

This first contact marks the starting point for establishing a relationship of trust and beginning to work together towards the mentoring objectives.

BEFORE THE FIRST SESSION

Review the application form and CV; agree on a date, time, and format; prepare priority topics based on the student's interests.

Mentoring sessions

At least one session; additional meetings recommended depending on needs and availability.

The Shadowing Programme requires a **minimum of one mentoring session** between the mentor and the assigned student.

The purpose of this session is to share experiences, answer questions and offer personalised guidance to promote the professional development of students.

To make the most of the experience, additional sessions are recommended, whenever possible, with the aim of exploring the topics raised in greater depth and monitoring the student's progress.

The number of sessions will depend on the student's needs and the availability of the mentor.

The sessions may be held in person or online. The date, time and format will be agreed jointly by both parties, within the period established in the calendar for the corresponding edition of the programme.

Session 1 · Mandatory

Presentation, goal setting and career guidance

Objective: to establish a relationship of trust, to understand the student's expectations and to offer an initial personalised professional guidance.

During this first session, we recommend that you:

- Introduce yourself and briefly share your career background, experience and professional field.
- Find out about the student's interests, concerns and expectations.
- Review the objectives set out in your mentee's form and help them clarify the aspects they wish to work on.
- Share your experience and offer guidance on priority issues for students, such as career paths, skills in demand in their sector or career development opportunities.
- Jointly consider whether additional sessions would be beneficial, based on the needs identified and your availability.

This first session should provide the student with useful, personalised guidance, even if it is not possible to arrange any additional meetings.

OBJECTIVE OF THE FIRST SESSION

Build trust, set goals and offer helpful career guidance even when additional meetings cannot be arranged.

Additional sessions

Explore professional development in greater depth and monitor progress.

Objective: to explore the student's areas of interest in greater depth, provide more specific guidance and support them in defining their next professional steps.

Depending on the objectives established and the student's needs, additional sessions may focus on:

- Exploring career paths and development opportunities within the sector.
- Sharing experiences, practical knowledge and recommendations on entering the labour market.
- Providing guidance on professional skills, recruitment processes, CVs, job interviews and career development.
- Analysing the doubts, difficulties or professional challenges raised by the student.
- Tracking the objectives and progress achieved during the mentoring process.

Whenever feasible and agreed by both parties, these sessions may include activities designed to provide closer contact with the professional environment, enabling students to gain a more direct understanding of the realities of their sector.

Tips for effective mentoring

- Approach each orientation with a different focus.
- Set expectations together from the beginning.
- Have a genuine interest in your mentee as a person.
- Take note of the areas in which your mentee would like to grow and always look for opportunities to guide them.
- Work with your mentee as if you were going to be their long-term mentor. This mindset will make it easier for you to provide long-term guidance and will help them make decisions that go beyond the guidance you provide.
- Be a positive role model. Your mentee can learn a great deal from you by observing your behaviour.
- It is also important to share mistakes and/or failures. This information is useful for solving problems and helps build trust with your mentee, encourages them to share their own mistakes and strengthens the relationship.
- Celebrate your mentee's successes and achievements. This increases their confidence, reinforces positive behaviour and keeps them focused and motivated.

Closing and recognition

How to end your participation in the programme.

05 • Final evaluation

Once the mentoring process has ended, the mentor must complete the **final satisfaction survey** that they will receive by email.

The purpose of this survey is to ascertain your level of satisfaction with the mentoring experience, assess how the process developed with your assigned student and collect your comments and suggestions for improvement.

The information provided will allow us to identify the programme's main strengths and areas for improvement, with a view to optimising its operation in future editions.

Certificate of participation

Mentors who have completed at least one mentoring session with their assigned student will receive a certificate of participation in the Shadowing Programme of the Universitat de València.

This certificate recognises their collaboration and commitment to supporting the student.

TO COMPLETE YOUR PARTICIPATION

Complete at least one mentoring session and fill in the final satisfaction survey that you will receive by email.



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Thank you for sharing your professional career with the students of the Universitat de València.