**Career Mentoring- Mentee Reflective Account**

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| Mentee’s name |  |
| Mentee’s course |  |
| Mentor’s name |  |
| Mentor’s organisation and job role |  |

**Guide to completing the Reflective Account**

- Use this document to track your progress and learning and reflect on any activities or projects that you are proud of in your role as a Mentee, you can do this before or after meetings with your Mentor, or after an activity you have completed.

- You might want to think about how your learning outcomes relate to Sheffield Hallam’s Graduate attributes (see below) or to skills sought after in potential career areas you have identified (you can identify these skills by searching online for person specifications of those careers).

- Alternatively, here are some prompts to help you with your reflections!

* Why did you want to take part in the scheme?
* What did you hope to achieve from taking part in the scheme?
* What did you do?
* How did you manage the partnership?
* What did you achieve/learn as a result of the partnership?
* What did you learn about yourself in terms of your professionalism - what did you do well and how could you develop this further?
* How do you intend to follow this up and do you have any future action points?
* Do you have any advice for others taking part in the scheme?
* Do you have any general comments about the scheme or feedback – what worked well/what could be better?

| **Date** | **Project/ Activity/ Achievement**  What was the nature of the experience/ what happened? | **Learning Outcome**  Reflect on what have you learnt from the experience, what you would improve anothertime, what personal and key skills have you developed, and what progress you have made. | **Impact and Reflection**  How did you change or develop as a result/ What can you implement going forward/ what have you learnt about yourself/ how are your new skills and knowledge transferable? |
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**SHU Graduate Outcomes**

SHU Graduate attributes are the qualities and skills that the University agrees students should develop during their time at SHU, in the context of the whole student learning experience (including extra-curricular experiences)

**Confidence**

The ability to demonstrate that you can clearly articulate your strengths, values and opinions.

• Approaches tasks with optimism

• Backs own judgement and decision making

• Volunteers for key roles in a team, taking on leadership roles when appropriate

**Creativity**

The ability to offer new and different perspectives to a challenge independently.

• Adapts approach to situations

• Generates new ideas to problem solve

• Challenges and thinks critically about the received wisdom and status quo

**Resilience**

The ability to recover quickly from criticism or disappointment and maintain focus under pressure and changing circumstances.

• Copes well with deadlines and competing pressures

• Finds ways to continue a task when information or circumstances change

• Realistically evaluates challenges and proactively responds to them

• uses criticism to better themselves or their work

**Responsibility**

Takes ownership. Demonstrates a high level of dependability and leadership, and can be relied upon consistently.

• Completes all assigned tasks on time

• Fulfills all commitments made to peers, supervisors, and lecturers

• Admits mistakes, misjudgements or errors

• Autonomous learners capable of self-management including time management and initiative

**Credibility**

The ability to have people trust your agenda or idea over another person with similar information or results.

• Actively listens to the content of what people are saying and responds appropriately, to build buy-in

• Establishes credibility and works cooperatively with others to move things on

• Employs different techniques and adjusts style to have the best impact

**Adaptability**

The ability to recognise and react appropriately and effectively to situational change and/or ambiguous information.

• Prepared to change course when circumstances change

• Able to plan before all information is known

• Comfortable with the fact that some decisions will be wrong

• Embraces and anticipates change

**Curiosity**

The ability to look beyond the obvious, independently appraising information and seeking to improve the performance of yourself and others.

• Critically evaluates information in order to improve understanding

• Always adopts an enquiring approach

• Regularly reflects on own performance and approach to seek improvement

• Asks good questions

• Seeks additional opportunities to learn more

**Confidence**

Enterprising:

The ability to seek out opportunity and try new things, whilst being resourceful, showing initiative and being comfortable with risk.

• Demonstrates an innovative approach, creativity, collaboration and risk taking

• Always looks for new opportunities

• Commercially / professionally / situationally aware

• Demonstrates innovative thinking

**Driven to succeed**

The ability to consistently seek to over deliver against expectations, and work productively and reliably.

• Demonstrates a clear desire to meet and exceed objectives

• Focused and productive to meet given time limits

• Demonstrates a drive and necessity to successfully complete a particular task

• Anticipates problems at an early stage and takes action to resolve

**Emotional Intelligence**

The ability to manage your feelings and express them appropriately and effectively, enabling people to work together.

• Can help improve others optimism by understanding their emotions

• Manages own feelings and expresses them appropriately

• Takes time to understand the feelings and perspectives of others

• Regularly evaluates own behavioural performance to ensure they are rational

**Globally Minded**

The ability to interact effectively with people from different backgrounds and cultures, and use appropriate behaviour to recognise cultural differences.

• Considers and respects different perspectives, based on cultural diversity

• Demonstrates awareness of differences and influences of different cultures, and seeks to learn more

• Takes into account different audiences, adjusting behaviour to respond to how other people think and behave in different cultures or environments

**Integrity**

Makes decisions consistently and accepts responsibility for your actions. Makes ethical decisions and considers the context before acting.

• Takes responsibility for own actions and mistakes

• Makes what they believe to be the right ethical decision

• Articulates rationale behind decisions

• Is aware of the impact and implications of decisions