

STACK Skills Mapping

The STACK framework covers different knowledge and skills areas that we believe our young people need to excel in to succeed in the world of work:

S	Self-awareness	Professional etiquette
		Aiming High*
T	Teamwork	Teamwork*
A	Attitude	Staying Positive*
C	Communication	Presenting*
		Business literacy skills
K	Knowledge	Routes in
		Commercial awareness

Mentees will complete a STACK skills assessment prior to the mentoring sessions. The results of this will show mentees areas of strength as well as areas they can improve on.

We have designed content that directly correlates with the STACK skills framework. In your first mentoring session together, this information will help you both choose which content to cover in the mentoring sessions.

The mentoring content topics and the STACK skills they correspond to are as follows:

Topic	STACK Connection
Setting SMART goals, p.3	Self-awareness
SWOT Analysis, p.5	Self-awareness
Time management (Covey's Matrix), p.7	Self-awareness
Developing resilience, p.9	Attitude

CV writing, p. 14	Communication
Cover letter writing, p.16	Communication
Personal brand and LinkedIn, p.18	Communication
Interview skills, p.22	Communication, Self-awareness
Making the most of your time as an undergraduate, p.24	Knowledge
A day in the life of a financial services professional, p. 27	Knowledge
What is insurance/banking/law? (separate sessions), p. 29, 31, 33 respectively	Knowledge

Mentees will be able to choose five content modules from these topics, tailored towards their professional development needs.

Setting SMART Goals

Skills that this session will develop:

Self Awareness - Aiming High

By the end of this session the mentee will be able to:

- Describe what SMART stands for
- Explain why SMART goals are important
- Create a list of personalised SMART goals to work towards

Session Preparation:

1. Mentee to prepare a list of short, medium and long term goals. These could be academic or career related.
2. Mentor to think through goals they have set in the past or goals they are working towards at the moment as examples to share with their mentee.

Session Plan:

Work through the following activities together.

Discuss with each other the importance of goal setting. Why do people set goals? Why are goals important to them personally?

What are SMART goals? Why is it important that goals are SMART?

S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Timely

Review the list of goals the mentee has prepared and the examples the mentor has brought to this meeting. Are the goals SMART?

Using the list as a starting point, create 3 or more short, medium and long term SMART goals for the future. These are fluid and can be updated but it is good to get into the habit of setting goals for the future.

Discuss the plan on how to achieve these goals. Consider prioritising, time management techniques, when and how to ask for help. What could be the challenges or obstacles when achieving these goals? How would you overcome these challenges?

The potential next step after this session will be to set one SMART goal that you would want to both achieve by the end of the programme. This could be that you will both learn a new skill.

Personal SWOT Analysis

Skills that this session will develop:

Self Awareness - Aiming High

By the end of this session the mentee will be able to:

- Explain what a personal SWOT is
- Analyse their own situation and start to plan their career development

Session Preparation:

Mentor to review the personal SWOT analysis below and consider how it could be used

Session Plan:

SWOT stands for strengths, weaknesses, opportunities and threats. SWOT analysis is used as a diagnostic tool to help organisations in their strategic planning. It can also be applied to help an individual analyse their own work/study situation and inform their career development plan. This simple framework provides a structure in which you can evaluate your internal capabilities – your strengths and weaknesses, over which you have considerable control, as well as the external factors – the opportunities and threats you face, which are beyond your control, but to which you must respond.

STRENGTHS

- What do you do better than others?
- What do others see as your strengths?
- What personal attributes are your strengths?
- What skills, qualifications, and experience do you have?
- What resources or networks do you/will you have access to?

WEAKNESSES

- Gaps in your knowledge, skills or experience. What do you find difficult, frustrating or time consuming?
- What has held you back in the past?
- What tasks do you avoid?
- Have you received any negative feedback?
- How do you manage stress?

OPPORTUNITIES

- Current or upcoming work experience, paid work or volunteering opportunities?
- Can you take advantage of any trends? E.g.. Government regulation or technology.
- Is there a gap in the market, or can you solve a problem in an organisation?

THREATS

- Changes in the organisation/sector you plan on working in.
- Could your desired role be outsourced or replaced by technology?

TASK: Together, create a SWOT analysis table (using the template above for guidance) for the mentee to help them analyse their current situation. Once this is complete, discuss what actions the mentee could take to work on and/or tackle their weaknesses and threats.

Managing your time effectively

Skills that this session will develop:

Self Awareness - Aiming High

By the end of this session the mentee will be able to:

- Explain what the Covey Matrix is
- Create a Covey Matrix to analyse how they manage their time, and adjust their plans going forward

Session Preparation:

1. Mentee to note down what they did each day in the week before the session.
2. Mentor to review Covey's Matrix and think about other time management techniques they use.

Session Plan:

Review the information below, and then use the Covey Matrix to create a time management framework for the mentee based on their last week.

Effective time management happens when you plan and control how much time you spend on the various activities you do at work or school. It involves you analysing the time you take for each task, prioritising which are most important and urgent, and then reorganising them so that you meet your deadlines, increase your productivity, and get more done. Good time management involves a shift of focus from feeling busy and carrying out a lot of activities, to being effective and focusing on results.

Stephen Covey's urgent-versus-important matrix is an effective tool for good time management that will allow you to determine whether you should address a task immediately, postpone it, or even not do it altogether.

The top-left quadrant contains important tasks with high urgency. These tasks really affect us and must be done right away, for example, emergencies, customer complaints, and important meetings or coursework. Too many items in this quadrant will result in stress, burn-out and a constant state of crisis management.

The bottom-left quadrant is for important tasks that are not urgent. These items should contribute to your long-term development, such as strategic planning, learning, building relationships, health and exercise. By scheduling enough time for these activities you will prevent them from becoming urgent,

and you will have fewer fires to put out in the top-left quadrant. Correctly prioritising these tasks, will give you vision, perspective, balance and control.

The top-right quadrant contains tasks that are urgent but not important. Items in this quadrant often include interruptions, emails, phone calls, unimportant meetings, and popular activities. You should regard these items as distractions because they are seemingly important to someone else, but not to you. They will not contribute to your output or affect your long-term goals, but merely interrupt the important work you are doing. Eliminate or delegate these tasks where possible. Too much time spent on these activities will lead to a loss of focus on your long-term goals, the consequent diminishment of your purpose, and a loss of control.

The bottom-right quadrant houses tasks that are neither important nor urgent. They have little or no value. They include trivial communication and surfing the internet. Eliminate these activities as much as you can during the hours you work or study and leave them to designated periods where you can relax.

You can use the Covey matrix in two main ways. To help you plan, at the beginning of each day or week, by mapping out your jobs onto a Covey matrix. You can then prioritise and organise what you will do and when. Or, you can carry out a weekly assessment to review how well you spent your time in the last week.

	Important	Not Important
Urgent	DO NOW Emergencies Exam revision Coursework or reports	AVOID OR DELEGATE Interruptions Unimportant meetings Unnecessary emails
Not Urgent	PLAN TO DO Long-term development Learning Health	DON'T DO Social media Surfing the internet

TASK: Together, map out all the activities the mentee completed in the last week onto a Covey Matrix. Identify where the mentee spent too much time, and use this to adjust their plans for the next week.

Next to Covey's matrix, you should also remember some important tips to maximise your time:

- Break complex tasks down into manageable chunks so that you can make progress when you have smaller windows of time
- Address one item at a time so that it gets done properly, rather than doing a little of everything so that you feel busy
- Change tasks when you feel bored

- Build slack into your schedule to deal with emergencies
- Plan quality, uninterrupted thinking time and recognise that this is productive
- Be firm and polite when rejecting tasks that are not your responsibility
- Involve others in projects to share the workload

Developing Resilience

Skills that this session will develop:

Attitude - Staying Positive

By the end of this session the mentee will be able to:

- Explain what resilience is
- Describe the different steps they can take to become more resilient

Session Preparation:

1. Mentee and mentor to both think about an example of when they have demonstrated resilience and be prepared to discuss these examples in the session.
2. Mentee to complete Wheel of Life activity before session (pages 3-4).

Session Plan:

Review the information below and then complete the tasks together.

Resilience is the ability to stay balanced, adapt and bounce back quickly from setbacks and adversity. When things don't go as planned, resilient people acknowledge the situation, stay committed and increase their efforts to move forward.

Anyone can improve their resilience through effective awareness and action. A key aspect of being resilient is knowing that although you may not be able to change the environment around you, you can change how you choose to let it affect you.

You can develop resilience in several ways. For example, you can:

- Look after your physical health:
Try to exercise regularly and get enough sleep, so that you can control stress more easily. The stronger you feel physically and emotionally, the easier it is for you to overcome challenges.
- Give yourself a break:

Reward yourself for achievements – even small things like finishing a piece of work or making a decision. Take a break from your normal routine to help you relax and feel refreshed.

- Build your support network:
Build strong relationships with family and friends, so that you have a support network to fall back on. Sometimes just telling the people close to you how you're feeling can make a big difference – and they might be able to help you out in other ways too.
- Make some lifestyle changes:
Focus on thinking positively, and try to learn from the mistakes you make. Set specific and achievable personal goals that match your values, and work on building your self-confidence. Remember that despite the setbacks or stresses you may face, you will become stronger and succeed eventually.

For more information on how you can strengthen these aspects, as well as build resilience in other ways, please see [here](#).

Task 1: Share with each other examples of when you have demonstrated resilience. Discuss what you found difficult about the situation and how you managed to overcome it.

Task 2: Review the mentee's Wheel of Life (page 4). Together, discuss the following:

- Identify which categories the mentee is most satisfied in and least satisfied in. Ask the mentee to describe what is making them satisfied. For their least satisfied categories, work together to think about how the mentee can go about changing that.
- Complete the action plan (page 5). Set the mentee time frames to complete this in and come back together after to see how they are progressing.

For more information on developing resilience:

<https://www.mindtools.com/pages/article/resilience.htm>

<https://ideas.ted.com/8-tips-to-help-you-become-more-resilient/>

<https://youngminds.org.uk/find-help/looking-after-yourself/>

Wheel of Life Activity

The Wheel of Life is a model used to provide a visual representation of different areas of your life. In completing the activity, you will be able to consider each category in turn and assess where you are spending your time, what's making you happy, and what's off balance.

The Wheel of Life is something that can be revisited regularly. You can quickly draw up a wheel of life every 3-6 months to see how you are progressing.

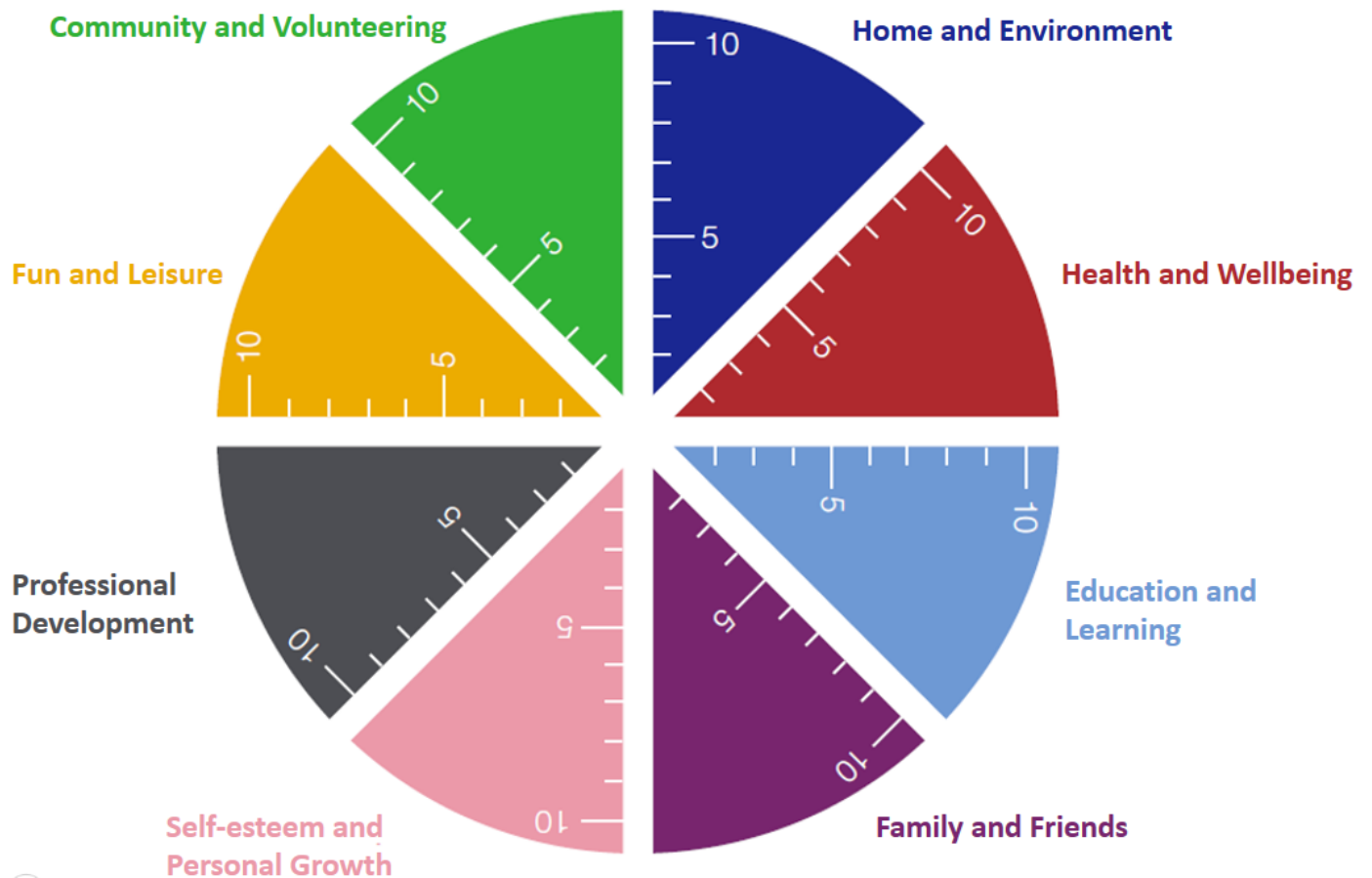
How to complete the activity:

1. Use the questions provided below to help you think through how satisfied you are in each category of your life.
2. Consider each category in turn, and on a scale of 0 (low satisfaction) – to 10 (high satisfaction), plot your scores on the wheel (page 4).
3. Now join up the marks around the circle. Does your life wheel look and feel balanced? You will discuss this with your mentor in the session.

Questions for each category:

Community and Volunteering <ul style="list-style-type: none"> • Do you feel like you are in a good community? • Do you feel involved in your community? • How would others rate your contribution to society or to them as individuals? 	Home and Environment <ul style="list-style-type: none"> • Are you comfortable with the home that you live in? • Do you have a clean and tidy environment? • Do you have space for yourself?
Fun and Leisure <ul style="list-style-type: none"> • Are you enjoying life and making it fun? • Do you socialise often? • Do you regularly do what you love? 	Health and Wellbeing <ul style="list-style-type: none"> • How physically healthy are you? • Are you satisfied with your level of fitness? • Do you feel content?
Professional Development <ul style="list-style-type: none"> • Are you satisfied with your level of professional development? • Do you feel confident with your skillset? • Are you making good progress with your career aspirations? 	Education and Learning <ul style="list-style-type: none"> • Are you where you want to be right now? • Do you feel prepared for the next stage of your education? • Do you feel supported by your learning environment?
Self-esteem and Personal Growth <ul style="list-style-type: none"> • Do you appreciate yourself? • Are you satisfied with your direction in life? • Are you trying new experiences and thriving to learn? 	Family and Friends <ul style="list-style-type: none"> • Is your family supportive of you? • Are your friends supportive of you? • Do you see your friends and family often? • Are you supportive of your family and friends?

Wheel of Life



My Action Plan

Write your key goals or objectives based on your 3 lowest scoring categories on your wheel of life. These could be as big as setting out a plan for the next step in your professional development, or as small as calling a friend more regularly.

To get you started, go for a quick win and choose something small and simple. Those small things will add up and in turn you'll be building your resilience!

1.

I will achieve this by (date):

2.

I will achieve this by (date):

3.

I will achieve this by (date):

Creating a high impact CV

Skills that this session will develop:

Communication - Business Literacy

By the end of this session the mentee will be able to:

- Describe the key information that a CV should contain
- Create a CV that will impress employers

Session Preparation:

1. Mentee to send their CV to the mentor in advance of the session, so the mentor can review and create some initial discussion points to improve the CV.
2. Mentor to reflect on what has worked and not worked for them in the past. The mentor can potentially share their CV (with personal details redacted) to share on screen with their mentee so they have relevant and real examples to discuss.

Session Plan:

Together, review the tips below and adapt the CV to reflect the advice given:

Tailor your CV to the job you are looking for

- If you adapt your CV to match the requirements of the job description, you will stand a much better chance of being shortlisted. Employers look at a lot of CVs, so it is easy for them to see who has taken the time to adapt their CV to their company/industry, and who is sending generic CVs that try and cover all bases. You don't have to re-write the whole CV, just adapt the details so they're relevant.

Use bullet points

- Recruiters spend very little time looking at CVs. They don't want to read paragraphs and blocks of text to find information. Use succinct bullet points when writing your employment history and skills to make it easier for them to see you are the right candidate.

Use active verbs

- Instead of using the 'I' pronoun, such as 'I did this, I did that', use positive action words to lead bullet points e.g. 'Initiated, demonstrated, created', which will seem much more dynamic.

Provide evidence to substantiate your claims

- You need to prove you have what they need. So instead of your CV saying you have 'good communication skills', give an example of where you demonstrated this to good effect e.g. 'write a monthly blog on developments at our sixth form as part of our social media strategy'.

Ensure your spelling and punctuation is correct, and your formatting is consistent

- If you want to demonstrate that you are professional and have a good eye for detail, it is imperative that your CV doesn't have any basic mistakes or oversights on it. If you don't show good attention to detail on a CV you have had lots of time to put together, it will put doubt into employers minds that you have the attention to detail needed in a professional career.

Keep your CV to one or two pages

- You can go to a second page if you need to, but a concise and well-presented CV will always be more appealing to an employer than a CV that waffles on to a third page. Margins can be widened and font size 11 can be used to help keep the length down.

Making the most of skills

- Don't forget to mention key skills that can help you to stand out from the crowd. These could include: communication skills; IT skills; problem solving or speaking a foreign language. Skills can come out of the most unlikely places, so really think about what you've done to grow your own skills, even if you take examples from being in a local sports team or joining a voluntary group – it's all relevant.

Making the most of interests

- Under interests, highlight the things that show off skills you've gained and employers look for. Describe any examples of positions of responsibility, working in a team or anything that shows you can use your own initiative. For example, you may have run your sixth form newspaper, or registered with The Brokerage to develop your skills and build your knowledge about careers in financial, professional or related services. Include anything that shows how diverse, interested and skilled you are. Don't include passive interests like watching TV, solitary hobbies that can be perceived as you lacking in people skills. Make yourself sound really interesting. The CV is the make or break of your job application. Everything in it tells a potential new employer something about you.

Use a simple structure

- Name and contact details
- Education (include predicted grades)
- Work Experience (making it clear what is a part-time job and what is work experience)
- Achievements/Extra Curricular (include that you are a registered candidate with The Brokerage!)
- Interests

Writing a Cover Letter

Skills that this session will develop:

Communication - Business Literacy

By the end of this session the mentee will be able to:

- Explain why a cover letter is used
- Create a cover letter that will impress employers

Session Preparation:

Mentee to research a live vacancy they are interested in that requires a cover letter to be submitted as part of the application process. If the mentee can't find a live job they currently want to apply for, the mentor should provide a closed entry level role job description from their own company.

Session Plan:

Work through the following activities together.

Begin by ascertaining the mentees knowledge on what a cover letter is and why some employers will insist you submit one along with your CV. Mentor and mentee to then discuss the role and the job description.

- What does the company do?
- What does the role involve?
- What are the essential skills required?

Once the above questions have been mapped out and the mentee is confident discussing their own skill set and how that corresponds with what is essential to the role, they can then begin working on the letters actual content. The below is an example structure that can be used:

- 1st paragraph – opening statement setting out why you're writing the letter. State vacancy you're applying for and where you saw the advert.
- 2nd paragraph – cover why you're suitable for the job, what attracted you to this type of work and the company, and why you are interested in the role.
- 3rd paragraph – highlight any relevant experience and demonstrate how your skills match the specific requirements of the job description.
- 4th Paragraph – Use this closing paragraph to round up your letter and reiterate your interest and suitability for the vacancy.

It may work best for the pairing to focus on creating a 'skeleton' plan with some bullet points for each paragraph for the mentee to take away and flesh out.

Top Tip - A common mistake amongst young people is the use of overblown phrases and getting lost in complex sentences because of misconceptions that it looks professional. Make sure all of your sentences are clear and concise!

Using LinkedIn and creating an online brand

Skills that this session will develop:

Self-Awareness - Professional Etiquette

By the end of this session the mentee will be able to:

- Explain why people use LinkedIn
- Create a LinkedIn profile

Session Preparation:

Mentee and mentor to review their LinkedIn profile if they have one, or browse LinkedIn pages of friends and colleagues if they don't, and think about what makes a good LinkedIn page.

Session Plan:

Start the session by asking if the mentee uses LinkedIn, and discuss why it is a popular professional tool. Together, work through the content below.

1. Choose the right profile picture for LinkedIn

Your profile picture is your calling card on LinkedIn – it's how people are introduced to you and it governs their impressions from the start. Make sure the picture is recent and looks like you, make sure your face takes up around 60% of it (long-distance shots don't stand out), wear what you would like to wear to work, and make sure you look professional.

2. Make your headline more than just a job title

There's no rule that says the description at the top of your profile page has to be just a job title. You could use the headline to say the type of role you have lined up or aspire to, or programmes you are involved in e.g: *incoming Spring Week intern at (company name)* or *economics undergraduate and aspiring risk analyst* or *Generation 2020 Academy candidate at The Brokerage*.

3. Turn your summary into your story

The first thing to say about your LinkedIn summary is – make sure you have one! It's amazing how many people still leave this field blank when creating their LinkedIn profile. Your summary is your chance to tell your own story – so don't just use it to list your skills or the job titles you've had. Try to bring to life why those skills matter – and the difference they can make to the people you work with.

Don't be afraid to invest some time, try a few drafts, and run your summary past people you know. This is your most personal piece of content marketing – and it's worth the effort.

4. Declare war on buzzwords

Buzzwords are adjectives that are used so often in LinkedIn headlines and summaries that they become almost completely meaningless. Our regular rankings of the most overused buzzwords include terms like 'specialised', 'leadership', 'focused', 'strategic', 'experienced', 'passionate', 'expert', 'creative', 'innovative' and 'certified'. While you don't have to avoid these completely, just using these words won't convince people that you have these qualities. You need to demonstrate them as well – both in the way you describe yourself, and in the way you use LinkedIn profile features to show what you're about.

5. Grow your network

Get into the habit of following up meetings and conversations with LinkedIn connection requests – it's a great way of keeping your network vibrant and up to date.

6. List your relevant skills

It's one of the quickest of quick wins on LinkedIn – scroll through the list of skills and identify those that are relevant to you. Doing so helps to substantiate the description in your Headline and Summary, and provides a platform for others to endorse you. However, the key here is staying relevant. A long list of skills that aren't really core to who you are and what you do, can start to feel unwieldy. Take time for a spring clean of your skills list every now and then.

7. Use endorsements

Endorsements are a feature on your profile that allow peers and colleagues to attest to your skill set by hitting the '+' (endorse) button next to your skills list. Endorsements from other members substantiate your skills and increase your credibility. How do you get endorsed on LinkedIn? For starters, go through your network and identify connections who you feel genuinely deserve an endorsement from you – that's often the trigger for people to return the favour. Don't be afraid to reach out with a polite message asking for endorsement for a few key skills as well. Remember though – relevance matters. Reach out to people whose endorsement you'd really value.

8. Manage your endorsements more proactively

Once endorsements start to come in, you might find that they skew the emphasis of your LinkedIn profile in ways that don't reflect who you are. It could be that your core area of expertise is content marketing for example, but the people who've worked with you on events are more enthusiastic

endorsers. Be proactive in managing your endorsements list using the edit features in the Skills section of your profile – you can choose which to show, and which to hide.

9. Request recommendations

Endorsements give people viewing your profile a quick, visual sense of what you're valued for. Recommendations take things a step further. They are personal testimonials written to illustrate the experience of working with you. There's a handy drop-down menu in the Recommendations section of your profile that makes it easy to reach out to specific contacts and request recommendations. Take the time to think about who you would most value a recommendation from – and personalise your request. It's worth the extra effort.

10. Share relevant content from your LinkedIn feed

It's one thing to have a network of connections on LinkedIn – it's far better to have an active role in that network, appearing in your connections' LinkedIn feeds in a way that adds value for them. Sharing relevant content with your network is one of the most accessible ways of doing this. You can make a start by keeping a close eye on your LinkedIn feed, and sharing content that you find genuinely interesting – and that aligns with your point of view.

11. Add comments

Sharing is great – but it's just the starting point. When you add comments to your shares, you give yourself greater prominence within the feed and start to express why you think a particular piece of content matters. Well-expressed comments also enable you to share a broader range of content. It might be that you don't agree with a point of view but still find it interesting, for example. A comment that can express that viewpoint starts to establish your opinion and thought-leadership. It's also more likely to draw additional comments, which then raise your profile across LinkedIn. Bear this mind when you're writing your comment – and make sure you're saying something you're happy for people to associate with you.

12. Follow relevant influencers for your industry

Following relevant influencers on LinkedIn helps to put a range of interesting content in your feed, which you can then share with others when you think it adds value. It also helps to give context to your LinkedIn profile, demonstrating your passion for what you do.

13. Publish content – and use it to start conversations

The more you share and comment on content, the more you establish your expertise and thought-leadership credentials on LinkedIn. Publishing posts is the natural next step to take. A great starting point is to monitor the response that you get to your comments and shares. Are there particular

subjects and points of view that seem to resonate with your network? Are there comments that you have shared which you feel you could expand on in a post? Evolving your thought-leadership in this way keeps it real – and keeps you plugged into the issues your connections are talking about. Be ready for your long-form posts to start new conversations too. Keep an eye on the comments and be ready to respond. Make sure your posts are career related and not about your personal life.

For more information on building LinkedIn profiles:

<https://www.forbes.com/sites/williamarruda/2017/01/15/linkedin-101-how-to-craft-a-stellar-profile/#265e9a485379>

<https://www.mindtools.com/pages/article/linkedin.htm>

<https://www.linkedin.com/pulse/10-tips-students-new-grads-linkedin-omar-garriott/>

Preparing for an interview

Skills that this session will develop:

Communication - Presenting

By the end of this session the mentee will be able to:

- Describe different types of interview questions
- Explain how to apply the STAR technique
- Use the STAR technique to create personalised answers to competency based questions

Session Preparation:

Mentors to think about interview situations they have been in as both an interviewer and interviewee and what advice has worked for them as examples to help their mentee.

Session Plan:

Start the session by finding out how confident the mentee feels about interviewing, and then work through the below content and practice the questions provided.

Competency-based questions are interview questions that require candidates to provide real-life examples as the basis of their answers. These competencies will be integral to the role itself, and will be listed in the job description and person specification. Candidates should explain why they made certain decisions, how they implemented these decisions and why certain outcomes took place. A typical competency question will be framed like this:

“Can you give me an example of a time that you have worked as part of a successful team?”

The STAR technique helps you to structure your answers to these types of questions.

S	Situation (describe the situation you were faced with)
T	Task (what were you asked to do in this situation)
A	Action (what action did you take to complete this task)
R	Result (what was the result of your action)

Task 1: The following questions are common competency questions in interviews. Together, work through these and any other examples the mentor has:

- Can you give me an example of when you’ve worked in a team?
- Can you tell me about a time when you have overcome a difficult situation?

- Can you give me an example of when you've demonstrated excellent time management skills?
- Tell me about a time you changed your approach due to changing circumstances?

Other types of interview questions may focus on assessing the candidates motivations in applying for the role at that particular company, their commercial awareness, their strengths, and find out how they would approach different scenarios they are likely to encounter in the role.

Task 2: Together, work through these questions and any other the mentor has. The mentor should explain how to answer them using examples from their work history.

- Why do you want this role?
- What interests you about this particular company?
- What motivates you?
- What is your greatest achievement?
- What is your working style?

Mentees can continue to research further interview questions and how to answer them using the resources in the link below:

<https://www.google.com/url?q=https://www.prospects.ac.uk/careers-advice/interview-tips/interview-questions&sa=D&ust=1589208675950000&usq=AFQjCNH6WryINkbnXiXjscA4ldUYvKcLQ>

Making the most of your time as an undergraduate

Skills that this session will develop:

Knowledge - Routes In

By the end of this session the mentee will be able to:

- Describe the different ways you can make the most of your time as an undergraduate
- Identify goals for their own undergraduate life

Session Preparation:

1. Mentee to prepare questions to ask the mentor about their experience as an undergraduate.
2. Mentor to think about top tips for making the most of your time as an undergraduate.

Session Plan:

Review the information below and then complete the tasks together.

If you think that being an undergraduate student is all about being buried underneath books, take comfort in knowing that this is far from the truth! While there will definitely be times when you need to buckle down and focus, the student experience is much more than essays and exams. It is often described as one of the most formative and best experiences of your life!

Although everyone's student experience will be different, there are a number of ways to ensure that you get the most out of your time as an undergraduate. The following is not an exhaustive list, but a great way to get started:

1. Embrace learning

University is your chance to explore the subject you are really inspired by and take a proactive role in your education. You will have the chance to taste-test different programmes, learn from experts in diverse fields and use your passions to tailor your academic and career paths.

2. Build new friendships

One of the best things about university is that it puts you in contact with so many new people - capitalise on this as much as possible. Learn from each other and share experiences because it will make you a more rounded person and equip you with the skills needed to work with all kinds of people in the outside world.

3. Be smart with your finances

Your student loan has come in and you have financial freedom - but maybe think twice before buying that iPhone 11 Pro!

It is very easy to underestimate how much you can spend, so learning how to budget and keep track of your finances is an important part of ensuring that your uni life is comfortable. Plan out a weekly budget and make use of apps to [track your spending](#).

4. Manage your time effectively

At university, you won't have school bells telling you when classes start or teachers reminding you when assignments are due. Therefore it's important to learn to independently manage your time and organise your priorities.

Whether it's a pin-up planner, your phone calendar, or a [time management app](#), find an organising tool that works well for you and write out a personal timetable. Include lectures and seminars, private study, extracurricular activities, any employment obligations, and time for rest and relaxation with your friends. Break down big tasks into small, manageable steps.

5. Get involved on campus

University offers a myriad of meaningful ways to get involved and enrich your student life - you might want to consider submitting an article to the university magazine, volunteering to show new students around campus, or joining a society (societies are a diverse collection of student groups and organisations ranging from sports and drama to Quidditch and YAS, i.e. the 'Yoncé Appreciation Society' - whatever your interest, there will likely be a society for you!)

These will all allow you to engage in your interests, develop valuable skills, and meet new people outside of your course and accommodation.

6. Take advantage of work experience and study abroad programmes

Many of the skills you will need to thrive in your professional career aren't taught in a lecture theatre. Work placements or even spending a year in industry will broaden your skillset and give you an understanding of what work life is like – giving you a great head start!

An option now offered by many universities, studying abroad gives you the opportunity to immerse yourself in a new culture, learn a new language and make friends from all over the world, further developing your life experience.

7. Don't be afraid to ask for help

Leaving home for the first time, juggling studies with making new friends - university can be a big lifestyle change.

Be it emotional, physical or social support that you need, don't be afraid to reach out to people you trust and your university will have resources on campus that can help if you come across any difficulties. There is no shame in admitting that you are having a tough time – a lot of students underestimate the different pressures and stresses that they might experience during their time at university, so it's important to be kind to yourself and take care of yourself.

Task 1: Together, discuss the mentor's experience as an undergraduate. Go over mentee's prepared questions and mentor's top tips.

Task 2: Together, set some goals for the mentee to achieve in their first year of study at university. To help with this, consider the following:

- Identify what the mentee is most excited about in starting their university life. How can they best expand upon this as an undergraduate?
- Identify what the mentee is worried about in starting their university life. How can they best overcome this as an undergraduate?

For more information on undergraduate experiences:

<https://www.timeshighereducation.com/student/advice/student-blog-five-tips-make-most-your-university-experience>

<https://targetjobs.co.uk/news/467392-how-to-make-the-most-of-university-14-tips-from-a-graduate>

<https://www.savesthestudent.org/money/student-budgeting/student-budgeting.html>

<https://www.ucas.com/undergraduate/student-life/getting-undergraduate-student-support>

<https://www.mind.org.uk/information-support/tips-for-everyday-living/student-life/about-student-mental-health/>

A day in the life of a financial services professional

Skills that this session will develop:

Knowledge - Routes In

By the end of this session the mentee will be able to:

- Explain what their mentor's profession is and routes into that role
- Describe a day in their mentor's working life, including the challenges they face as well as pros and cons to their role

Session Preparation:

1. Mentee to research their mentor's profession, including routes into the role.
2. Mentee to prepare questions for their mentor about their working life.

For more information on FPRS roles:

<https://targetcareers.co.uk/career-sectors/finance/18-what-types-of-jobs-and-employers-are-there-in-finance>

<https://targetjobs.co.uk/career-sectors/financial-services-and-insurance/438372-the-benefits-of-working-in-finance>

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/accountancy-banking-and-finance/overview-of-the-uks-financial-sector>

Session Plan:

Review the information below and then complete the tasks together.

What is the Financial Services Sector?

The financial, professional and related services (FPRS) sector encompasses many types of businesses involved in managing money and plays a vital role in the world's economy. The sector as a whole is vast and includes companies engaged in activities such as investing, lending, insuring, securities trading and issuance, asset management, advising, accounting, and foreign exchange. Key industries in the FPRS sector include investment banking, insurance, accountancy, corporate law and technology.

The UK has one of the largest and most developed markets for financial, professional and related services, and 1 in 14 UK-based workers (2.3 million people) work in FPRS. The world would not be able to function without money and consequently, some of the most important jobs in the world are in the financial services sector.

Careers in this sector can be extremely exciting and rewarding, but they can also be stressful and involve working under high pressure. This is something that is often reflected in the high salaries that characterise the sector. Due to its large and diverse landscape, the financial services sector offers a wide range of career options.

You will now have the opportunity to gain valuable in depth insight into one of these!

Task 1: Together, discuss the mentee's research and fill in any knowledge gaps.

Task 2: Together, discuss a day in the working life of the mentor and answer mentee's questions. After this, the mentee should complete the following profile:

Mentor's job title and industry:
What was your mentor's route/career path into their role?
What responsibilities are involved in this role?
What key skills are necessary for this role?
What is a challenging aspect of your mentor's work?
What is an interesting aspect of your mentor's working life?

What is insurance?

Skills that this session will develop:

Knowledge - Routes In and Commercial Awareness

By the end of this session the mentee will be able to:

- Describe what the insurance industry is, as well as different routes into the industry
- Explain different areas/departments within an insurance company

Session Preparation:

1. Mentee to research:
 - the insurance industry,
 - routes in (e.g. internship, grad scheme, apprenticeship), and
 - different areas/departments within an insurance company (e.g. underwriting, claims, brokering, actuary).
2. Mentee to find out about an unusual item that has been insured by their mentor's company.
Mentor to think of the most unusual insurance case they have been involved with.

For more information on the insurance industry:

<https://www.theguardian.com/business/insurance>

<https://www.investopedia.com/ask/answers/051915/how-does-insurance-sector-work.asp>

<https://targetjobs.co.uk/career-sectors/financial-services-and-insurance/283701-insurance-graduate-area-of-work>

<https://www.prospects.ac.uk/job-profiles/insurance-underwriter>

<https://targetcareers.co.uk/career-sectors/finance/70-how-do-i-get-into-finance#insurance>

Session Plan:

Review the information below and then complete the tasks together.

Insurance is a financial product sold by insurance companies to safeguard you and/or your property against the risk of loss, damage or theft (such as flooding, burglary or an accident). Some types of insurance you have to take out by law, such as motor insurance if you drive a vehicle; some you may need as a condition of a contract, such as buildings insurance as a requirement of your mortgage; and others are sensible to take out such as life insurance or saving for a pension. An insurance policy is the contract that you take out with an insurer to protect you against specific risks under agreed terms. When you buy a policy you make regular payments, known as premiums, to the insurer. If you make a claim, your insurer will pay out for the loss that is covered under the policy.

If you don't make a claim, you won't get your money back; instead it is pooled with the premiums of other policyholders who have taken out insurance with the same insurance company. If you make a claim, the money comes from the pool of policyholders' premiums.

Insurers use risk data to calculate the likelihood of the event you are insuring against happening. This information is used to work out the cost of your premium. The more likely the event you are insuring against is to occur, the higher the risk to the insurer and, as a result, the higher the cost of your premium.

The UK insurance industry is the largest in Europe; as a global centre of expertise, it provides vital protection to people and companies. The City of London is home to the largest insurance market in the world, Lloyd's of London.

There are multiple routes into insurance for school leavers and university graduates. For those who attend university, you can secure an internship during your studies (which may lead to a full-time job offer) or a grad scheme placement; for those looking for an alternative to university, you can enter the industry through an apprenticeship. Although employers usually provide training when you join them, relevant work experience with an insurance company will be valuable in improving your chances to enter the profession.

Task 1: Together, discuss the mentee's research on the insurance industry; fill in any knowledge gaps and answer any questions the mentee may have. Then, share your 'unusual insured item' examples.

Task 2: Together, discuss which area/department in the industry the mentee finds most interesting and why.

What is investment banking?

Skills that this session will develop:

Knowledge - Routes In and Commercial Awareness

By the end of this session the mentee will be able to:

- Describe what the investment banking industry is, as well as different routes into the industry
- Explain different areas/departments within investment banking

Session Preparation:

1. Mentee to research:
 - the investment banking industry,
 - routes in (e.g. internship, grad scheme, apprenticeship), and
 - different areas/departments within an investment bank (e.g. asset management, private equity, venture capital, forex trading)
2. Mentee to find out about an interesting project that has been financed by their mentor's company. Mentor to think of the most interesting project they have been involved with.

For more information on the investment banking sector:

<https://targetjobs.co.uk/career-sectors/investment-banking-and-investment/667523-what-is-investment-banking-anyway-your-guide-to-the-industry>

<https://www.investopedia.com/terms/i/investment-banking.asp>

<https://www.bbc.co.uk/news/business-11211776>

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/accountancy-banking-and-finance/5-tips-on-getting-into-investment-banking>

Session Plan:

Review the information below and then complete the tasks together.

Investment banking is a specific division of banking related to the creation of capital for companies, governments and other entities; broadly speaking, investment banks assist in large, complicated financial transactions.

One of an investment bank's main activities is raising money by selling 'securities' (such as shares or bonds) to investors, including high net-worth individuals and organisations such as pension funds. The proceeds from these sales help companies, government entities or entrepreneurs to finance big

projects that require a lot of upfront cash, such as research and development or an expansion into a new region or market.

Other investment banking activities include underwriting new debt and equity securities for all types of corporations, helping to facilitate mergers and acquisitions, reorganisations, and brokering trades for both institutions and private investors. The key thing is investment banks don't work with the public – only private high net-worth individuals and companies.

Many large investment banks are affiliated with or are subsidiaries of larger banking institutions, and many have become household names, the largest being Goldman Sachs, Morgan Stanley, JPMorgan Chase, Bank of America Merrill Lynch and Deutsche Bank.

There are multiple routes into investment banking for school leavers and university graduates. For those who attend university, you can secure an internship during your studies (which may lead to a full-time job offer) or a grad scheme placement; for those looking for an alternative to university, you can enter the industry through an apprenticeship. As investment banks place strong importance on work experience, your chances of success in progressing your investment banking career will be greater if you have already undertaken an internship or work placement with them.

Task 1: Together, discuss the mentee's research on the investment banking industry; fill in any knowledge gaps and answer any questions the mentee may have. Then, share your project finance examples.

Task 2: Together, discuss which area/department in the industry the mentee finds most interesting and why.

What is corporate law?

Skills that this session will develop:

Knowledge - Routes In and Commercial Awareness

By the end of this session the mentee will be able to:

- Describe what the corporate law industry is, as well as different routes into the industry
- Explain different areas/departments within corporate law

Session Preparation:

1. Mentee to research:
 - the corporate law industry,
 - routes in (e.g. law conversion course, training contract, apprenticeship), and
 - different areas/departments within a corporate law firm (e.g. mergers and acquisitions, dispute resolution, intellectual property)
2. Mentee to find out about an interesting case that their mentor's law firm has worked on.
Mentor to think of the most interesting case they have been involved with.

For more information on the corporate law industry:

<https://www.chambersstudent.co.uk/practice-areas/corporatema/becoming-a-corporate-lawyer-the-view-from-freshfields>

<https://targetjobs.co.uk/career-sectors/law-solicitors/290465-corporate-law-area-of-practice>

<https://www.allaboutlaw.co.uk/stage/areas-of-law/corporate-law>

<https://targetcareers.co.uk/career-sectors/law/202-how-do-i-get-into-law>

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/law-sector/how-to-become-a-lawyer>

Session Plan:

Review the information below and then complete the tasks together.

Corporate law refers to the laws, rules, and regulations that pertain to corporations. The laws involved regulate the rights and obligations involved with the business activities of a corporation, including formation, ownership, operation, and management. Corporate law is a highly diverse practice and is integral to both legal and business industries as corporate law firms advise companies and governments on business-related issues. This covers a vast range of work, and law

firms are divided up into departments, known as practice areas, where the lawyers (solicitors) specialise in a particular type of work.

They can either be transactional lawyers, meaning they draw up or review the legal documents that underpin the deals their clients are working on, or contentious lawyers, meaning they help their clients resolve disputes with other parties. Some practice areas have both types of lawyers.

Clients in this industry range from multinational corporations, investment banks and privately-held companies, to small and medium scale businesses, regulatory bodies and governments.

The UK is home to a great number of leading global and domestic law firms, including the Magic Circle - five firms which are considered to be among the most prestigious in the world. They are: Allen & Overy, Clifford Chance, Freshfields Bruckhaus Deringer, Linklaters, Slaughter and May.

There are multiple routes into the legal profession for school leavers and university graduates. You can study law at university and then secure a training contract with a law firm; for non-law degree holders, you can take a law conversion course, qualify as a chartered legal executive, or enter the legal profession through an apprenticeship.

Task 1: Together, discuss the mentee's research on the corporate law industry; fill in any knowledge gaps and answer any questions the mentee may have. Then, share your case examples.

Task 2: Together, discuss which area/department in the industry the mentee finds most interesting and why.