

EAIT Industry Mentoring Mentor Handbook

**A practical guide for industry mentors
supporting EAIT students.**



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About EAIT Industry Mentoring

EAIT Industry Mentoring connects students with alumni and industry professionals who can share career insight, practical advice and professional experience.

Mentors support students as they explore career pathways, understand industry expectations, build confidence, and prepare for future opportunities.

Two ways to mentor

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Option	Mentor role	Format	Best suited to
Semester Mentoring	Support a student's career learning, reflection, and next steps across the semester.	Ongoing one-to-one mentoring relationship across the semester, with at least four conversations. Meetings are usually 30–60 minutes and may be online or in person, as agreed with the student.	Mentors who can commit to regular contact across the semester.
Ask Industry	Offer short, focused guidance on career, industry, or employability topics.	Flexible 30-minute conversations booked by students through the mentoring platform.	Mentors who can offer flexible advice on nominated topics.

Suggested conversation structures for Semester Mentoring and Ask Industry are included in the **Practical tools** section at the end of this handbook.

Guidelines and Code of Conduct

Before participating, all mentors and mentees are expected to read and agree to the separate [EAIT Industry Mentoring Program Guidelines and Code of Conduct](#).

In practice, this means keeping conversations respectful, professional and connected to the purpose of mentoring; maintaining appropriate boundaries; treating personal information with care; and contacting EAIT Employability if something feels unclear, uncomfortable, unsafe or outside the scope of mentoring.

Your role as a mentor

Your role is to guide career-focused conversations by sharing relevant experience, offering perspective and helping students identify practical next steps.

As a mentor, you can:

- Share your career experience and lessons learned.
- Explain what work looks like in your field.
- Help students understand industry expectations.
- Ask questions that support reflection and decision-making.
- Give general feedback on CVs, LinkedIn profiles, portfolios or application approaches.
- Suggest resources, professional groups or ways to build experience.

Mentoring mindset

Listen carefully. Share relevant experience. Challenge respectfully. Clarify what the student is trying to understand. Affirm progress and encourage action.



What mentoring is, and is not

Mentoring is a professional development relationship. It is not a replacement for University support services, academic advising, recruitment processes, or formal workplace supervision.

Mentoring can include

Career insight, industry context, and pathway

General feedback on CVs, LinkedIn profiles, portfolios, or application approaches.

Reflective questions that help the student make decisions.

Suggestions for resources, professional groups or ways to build experience.

Encouragement to identify practical next steps.

Mentoring is not

A guarantee of employment, internships, placements, referrals, or work experience.

Academic advice, assessment advice, or technical tutoring.

Counselling, crisis support or personal support services.

Supervision of unpaid work or informal work arrangements.

Ongoing availability outside agreed boundaries or personal favours.

Good mentoring practice

Good practice

What this looks like

Reliable

Honour agreed meeting times and respond within a reasonable timeframe.

Respectful

Respect the student's background, goals, values, and level of experience.

Honest

Offer feedback in a constructive and sensitive way.

Supportive

Encourage confidence and independence without taking over.

Relevant

Be clear about what you can and cannot provide.

Reflective

Ask questions that help the student think, rather than only giving answers.

Common mentoring challenges

Mentoring relationships do not need to be perfect to be useful. If something is not working, try to reset expectations early and contact EAIT Employability if the situation is difficult to manage.

Challenge

What you can do

The student is unclear about their goals.

Ask them to choose one or two topics for the next conversation. Offer examples of useful mentoring topics if they are unsure.

Meetings are missed or hard to schedule.

Reset expectations about communication and notice. If the student does not respond or repeatedly misses meetings, contact EAIT Employability.

The student asks for support outside the scope of mentoring.

Clarify what you can and cannot provide and refer them back to EAIT Employability where needed.

The conversation moves into counselling, crisis support, academic disputes, or formal complaints.

Pause the conversation and encourage the student to seek appropriate UQ support. Contact EAIT Employability if you are unsure what to do.

The match does not feel productive.

Try to clarify goals and expectations. If the relationship is not working, contact EAIT Employability for guidance.



Practical tools

These practical tools are designed as quick references for mentors before or during mentoring conversations.

Semester Mentoring conversation guide

The conversation topics will depend on the student's goals. Some students may use Semester Mentoring to explore career pathways for the first time, while others may use it to focus on applications, professional skills, networking, portfolio development or preparing for the transition into work.

The timing below is a suggested guide only. Conversations can be adapted to suit the student's goals and the availability of both participants.

Semester Mentoring at a glance

Conversation / Suggested timing

Suggested purpose

Useful mentor prompts

1. Getting started *Week 4*

Get to know each other, agree on expectations and identify what the student would like to focus on during the semester.

What are you hoping to get out of mentoring? What are you curious or unsure about? What would make this mentoring connection useful?

2. Exploring goals *Weeks 5-6*

Explore the student's chosen topic, questions or goals in more depth. This may include industry insight, career pathways, professional skills, applications or networking.

What have you been considering so far? What would you like to understand better? What feels most useful to focus on today?

3. Feedback and next steps *Weeks 7-9*

Continue the conversation, offer feedback where appropriate and help the student identify practical next steps.

How are you currently approaching this? What do you want employers or professional contacts to understand about you? What is one step you could take after today?

4. Reflection and closing *Weeks 10-12*

Reflect on what the student has learned, discuss future actions and close the semester mentoring relationship respectfully.

What has changed in your thinking? What feels clearer now? What would you like to carry forward from these conversations?

Agree early

In the first conversation, agree how often you will meet, whether meetings will be online or in person, how you will communicate, what the student will prepare, how you will treat information shared in the conversation, and how much notice is needed to reschedule.

Ask Industry conversation guide

Ask Industry is designed for short, focused conversations. Students may book a session to ask about career pathways, industry expectations, professional skills, networking, applications, CVs, LinkedIn, portfolios or preparing for work.

You do not need to cover everything in 30 minutes. The aim is to help the student leave with a clearer understanding and one or two practical next steps.

Time	Focus	Mentor role
5 minutes	Introductions and the student's main question.	Help the student narrow the question if needed.
15-20 minutes	Discussion, examples, and advice.	Share relevant experience and ask questions that help the student reflect.
5 minutes	Key takeaways and next steps.	Summarise one or two practical actions the student can take.

Closing well

Close the conversation by summarising one or two practical next steps the student can take after the session. The aim is not to solve everything in 30 minutes, but to help the student leave with a clearer understanding and a useful next step.

Mentor checklist

When	Checklist
Before the first conversation	○ Review the student profile if available. ○ Think about relevant examples from your experience. ○ Be ready to discuss goals, boundaries and meeting expectations.
During the conversation	○ Start with the student's goals or question. ○ Share relevant experience. ○ Ask reflective questions. ○ Keep the conversation focused on career learning and industry insight.
At the end	○ Summarise key takeaways. ○ Agree one or two next steps. ○ Confirm whether another meeting is needed, if participating in Semester Mentoring.
Afterwards	○ Respond to agreed follow-up within a reasonable timeframe. ○ Contact EAIT Employability if any issue needs support.



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

EAIT Employability

**For general mentoring questions
or support:**

mentoring@eait.uq.edu.au

This inbox is monitored Monday to
Friday, 9 am to 4 pm.

**For urgent matters, contact
EAIT Employability directly:**

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