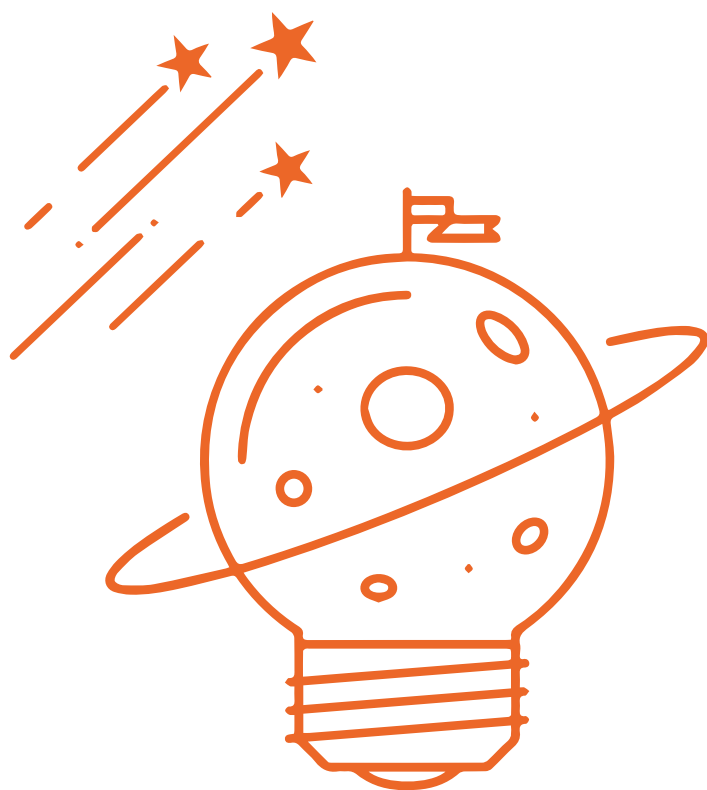


MENTORING PROGRAMME



Mentor **RESOURCE PACK**



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Mentor pair agreement

To support you in getting the most out of mentoring we ask you to fill out and sign this mentor pair agreement together during your first session. Setting clear expectations of how you want your mentor relationship to work and what to expect from each other is the best way to start your mentoring journey. There is space at the bottom for you to also write your own house rules – we’d like to encourage you to discuss together what you’d like your own house rules to be and add these in to help you make the most out of the programme.

City Lions Mentoring Agreement

- + City Lions encourages all pairs to build a professional friendship, built on honesty, trust and mutual respect.
- + Mentor pairs should understand that what is discussed during mentoring sessions* should be kept confidential unless a mentor believes a mentee is at risk of harm.
- + Mentor pairs should respect each other’s time and be punctual for mentor meetings.
- + If a meeting needs to be cancelled there should be a valid reason with as much notice given as possible.
- + Pairs should decide on the best means of communication and virtual meeting platform (from our suggested list of platforms on the code of conduct) to meet on. This should be mutually convenient.
- + It is important for pairs to look out for emails from your mentor/mentee, making sure you reply promptly.
- + All communication between sessions should be made via email where possible, and text where necessary but not over social media. You should respect each other’s boundaries being aware to only contact each other at appropriate times (e.g. not before or after 8am/8pm).

*City Lions does ask mentors to pass on some details of meetings through mentor reports, but we will keep these details confidential.

Creating your own space

What house rules would you like to add to the mentor pair agreement? At City Lions we always like to be curious, kind to ourselves and others, have fun and being open to new things!

If you have read and understood the expectations and are happy to abide by them, please sign below:

Mentee name:

Mentor name:

Date:

Getting to know you

Mentor pairs can use this form at their first mentor meeting. We’ve created this to help you get to know each other better and identify any additional support that may be required. It covers some sensitive subjects so please make sure your mentee is comfortable covering the topics below.

Mentee Information

Name:

Preferred Pronouns:

Phone Number:

Email Address:

Preferred method of contact:

Emergency Contact

Name:

Relationship:

Phone Number:

Email Address:

About You

Why did you sign up for City Lions mentoring?

Have you done anything similar before?

What would you like to achieve in the next four months?

Getting to know you...continued.

Do you have any general support needs?	✓	✗
Do you have a visual impairment?		
Do you have a hearing impairment?		
Do you need support reading or writing?		
Do you need to take extra breaks?		

Emotional Wellbeing

It's important to note, your mentee may not feel comfortable talking about their emotional wellbeing and that mentoring is not designed to tackle mental health issues – the focus is on building confidence and supporting careers education. It might be helpful to ask the questions below if there are circumstances linked to mental health that may act as a barrier to fully participating in the mentoring programme. Mentees do not have to answer these questions

Anxiety	✓	✗
Stress		
Mental health		
Do you have any triggers that cause negative reactions?		
How can we support you?		

Session outline: Creative skills and creativity for life

What:

- ✚ In this session you will help your mentee explore what creativity is, why being involved with creativity can benefit their future, how they can develop their own creativity and utilise this for their wellbeing.
- ✚ Key message: Did you know that creativity is one of the top skills employers are looking for? Developing your own creativity can not only help you with employment but also help boost your grades at school and help your mental wellbeing!
- ✚ Utilise your own knowledge of being creative in your job/life to help your mentee gain an understanding of why creativity is a valuable asset for life and help them identify and articulate their own creativity. We have developed a 'What is creativity' worksheet to help support the discussion.

Aims/Objectives:

- ✚ Young person develops their own creativity and creative thinking.
- ✚ Young person gains an understanding of how culture and creativity is an asset for a successful working life.
- ✚ Young person gains an understanding of how creativity can benefit their wellbeing.
- ✚ Young person gains confidence.

Creative Task: Clay modelling

- ✚ Antony Gormley inspired clay modelling – check out this [video](#) for inspiration.
- ✚ Guide your mentee through the task as described in the video (clay will be provided).
- ✚ Whilst making the clay person – discuss what is creativity? Where do we find it? Why is it good?
- ✚ Discuss what your sculptures represent, what thoughts or feelings inspired both of your creations? Why did you choose to do it that way? What do your creative choices say about you? What does this tell you about each other? How did using the clay and being creative make you feel?
- ✚ What are other potential uses for your clay person? For example, design thinking (finding creative solutions and uses for items). Try and think of the most interesting or different way of using the clay – e.g. not making a pot/ pen holder etc.
- ✚ How do you feel after making the clay person? More relaxed? Has it helped you feel less stressed or anxious?

Suggested worksheets:

Page 20: **What is creativity?** worksheet – an overview of creativity and why it is important.

Session outline: Who am I?

What:

- ✚ In this session you will help your mentee explore their interests and skills, helping them to identify what they are good at and their innate preferences. You will then help them use this to think about where their skills/interests might lead them in the future.
- ✚ Key message: Identifying your natural skill sets and interests can be a key step in helping explore what you might want to do in the future – from which type of education or training would be best for you to finding future career aspirations and ideas.

Aims/Objectives:

- ✚ Young person develops their own creativity and creative thinking.
- ✚ Young person gains transferable skills they need to succeed.
- ✚ Young person gains employability skills they need to succeed.
- ✚ Young person gains confidence.
- ✚ Young person is inspired to think about their future career choices.

Creative Task: Story Swap

- ✚ We are all different and our unique experiences and interests make us who we are!
- ✚ What are the things you love about your culture? It could be anything about the food you eat, to the stories you grew up with, to the music you listen to.
- ✚ Write, draw, tell or create a mood board of a short story that teaches others something about you, what do you want the world to know about who you are?
- ✚ Think about how these elements might plan a part in your future, could you see your life without them? Why are they important to you and how can you share this with others?

Suggested worksheets:

Page 62: **Building self-esteem** worksheet – worksheet to help build confidence and identify positive attributes and achievements.

Page 32: **What am I like** worksheet – worksheet to identify areas of strength or enjoyment.

Page 31: **Life luggage** worksheet – worksheet to help identify what is energising and what is tiresome.

Page 25: **Finding joy** worksheet - worksheet to help identify joys and drains.

Page 26: **SWOT analysis** worksheet- worksheet to help identify strengths, weaknesses, threats and opportunities.

Session outline: Building resilience and personal motivation

What:

- ✚ In this session you will equip your mentee with information and methods to help them develop their resilience and motivation skills by using our worksheets and your own knowledge of being resilient and finding motivation during challenging situations.
- ✚ Key messages: Emotional resilience is the ability to adapt to difficult, stressful, or unexpected situations. It is not a skill we are born with but is a really important one for us to develop in order to manage difficult times and bounce back from setbacks.
- ✚ Personal motivation is also essential in helping you to keep going when times are challenging. Developing your motivation can help you become self-starting and pro-active in achieving your goals or ambitions.
- ✚ Having these skills allows you to face challenges, learn from them and apply your experiences towards living a healthy life.

Aims/Objectives:

- ✚ Young person develops their own creativity and creative thinking.
- ✚ Young person gains essential skills they need to succeed.
- ✚ Young person gains employability skills they need to succeed.
- ✚ Young person gains confidence.
- ✚ Young person develops their self-awareness.

Creative Task: Story Swap

- ✚ Sound and music are powerful things – they have the power to calm us, make us feel happy, make us feel like we are not alone. Music was created to make listeners feel a particular way.
- ✚ Harnessing how music makes us feel can be a way to boost your own wellbeing.
- ✚ Think of at least 5 songs that make you feel on top of the world. Share these with each other and discuss what it is about that song that makes you feel motivated or like you can take on any challenge.
- ✚ Is it a particular memory or moment, maybe it's the lyrics or the way the instruments sound?
- ✚ What other things make you feel like you can tackle anything? How can you use these to build you up when you are feeling low? Share with each other and commit to exploring each other's methods.
- ✚ Discuss how you can utilise culture and creativity to support you with your resilience and motivation.

- ✚ Why not create your own motivational playlist together on a streaming platform or on YouTube so you can listen to it whenever you a bit of a boost!

Suggested worksheets:

Page 62: **Building self-esteem** worksheet – worksheet to help build confidence and identify positive attributes and achievements.

Page 30: **Big things, little things** worksheet – worksheet to help identify things that can sabotage goals.

Page 31: **Life luggage** worksheet – worksheet to help identify what is energising and what is tiresome.

Page 38: **Plan B** worksheet – worksheet to help generate alternative solutions to challenges.

Page 34: **Self-Talk** worksheet – worksheet to help develop a positive internal monologue.

Page 40: **Three Things** worksheet – worksheet to enable self-reflection to build resilience.

Notes/thoughts/ideas/doodles/scribbles...

Session outline: Planning for the future

What:

- ✚ In this session you will help your mentee to think about their future and next steps. They are likely to be starting to think about their post-16 options (sixth form/college/apprenticeship etc). You will help them identify what they would like to do, how to research and explore their options and set realistic goals around their ambitions. This may also include looking at finding part time work or work experience.
- ✚ Key messages: You might be thinking about your next steps after GSCE's and about what you might like to do next – college, sixth form or an apprenticeship. You might even be thinking about getting a part-time job!
- ✚ You'll also explore how your creative skills can help you in your applications and for your future – creativity is one of the top skills employers are looking for. Find out how to use this to your advantage!

Aims/Objectives:

- ✚ Young person develops their own creativity and creative thinking.
- ✚ Young person gains employability skills they need to succeed.
- ✚ Young person gains confidence.
- ✚ Young person is inspired to think about their future career choices.
- ✚ Young person is provided with access to careers information.

Creative Task: Past, present and future

- ✚ Imagine a day in the life of a version of you in the future. How are they like you and how might they differ?
- ✚ What might you be wearing, eating or doing? What job might you have, where might you live?
- ✚ Create a mood board online or with old magazines/newspapers that tells the story of a day in your future life. You could even draw or write a story instead.
- ✚ Think about what your life might be like in 50 to 100 years in the future. There are no limits to what your future-self might be doing, only your imagination, how creative can you be?
- ✚ How can you use your mood board to help you set goals and make plans that help you reach to your imaged future self?

Suggested worksheets:

- Page 19: **Writing a letter to your future-self** worksheet – worksheet to help identify future goals and aspirations.
- Page 27: **Getting a job** worksheet – worksheet to help set goals for gaining employment.
- Page 46: **Exploring an industry** worksheet – worksheet to help explore/research important information about industries.
- Page 18: **Goal setting** worksheet – a grid to support goal setting.
- Page 28: **Climb a ladder to success** worksheet – worksheet to help understand steps for reaching a bigger goal.
- Page 29: **How to eat an elephant** worksheet – worksheet to help breakdown bigger goals into smaller goals.

Notes/thoughts/ideas/doodles/scribbles...

Session outline: Communication and organisation skills

What:

- ✚ In this session you will support your mentee to think about their communication and organisation skills, helping them to better manage their time/commitments and communicate effectively with the different individuals in their life.
- ✚ Using our worksheets, you will help them to think about how to adapt their communication style and tone depending on who they are communicating with as well as how often they might need to communicate with them. If you are finding your mentee difficult to get reach, this session is a good opportunity to discuss with them why it's important to plan your time effectively and manage relationships and communications with key players in their lives.
- ✚ Key messages: From arranging a visit to the park with your friends to getting to a part-time job on time, being able to effectively organise your time and communicate with others are essential life skills. They're also required to help build a positive mentoring relationship!
- ✚ Identifying different methods of communication and who you might utilise these when interacting with different people and in different situations can really help you in all areas of life, from home to school and in the workplace.
- ✚ So, from carving out time to get your homework done to texting your friends your new favourite song - nailing both these skills will support you in many ways!

Aims/Objectives:

- ✚ Young person develops their own creativity and creative thinking.
- ✚ Young person gains transferable skills they need to succeed (organisation and communication skills).
- ✚ Young person gains employability skills they need to succeed.
- ✚ Young person gains confidence.

Creative Task: Fizz Buzz coding task

- ✚ Using Python coding language, write a programme that will print the numbers 1-100. However, if the number is divisible by 3 you want the programme to print "fizz", and if its divisible by 5 you want the programme to print "buzz". If it is divisible by both then print "fizzbuzz".
- ✚ Try a Python [tutorial](#) and give the task a go [here](#).
- ✚ You may have heard of different coding languages – Python is just one of them. Coders use a variety of languages to programme different types of software. Small changes in code can throw off a whole programme and have different rules, so what works for one language may not work for another. And in some cases, you'll get a different outcome all together!

- ✚ Whilst doing the task, think about how these coding languages are similar to how we communicate with other people. We all have different styles and preferences for how we communicate and how we like to be communicated with.
- ✚ Understanding other people's styles and preferences is an important tool for being a good communicator as you'll be able to adapt your own methods in order to get your message across to them in the right way.
- ✚ Discuss together how you might adapt your communication style or methods depending on who you are communicating with and what you are trying to communicate. Discuss how you can utilise culture and creativity to support you with your resilience and motivation.

Suggested worksheets:

Page 24: Daily routine worksheet – worksheet to help create a daily routine and improve time management.

Page 52: Guide to managing your time - our top tips for time management.

Page 42: People map worksheet – worksheet to help map who needs to be communicated with and how.

Page 33: Communication styles and City Lions communication top tips! – information on styles of communication and the four T's of communication.

Page 48: How to ace emails - our top tips for writing emails.

Session outline: Professional skills

What:

- ✚ In this session you will support your mentee to develop their employability skills and support them to think about work experience and part time work.
- ✚ Help your mentee: Write CV and cover letters.
- ✚ Learn tips for interviews.
- ✚ Explore options for finding work experience.
- ✚ Guidance on professional skills like networking.

Aims/Objectives:

- ✚ Young person develops their own creativity and creative thinking.
- ✚ Young person gains employability skills they need to succeed.
- ✚ Young person gains confidence.
- ✚ Young person is provided with access to careers information.

Creative Task: A mundane conversation

- ✚ Write or dictate a short two-person dialogue and aim to make it as boring or mundane as possible. Don't look at the second part of this challenge until you have written something!
- ✚ Now, read/listen to it back – but imagine what is not being said. What are these characters avoiding talking about? Or what are they waiting for an opportunity to talk about? Did you have an idea of their gender, race, age?
- ✚ What happens if you drastically change this? If your characters were in their 70s, what happens if you imagine they are very young children?
- ✚ We all have defaults in our work, coming from our own perceptions and experiences. Try imagining these characters as people from outside of what is usual or familiar to you.
- ✚ How can you use what you have noticed in this task to help you with your own conversations or connections with new people? Did it make you think about other things like body language or not being confident to say certain things? How can acknowledging these things help you?

Suggested worksheets:

- Page 60: **Prepping for an interview** – our top tips for preparing for interviews.
- Page 56: **CV / Personal statement tips** - our top tips for writing a CV or personal statement.
- Page 59: **Networking guidance** – our top tips for networking.
- Page 50: **Professional skills tips** – our top tips for developing professional skills.

Notes/thoughts/ideas/doodles/scribbles...

Goal setting

✦ Use this table and associated questions to help your mentee structure and document their goals – this can be referred to and used across multiple sessions.

Goal setting is key to a good mentoring experience, and we encourage all of our mentor pairs to set goals at the start of their mentoring relationship. Some goals will be immediate wins. Some will take time to achieve. Goal setting helps you start thinking about the future and opens up conversations about what that might look like. We recommend using this form in your meetings with your mentor to help structure your discussions.

	Goal 1	Goal 2	Goal 3
What is my goal?			
How will I achieve my goal?			
How will i know if I have achieved this goal?			
When will I have achieved this goal?			

Writing a letter to your future self

- ✦ Take your mentee through the steps on the worksheet, helping them create a letter to their future self.
- ✦ Discuss with them what they want their future self to be doing, what is the ultimate dream? Discuss ways of making these a reality.
- ✦ Help them reflect on where they are now and what advice they want to offer their future self.
- ✦ Explore their ideas and thoughts and reflect on what you might have wanted your future self to have known when you were younger. Help your mentee recognise how writing this letter can help them plan for their future and set goals.

1. Decide which future self you would like to write your letter to.
2. Is it for you at the end of your mentoring journey? Or is it for you in five years time?
3. Keep the tone of your writing friendly, relaxed and natural. You're writing to yourself so just be yourself.
4. Start with a summary of where you are now. What are you currently doing eg. are you in school/ college/gap year? How do you feel about it?
5. Define your hopes and goals. What is currently important to you and what are your hopes for your future?
6. What advice would you want to give your future self? This can be simple or complex.
7. You can either send your letter to City Lions and we will send it back to you at the end of your mentoring year, or you can paste it into lettertomyfutureself.net/write-letter which will send it back to you at a specified time.

Write some ideas down here:

What is creativity?

Use the information on this document to help structure your conversations with your mentee around creativity and utilising creativity for life. Please use your own creative practice, experiences and knowledge to help communicate our key points around creativity to help your mentee see it as a beneficial asset to a successful life.

Creative task:

Antony Gormley inspired clay modelling . Inspiration video can be viewed by scanning the QR code on the contents page.

Starting discussion points:

Whilst making the clay man discuss:

- + What is creativity?
- + Where do we find it?
- + Why is it good?
- + What does their clay man represent / what does yours represent? Why did you choose to do it that way? What do your creative choices say about you?
- + What else could the clay be used for? Try and think of the most interesting or different way of using the clay – e.g. not making a pot/pen holder etc.
- + How do you feel after making the clay man? More relaxed? Has it helped you feel less stressed or anxious?

How do we define creativity at City Lions?

- + Can improve your wellbeing.
- + Is a key skill employers are looking for in their employee.
- + Can help boost your academic achievement.
- + Can broaden your horizons and knowledge by exposing you to new and exciting experiences.
- + Is fun!

Why do employers want creative people?

- + It makes companies more competitive.
- + Keeps users/clients interested and engaged.
- + It aids productivity and keeps staff motivated.

- + It solves problems.
- + It changes the world.

Creative thinking can help you to:

- + Improve your analytical skills.
- + Think of things that no one else has considered.
- + Solve complex issues.
- + Unwind and relax.
- + Express yourself.

How to develop your own creativity:

- + Stay out of patterned thinking – try something new everyday.
- + We accept that a mug is a mug for drinking out of, but if we get out of patterned thinking and consider it for other uses, what could it be (with or without adaptations)? (A pen holder? A paper weight? A candle holder? A cake stand? A flower pot? A lamp shade? A light pull? A house brick? etc).
- + This is divergent thinking. These ideas can be put into categories and can be combined. Finding new categories could generate further ideas.
- + Check out this quick 5 min video which helps explain convergent and divergent thinking - scan the QR code on the contents page.

Try creative hobbies and activities out of your comfort zone

- + Trying new things can help us see the world differently and gain new knowledge and experiences that can help us think more creatively.
- + Trying new things and testing the boundaries of what you are capable of will enhance your creativity as will hobbies that involve problem solving. Creativity is a transferable skill, and training your mind as a muscle to do creative thinking means you will be more likely to do it at work.
- + Get used to breaking habits. Do something differently each day for one week and log what you learn – speak to someone new, take a new route for your walk, eat with your left hand, read something you wouldn't usually read.

Stay away from negativity and judgement

- + We can stifle our creativity if we think negatively 'That's a rubbish idea!' 'It won't work'. Even if the initial idea is unfeasible, there could be something within the idea which is great, so gather all the ideas in the planning stages without judgement, then find what is good about each suggestion.

- + Imagine we are planning an event for families. Each person suggests an idea and the following person should follow up with a sentence which starts – ‘What’s good about that idea is that....’ e.g.. “I think we should have a bouncy castle” / “what’s good about that is that it gives something for children to do”.
- + I think we should have a celebrity there” / “What’s good about that is that it will draw people to the event and could draw media attention”.

Learn from observing others and things:

- + We can take inspiration from other people’s ideas and projects, whether successes or ‘failures’ – look at parallel businesses/entrepreneurs – what are they doing that’s working? What are they doing that’s not working? Don’t copy but expand and use their lessons to generate further ideas.
- + The ability to make connections and see relationships between seemingly random elements is the secret to creativity – the biggest challenge is often letting go and sitting with the discomfort of waiting for the brain to see connections.

Unplug and do nothing:

- + The brain needs space to be creative. We are constantly on our smart phones or feeding our brain information in some other way (books, TV etc). Set aside time to let your mind wander and creative ideas will surface.

Your mentees creative skills:

- + Help your mentee think about their own creativity – what was their definition?
- + Where have they had to be creative?
- + Do they have any extra-curricular activities or hobbies (these are usually creative)? What essential skills might they gain from doing these – e.g. punctuality and dedication in turning up to drama club or working as a team in a video game to win?
- + How might they enhance their own creativity in the future? How can they use it to improve their wellbeing? How might they communicate their creativity to employers in the future?

Notes:

Notes/thoughts/ideas/doodles/scribbles...

Daily routine

- ✦ This worksheet can be used to help your mentee organise their daily routine and improve their time management.
- ✦ Help them fill in their routine and identify opportunities and areas for improvement.

Setting and maintaining a routine whilst isolated at home can assist in keeping you motivated and help maintain your physical and mental health.

1. If you are still having lessons delivered remotely or work set, treat it the same as a lesson in school! Have you equipment ready and any reading completed.
2. Set an alarm to wake you up at the same time each day in the week. Don't wake up at 8am on Monday and 11am on Tuesday!
3. Speak with your family and those you are isolating with about space. It helps to have a designated space where you can work for the day. Where could this be?
4. Designate times in your day for work, lunch, exercise, relaxation and bed and stick to this in the week.
5. Limit your news and social media intake - try turning your notifications off on your phone.
6. Set a plan the next day: is there anything you know you need to do or anything you need to achieve.

Notes/thoughts/ideas/doodles/scribbles...

Finding Joy

- ✦ Use the worksheet to help your mentee create two lists – a list of things that bring them joy and a list of things that drain them.
- ✦ The joy side should include things that bring happiness and ultimately make them feel good – this can be anything from going for a walk, eating food or playing video games.
- ✦ The drain side could include things that brings negativity to their life – for example, stress, homework or rain!
- ✦ Review what is on both lists with your mentee and help them understand that whilst we can't eliminate negativity from our lives, we can be mindful of things that are avoidable that make us feel negative and work to minimise these.
- ✦ We can certainly make room for more joy in our lives! Schedule time into the coming weeks where you will do the things that bring you joy and positivity.

On a sheet of paper, divide it in two down the middle. To your 'joy' side, add things that bring you joy, happiness and ultimately, make you feel good!

On your 'drain' side, add in things that bring negativity to your life. They can be as big or little as you like.

JOY

DRAIN

We can't eliminate negativity from our lives, but we can be mindful of things that are avoidable that make us feel negative and work to minimise these. We can certainly make room for more joy in our lives!

Schedule into your coming weeks times when you will do the things that bring you joy and positivity.

SWOT analysis

- ✦ Using the grid, help your mentee think about and write down their strengths and weaknesses – this could be anything and doesn't have to be directly related to their school work.
- ✦ Discuss their strengths and identify potential future opportunities that would fit with these strengths e.g. if they are good at making friends or talking to people, what type of job role might they want to consider?
- ✦ How might they work on their weaknesses?
- ✦ Using this discussion, help them identify future opportunities and potential threats and document these. What can they do to make opportunities a reality? How can they mitigate threats?

This framework can help you reflect on your **strengths, weaknesses, opportunities** and **threats**.

It's something that is often used by organisations but can be applied to us too.
Fill in the grid below:

S What do you think your strengths are? What can you do to maximise these?	W What do you think your weaknesses are? How could you work on these?
O What opportunities are on the horizon? What can you do to make these a reality?	T What barriers do you face? What can you do to mitigate against these?

Getting a job

- ✦ Use these two sheets to help young people set goals for getting a job.
- ✦ Help them to think about what their ideal job is (it doesn't matter if this is not realistic) and then help them to think through the skills they have and the skills they need to help them achieve this.
- ✦ For example, if they want to be a doctor, they might be someone who cares or supports other people, but they will need an education to achieve it?
- ✦ What will help them get this job? What might hold them back? What skills should they work on to help move them towards this goal?

WHAT WILL GET ME THIS JOB?

WHAT MAY PREVENT ME GETTING THIS JOB?

Climbing the ladder to success

- ✦ The top of the ladder could be a dream or a goal.
- ✦ Help the young person to write the steps they need to take to achieve the dream or goal. Use this sheet as many times as needed to keep the young person moving towards their goals.

“ _____ ”

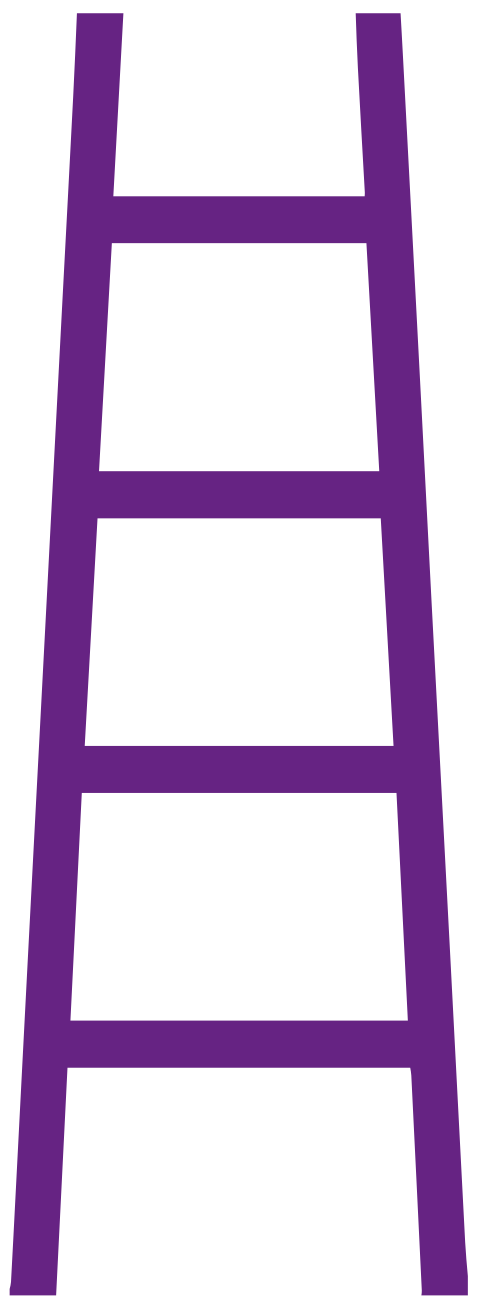
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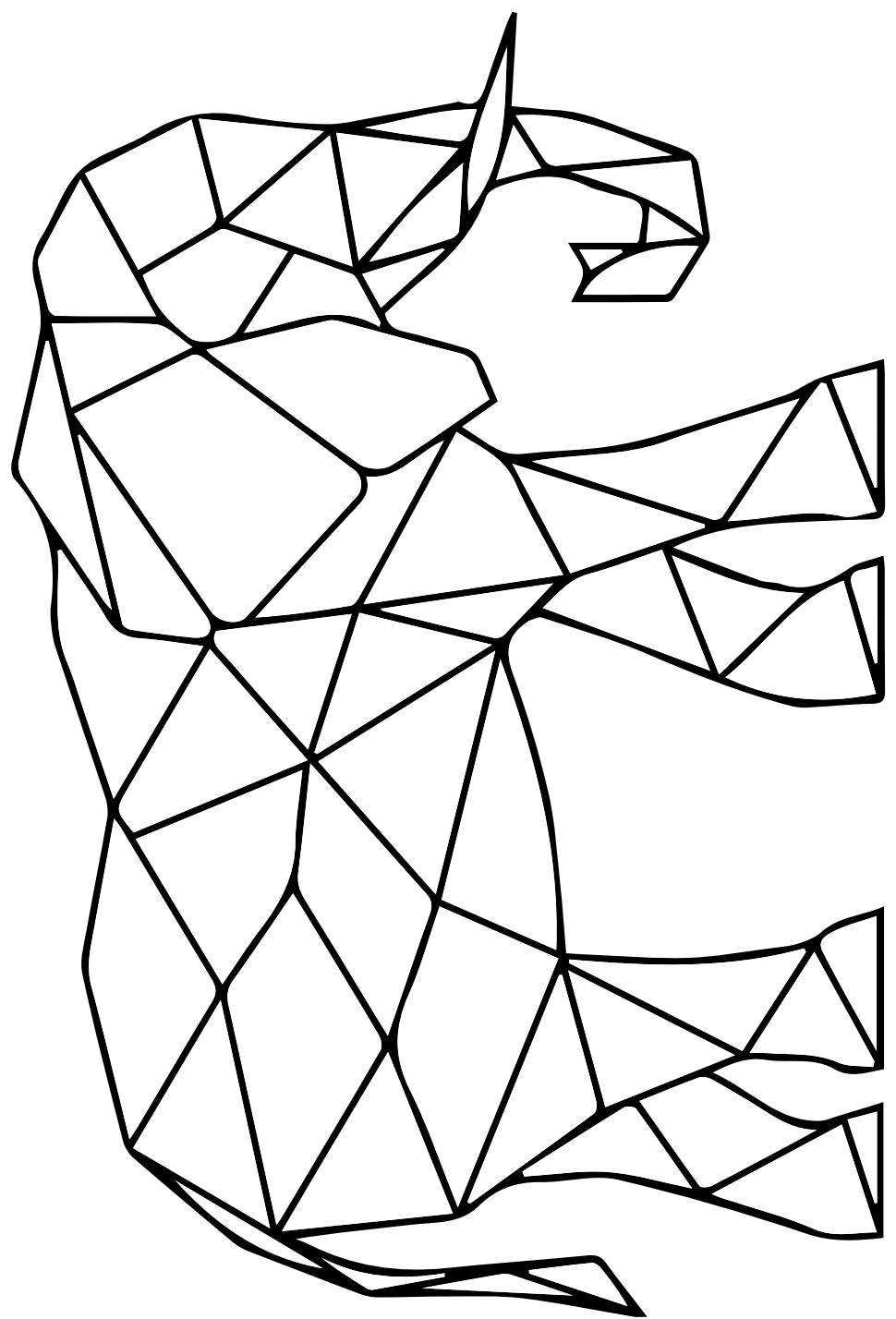
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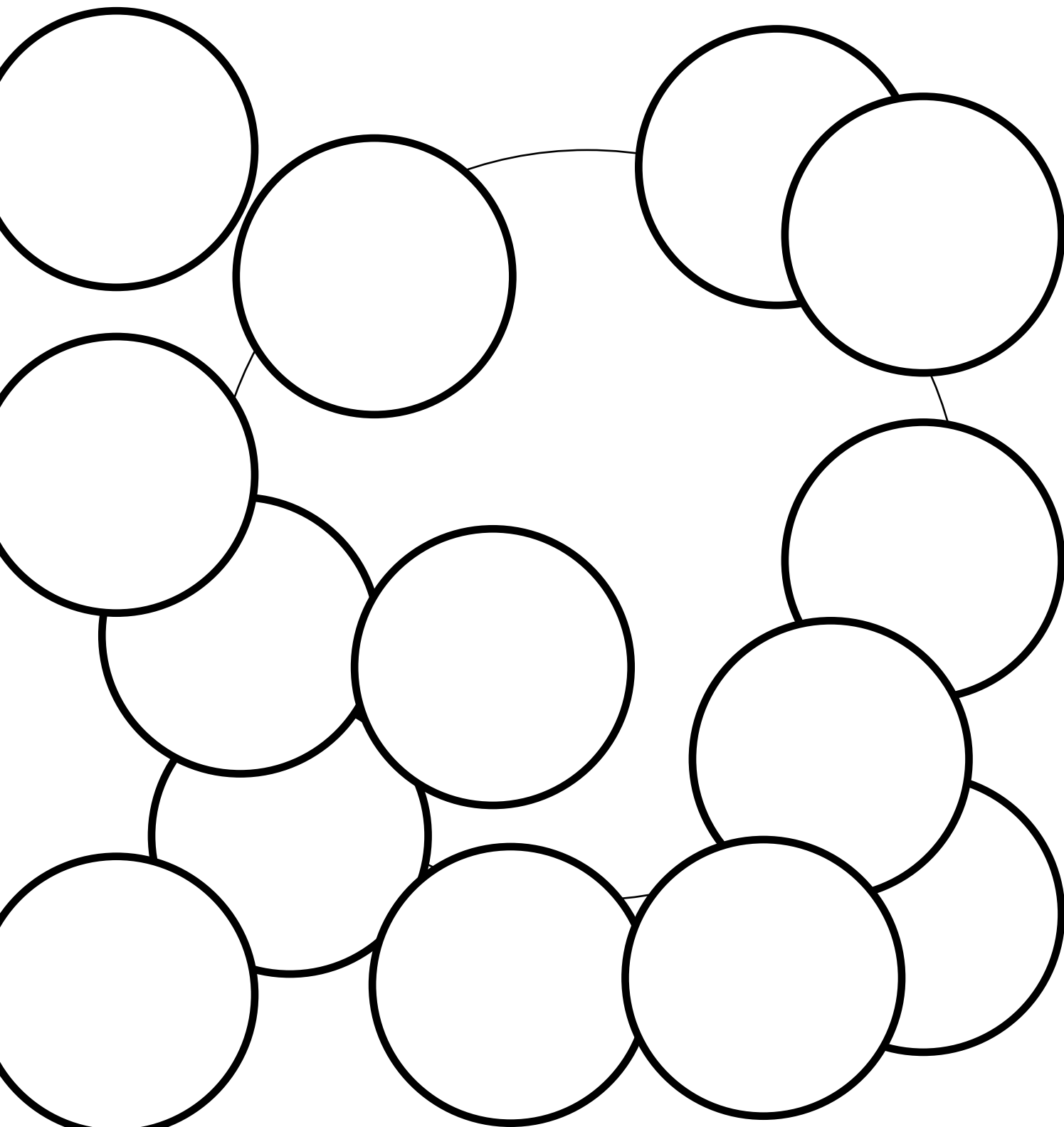
How to eat an elephant

- ✦ To help young people break down bigger goals into manageable parts.
- ✦ This sheet is helpful for when a young person feels overwhelmed by their own goals and how to achieve them.
- ✦ Explain to them that they can't eat an elephant all in one go, so they need to do it bit by bit just like big dreams and goals.
- ✦ Ask them to write their dreams and goals in different bits of the elephant and start to think about which ones they want to work on first or how they can break them down into more manageable, bite-size chunks.



Big things, little things

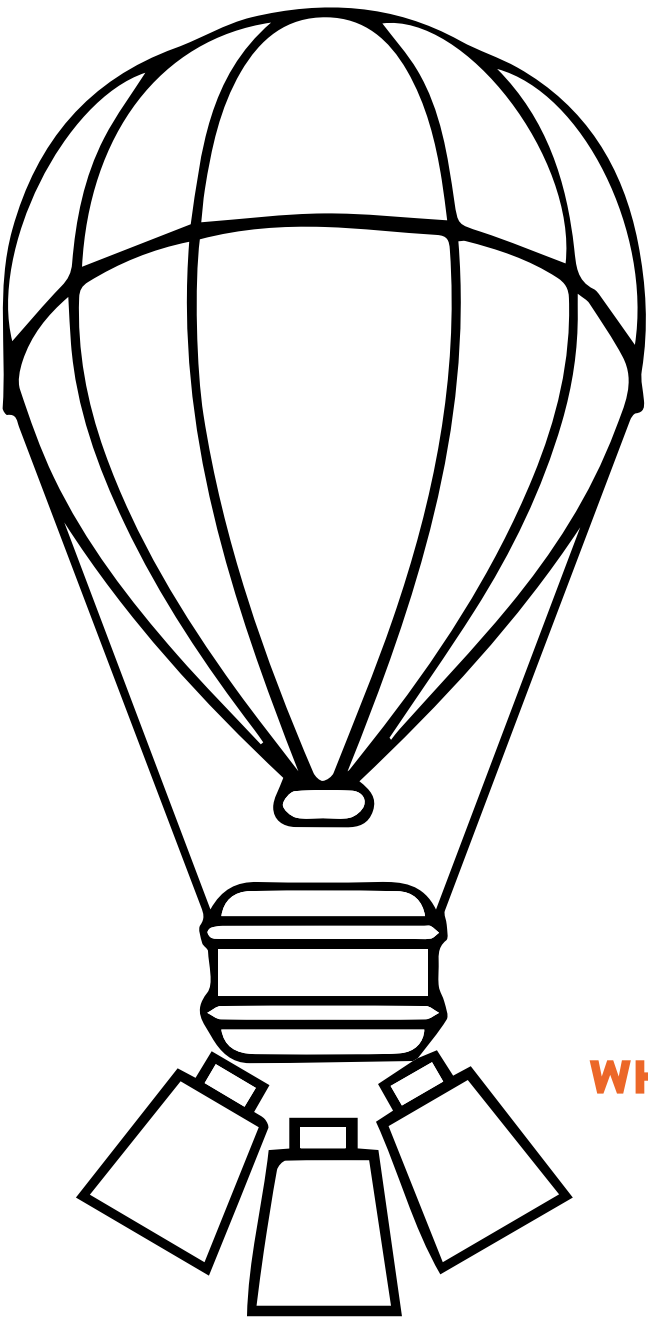
- ✦ To help think about all the things that might sabotage a goal.
- ✦ Ask the young person to think about a few big things that they want to achieve in life and write these in the biggest circle.
- ✦ Then think about the little things that might get in the way of the process and write these in the little circles.
- ✦ Spend some time working on what can be done to deal with the things that could get in the way. This could be their own stumbling blocks or things that may happen externally along the way.



Life luggage

- ✦ Reviewing the things in life that hold a young person back and identifying what energises them.
- ✦ Everyone has things in their life that help propel them forward or drag them down.
- ✦ Use this sheet to help the young people talk through the things that affect them.
- ✦ How can they get rid of the things that weigh them down?

WHAT GIVES YOU ENERGY?



WHAT'S WEIGHING YOU DOWN?

What am I like

- + Help the young person complete the sheet. It might help if you read the questions.
- + Tell them to go for their first response or answer and to try and be positive.
- + Begin to talk about areas they are good at and areas they might like to do more of.
- + Once they have identified areas they want to do more of...hey presto – a goal!

WHAT THREE WORDS BEST DESCRIBE YOU?

1. _____
2. _____
3. _____

I LIKE SPENDING TIME DOING THINGS LIKE:

I WOULD LIKE TO DO MORE OF?

What is communication? City Lions communication top tips!

Communication is the act of transferring information from one place, person or group to another. Sounds simple right? Except effective communication can be really difficult as this transferring of information can be affected by many different things. For example, our emotions, method of communication, choice of words and even our cultural situation. We've put together some key things you need to be aware of to help you improve your communication skills and ace every conversation!

Categories of Communication

There are three key types of communication:

- + Spoken or verbal communication – where we interact with another person or group in a face-to-face situation, either in-person, over the telephone or on a video call.
- + Non-verbal communication – this covers how we communicate with our body language or gestures. This can also include how we dress or act and how we stand. Words only convey 7% of the meaning, whereas tone and body language make up 38% and 55% respectively.
- + Written communication – this covers any form of communication that is written rather than spoken. For example, e-mail, text messages, letters or social media posts.

Top tip: effective communicators understand who they are trying to communicate to (their audience), chooses an appropriate method of communication for this audience, adapts the content of their message depending on this audience to help minimise any misunderstanding by the receiver.

Four Ts of Communication

Use the four T's of communication to help you adapt your communication style quickly depending on your audience, situation and message.

Communication can go well – or not – depending on the four T's: **tone, timing, technique, truth**. Timing is key to communicating effectively. Do you ever wait until your parents or guardians are in a good mood to ask them something or hate it when someone interrupts you watching TV or playing a game to ask you something? There is a reason for the saying 'timing is everything'.

- + Is this a good time to bring this up? When might be a good time? (For both yourself and the other person).
- + Is this a good time to hear someone else's point of view?

The tone of your voice often expresses more than your words do. It's not what you say, it's how you say it. Is your energy/tone of voice: anxious, overpowering or controlling? Or calm, cool, collected and caring?

- + What is the tone of my voice and my body language? If your voice says nice but your face says mean, guess what the other person might hear.
- + What is the tone of my relationship with the person I am communicating with?

Self-talk

- ✦ This worksheet is to help young people develop a positive internal monologue in order to become more optimistic.
- ✦ Self-talk is the conversations that happen within our own heads – both good and bad. Explain that, how we talk to ourselves can have a major impact on how we manage and deal with challenging situations.
- ✦ Taking steps to be more optimistic by using positive self-talk is a useful way to develop your resiliency skills.
- ✦ Use the questions on the worksheet to practice positive self-talk, sharing your own experiences where you can.
- ✦ If the young person is struggling, it might be helpful to reframe how they respond to the questions. For example, thinking about how they might support a friend or family member who has been the same situation and what positive things we would say about them. Or getting them to think about what a friend, family member or teacher might say that is positive about them.

Optimistic people are happier, more successful and are better problem solvers – being optimistic is something that can be learnt and developed.

Self-talk refers to the conversations that go on inside your head – both good and bad. How we talk to ourselves can have a major impact on how we manage and deal with challenging situations. Taking steps to be more optimistic by using positive self-talk is a useful way to you develop your resiliency skills.

Self-talk can have a really great impact on your self-esteem and confidence. Use the questions below to help practice positive self-talk. Sometimes it is helpful to reframe how we feel about ourselves by thinking about how we might support a friend or family member who has been the same situation and what positive things we would say about them.

1. Think of a challenge situation you faced where self-talk was involved:

2. Was your self-talk positive or negative? Give an example:

3. Did you do anything to try and change your thinking? What worked or what didn't work?

4. What would I say if a friend was in this situation?

Tips for building resilience

- + Use this worksheet to help your mentee improve their confidence by identifying positive qualities and attributes they have and their achievements.
- + They may struggle with this initially but continue to ask open questions or phrase them in a different way e.g. – ‘how would your best friend describe you?’.

Emotional resilience is the ability to adapt to difficult, stressful or unexpected situations. This could be a range of situations, for example:

- + An argument with a friend or family member.
- + Physical or mental illness.
- + A big change like moving to a new school or college.
- + A test, exams or your study load.
- + A change in friendship group or loss of a friendship / other relationship .

Emotional resilience is a skill we need to develop over time and is something everyone of any stage of life needs to work to build. Building resilience has many other positive outcomes – being more resilient might also make us happier, allow us to be flexible, increase our sense of positivity and hope, confidence, and self-esteem!

Here are a couple of our top tips for building your resilience:

Accept the things you can't change

Change is an inevitable part of life and sometimes can happen unexpectedly. For some people, change can bring about some difficult feelings and being able to remind yourself that these shifts are part and parcel of life can help us come to terms and deal with them taking place.

Recognise your responses

A helpful way to gain control and understand how we feel is to recognise how we respond to situations. When we know ourselves well, we can begin to recognise familiar feelings and in turn, know what we need in particular circumstances. This can help reduce the feeling of being overwhelmed when things change or seem out of our control.

Think about your communication skills

Are you able to express yourself – either to yourself or to others? Often, we might think that emotional resilience means ‘just getting on with it’ when really, it is about being able to manage difficult situations effectively in order for them not to overwhelm you. Sometimes being able to communicate to others what you need or how you feel can form part of your resilience building. You can also look at ways to express your feelings in another way – for example using creativity!

Build your support network

Recognising that you need support from others is an important part of developing your own resilience. Building a network of people around you who you can reach out to and trust can help you feel less alone and safe in the knowledge that someone has your back in difficult times!

Practising self-care

When things are challenging, taking time out to care for yourself can bring a sense of calm and self-soothing. It's important to give yourself the space you need to process a particular situation or feeling you are experiencing, and self-care can be a good way to do this.

Taking care of your physical needs could include:

- + Getting enough sleep.
- + Moving your body.
- + Drinking enough water.

Taking care of your emotional needs could include:

- + Expressing how you feel to a friend.
- + Having a good cry when you need to.
- + Expressing difficult feelings such as anger, sadness, or fear creatively through things like music or art.

Challenge your thinking

We all have expectations or ideas for how we should act or feel in certain circumstances. Sometimes our perceptions can be unhelpful, and it is useful to reframe our thinking to give us a new perspective.

For example:

Instead of thinking crying shows weakness or vulnerability, you could see it as a strength as you are able to express your emotions.

You might be scared of starting a new school/college or attending a new sports group however you could view this as an opportunity to learn new things and make new friends.

When you feel like you are unable to cope, you could look back on all the difficult situations you have overcome before and have coped through the day/week/month when it didn't feel possible before.

Set yourself some achievable goals

When things are challenging, the feeling of being overwhelmed can stop us in our tracks. Sometimes this leads us to feeling unmotivated, stuck in a rut and unable to make space for other things in our lives. By setting yourself some small achievable goals can help boost your motivation, help you believe in yourself and in turn build up your resilience.

For example:

If you are nervous about talking to a friend or family member after a conflict, you could set yourself a goal to write down what you want to say and express your feelings first before speaking with them.

If you avoid speaking out at school/college, think about your opinion without being asked first. This can help you gain control and feel less anxious.

Plan B

- + Use this worksheet to help the young person think about a potential ‘plan b’ for situations they might face.
- + Work through the example ‘what if?’ questions to develop some alternative solutions before asking them to think about what they might currently need to have a plan b for.
- + Explain that being able to think flexibly and adapt to unexpected changes can help us become more resilient and how having multiple solutions to problems can help relieve pressure during challenging times.
- + When have you had to use your plan b? And how did it turn out? Share your own experiences to support them.

Being able to think flexibly and adapt to unexpected changes can help us become more resilient. We can support ourselves to become more flexible by taking time to think about how to react in certain situations and arming ourselves with multiple problems to potential solutions. Both of these things can help relieve pressure during challenging times.

Use this worksheet to help you think about potential plan b for situations you might face.

What if – example one

What if you were working on an assignment at home and realise you didn’t save the correct version of it to your USB at school.

What is your ‘plan b’? Add some ideas below:

What if – example two

What if you were out with friends on a Saturday afternoon and realised you had left your Oyster travel card at home?

What is your ‘plan b’? Add some ideas below:

Use the templates below to brainstorm your own plan b’s for two situations you might be facing or might face in the future

‘What if...’

What is your ‘plan b’? Add some ideas below:

‘What if...’

What is your ‘plan b’? Add some ideas below:

Three things

- + A worksheet to help young people reflect on a positive situation or personal success in order to build confidence and resiliency.
- + Work through the questions on the sheet with the young person. Ask them to think of three things they have done in the past week/month that they have done well. How did they make them feel?
- + Work through other positive achievements that others have noticed. How did these make them feel?
- + Explain how remembering these experiences can help us develop our resiliency and become more confident. We can use these as a point of reference when we feel under-confident?
- + What tips do you have for developing positive self-talk that you can share? How do you use this to support your development and wellbeing?

Reflecting and remembering a positive experience or a personal success can help us become more confident and resilient. Using those moments as reference points for our ability, and then looking for areas to become even better can help bring us further success and help you believe in yourself when you are feeling under-confident.

Use the questions and boxes below to help you record some past experiences. You can then reflect on how they made you feel to develop the skills you need to pick you up during tough times and help you strive to achieve!

Remember to always reflect on your achievements to help you become more resilient and confident! Ask your mentor for advice on how to do this regularly.

What three things have you done in the past week that you did well?

How did these make you feel?

List three things you have completed in the past few months that other people have noticed?

How did these make you feel?

People map

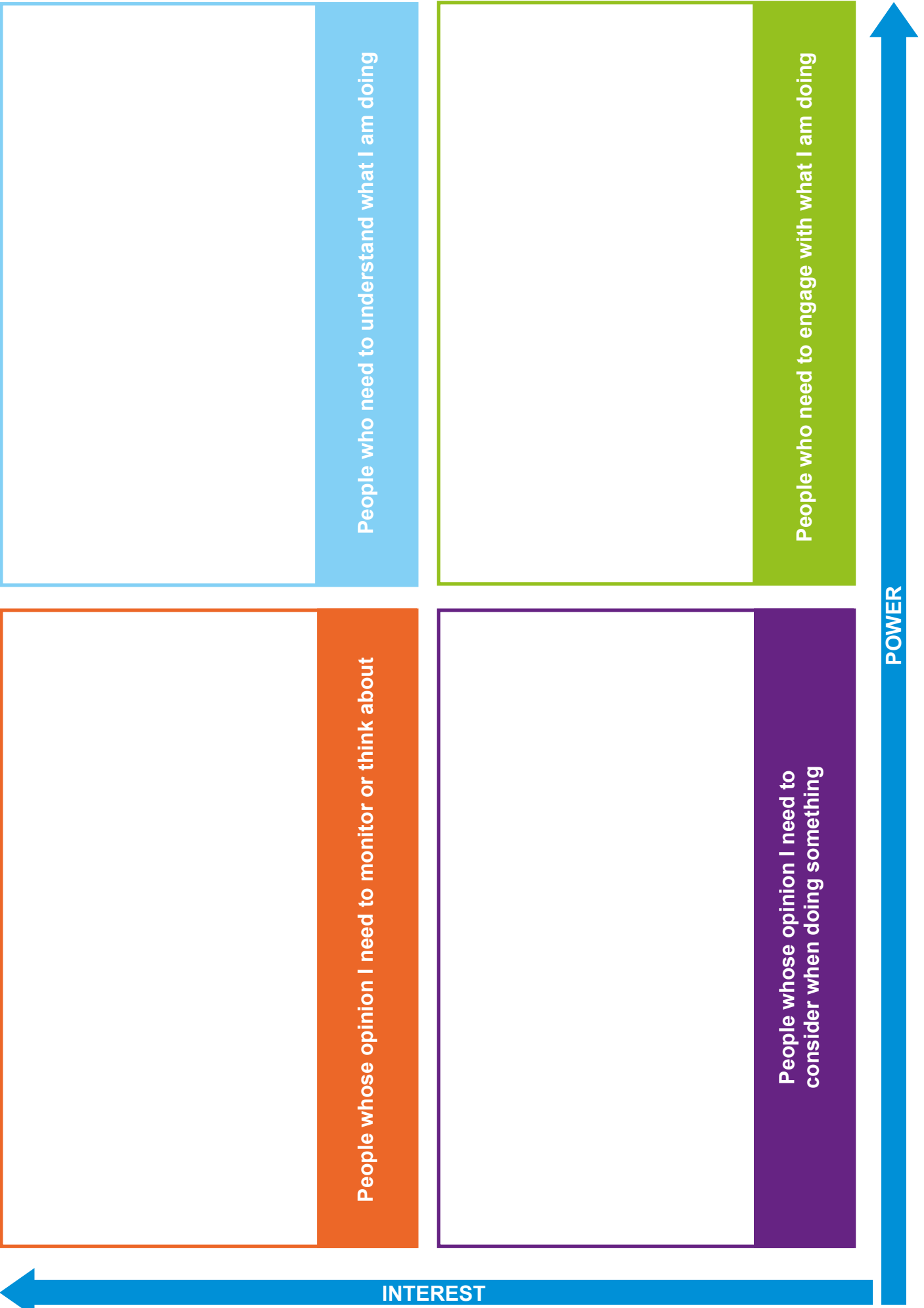
- ✦ Use this worksheet to help the young person understand how we need to communicate with the different people in our lives in varying ways.
- ✦ Use the matrix to map who these people are and where they might sit within the matrix.
- ✦ Then complete the table to help them break down:
 - What might you need to communicate with them about?
 - What is the best and most appropriate way to communicate with them?
 - How often might you need to communicate with them?
- ✦ Explain that different people will have varying levels of influence and interest in our lives and therefore will require different methods of levels of communication – from tone, form of communication and frequency.

Understanding the different people, we come into contact with on a regular basis and why we might need to communicate with them can help us improve our communication skills. Different people will have varying levels of influence and interest in our lives and therefore will require different methods or levels of communication.

Use the grid opposite to map out who these people may be and then use the table below to break down:

- + What might you need to communicate with them about?
- + What is the best and most appropriate way to communicate with them?
- + How often might you need to communicate with them?

Notes:

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Individual. E.g., your mentor, teacher, friend etc.	What might I need to communicate with them about?	How I might communicate with them?	How often might I need to communicate with them?

Notes/thoughts/ideas/doodles/scribbles...

Exploring an industry

- + Work with your mentee and their future aspirations to identify potential industries and sectors they may want to explore further to understand potential job roles and opportunities.
- + Using the questions and structures on the worksheet, help your mentee explore potential industries. These tasks could be done outside of mentor sessions, and you can ask them to feedback when you meet again.

It might be useful to spend some time exploring some of the steps involved in working in different creative and cultural industries.

Below are a few ideas for how to do this:

Map different jobs

- + Look at an area of the industry your mentee is interested in (e.g., theatre). Explore how many different job roles are part of that area (e.g., actor, marketing, box office, technical, etc).
- + Try mapping out jobs in a few areas. What kinds of questions come up?
- + Can you make a list of jobs you want to find out more about?

What jobs exist and can we meet the people who do them?

- + Looking at the list of jobs, are there local companies / organisations / venues where you might find people working in these roles?
- + Could you or your mentor arrange to chat with other people in the industry?

Visit a workplace:

- + Look at companies / organisations / venues in your local area.
- + Can you identify places where you would like to arrange a visit? What kind of education or training is needed?

What kind of education or training is needed for these roles?

- + Check out some job postings (e.g. www.artsjobs.org.uk) and look at the job descriptions.
- + Can you start to make a list of ideas for training and / or education?

Pick apart a job description:

- + Read through job postings and think about to read between the lines.
- + How are the roles described?
- + What clues can you pick up about what it would be like to work in these jobs?
- + What might be needed to make an application stand out?

Notes/thoughts/ideas/doodles/scribbles...

How to ace emails

Sending emails is an important way of communicating and connecting with a range of people – whether it’s a teacher, a prospective employer, or your mentor. We’ve collected our top tips to help you ace emails and communicate effectively.

Only send necessary emails

Before writing and sending an email, ask yourself: is this really necessary? Would it be better to call someone and speak in person? Or could you go and find the person you want to speak to instead?

Know your reader

Think about who you are writing to. How might this impact your tone and use of language? Emailing someone such as a prospective employer will need to be more formal than an email to someone at the City Lions team. All emails will require a certain level of professionalism and attention to detail.

Plan what to say

Take time to think about what the purpose of your email is and what you might want to say. Try and organise your key messages or questions in a logical order to help the receiver understand how they can help or respond to you.

Include a subject line

Including a concise subject line helps the receiver understand the key message of your email. How can you summarise what you are trying to communicate without the reader having to open the email?

Use an appropriate greeting

Your email should always open by addressing the person you are writing to if you know their name and use a suitable greeting. For example, if addressing a teacher or your mentor you might start the email by saying ‘Hi Mr Smith’. However, if you wanted to adopt a more formal tone to address someone you haven’t met before you might want to use ‘Dear Charlotte’ or ‘To whom it may concern’ if you do not have a named contact.

Be clear and brief

Emails are for sharing pieces of information quickly and in an easy-to-understand way. Ensure your emails are written in short paragraphs to help your content be clear and punchy. Use capital letters and grammar correctly. Emails should follow the same punctuation and grammar rules as any other writing.

Avoid text speak

You should avoid using informal language, slang or inappropriate abbreviations. It can be confusing and come across as unprofessional.

Be polite and check your tone

Unlike face-to face meetings or phone calls, we are unable to read another person’s body language or judge their tone of voice over email, so it is important to get your tone right and be polite. Once you have written your email, re-read and ask yourself can this be interpreted in a way that is different to how you want it to be read? If so, you might want to think about how you can change certain words to adopt the tone of your message.

Use an appropriate sign off / ending

It’s polite to always sign off your email. The formality of what type of sign off you use will depend on who you are writing to. Here are a couple of examples you could use:

Kind regards,

Yours sincerely,

Best wishes,

Many thanks,

Thank you,

Edit and proofread

Before you press send, take time to review your message. Carefully proof read for spelling, grammar and punctuation errors and correct them. This is also a good time to check your tone and length of your message. People are more likely to read short concise emails rather than wordy ones.

Plan your emails:

City Lions top tips for being professional

Being professional might seem like something very adult but really being professional is all about acting in a way that means others view you as reliable, respectful and good at what you do. Read some of our top tips for being professional below and use these to help you when you need to demonstrate your professionalism.

Be positive

Bringing a positive and upbeat presence can make a big difference! Trying to be a problem solver and brining a 'can do' attitude to situations where things haven't gone to plan goes a long way. At school, work or in our wider life, situations will arise that could make you feel unhappy or annoyed. It is important to remain clam and rational where you can or remove yourself from the situation if you feel you need some space rather than act in a negative way.

It might help you to:

- + See situations from other people's perspectives.
- + Approach each problem with a solution.

Respect others

We all have different views and perspectives and coming into contact with a variety of people is part of everyday life. It's important to treat everyone with consideration and respect to help you build strong relationships with them. Always treat others how you would like to be treated!

It might help you to:

- + Speak to people in an appropriate manner, showing appreciation for others' ideas.
- + Be aware of your tone, especially when using written communication where tone is not obvious. We recommend always reading back when you have written to make sure it is polite and courteous.

Support others

Working well in a team is an important skill for the workplace. Making time for others and helping out where you can is a good way to demonstrate your ability to be a team player. This can be as simple as offering to help someone that is under pressure or noticing that someone is upset and asking if they are okay.

It might help you to:

- + Share your own knowledge and experiences with others and in turn they will share their knowledge and support you.

Listen to others

Being a good listener is actually a hard skill to master. When we listen to others, we can improve our own knowledge and demonstrate to others that we value their opinion. You can improve your listening skills by practicing 'active listening'. You can do this by keeping eye contact and using positive body language. It can also help to repeat back key points to show your understanding. Remember, it is okay not to understand but be sure to ask for clarification! Often, it is not a case of not understanding but more that they haven't explained it clearly.

It might help you to:

- + Take notes on key points and information.

Be honest

Sometimes things go wrong, and that's okay! What is important, is that you are honest about what has happened and don't try and cover it up. Making excuses can make things worse. Being truthful shows maturity and that you are willing to learn from mistakes, so they aren't repeated.

It might help you to:

- + Acknowledge when something has gone wrong.
- + Apologise when you think you have made a mistake.
- + Think of a practical solution to help make the problem or mistake better.

Notes/thoughts/ideas/doodles/scribbles...:

City Lions guide to time management

From arranging a visit to the park with your friends to getting to a part time job on time, being able to effectively organise your time and communicate with others are essential life skills. Good time management can help us cope with the stress that comes from everyday life.

Sometimes when we compare what we want to do with what we have to do, life can seem unbalanced. Check out our advice to help you manage your time and avoid you spreading yourself too thin!

Have to's:

These are things we have to make time for as part of everyday life, even if we don't want to sometimes! For example:

- + Doing your homework.
- + Keeping your room clean.
- + Helping with chores.
- + Sleep.
- + Eating and personal hygiene.

Want to's:

These are things we enjoy doing or actively want to plan into our days to make them more fun or fulfilling. For example:

- + Activities or hobbies.
- + Chill out time.
- + Socialising.

Top tips to managing your time:

- + Try and identify your ambitions and what you want to achieve – this can help you carve out time for things that will help you reach these goals.
- + When we have lots of commitments to juggle it's hard to keep track. Writing a to do list can help you stay organised and feel in control.
- + Take your time – we are better able to reach our full potential if we give ourselves time to complete things to a high standard.
- + Prioritise your to do list or tasks, starting with the most important job that needs doing.
- + If you find yourself stressed at a situation, take some time to relax and think about some thing else, Sometimes some time out or a distraction can help you re-focus.

10 tips on time management

1. Figure out how you're currently spending your time

If you're going to optimize your personal time management, you first need to figure out where the time is going. Try logging your time for a week by tracking your daily activities.

This will help you:

- + Determine how much you can practically accomplish in a day.
- + Identify things that drain your time.
- + Focus on activities that provide the greatest returns.

As you conduct this time audit, it will become clear how much of your time is spent on unproductive thoughts, conversations, and activities.

You'll gain a more accurate sense for how long certain types of tasks take you (which will be very helpful for executing on a later tip).

This exercise can also help you determine the time of day when you are most productive—that way, you know when to work on your projects requiring the most focus and creativity.

2. Create a daily schedule—and stick with it

This step is absolutely crucial for learning how to manage time:

- + Try to start the day with an organised to-do list. Before you finish your day try to create a list of the most pressing tasks for the next day.
- + This step allows you to get going as soon as you start the day.
- + You could use your phone to set early reminders.
- + Putting everything on paper will prevent you from lying awake at night tossing and turning over the tasks running through your brain.
- + Instead, your subconscious goes to work on your plans while you are asleep, which means you can wake up in the morning with new insights for the workday.
- + If you can't do it the day before, write your list first thing in the morning. You'll find that the time you spend creating a clear plan is nothing compared to the time you'll lose jumping between tasks when you lack such a plan.

3. Prioritize wisely

You might find it useful to prioritise tasks in order to better manage your time and complete the most important items first.

You could split your tasks by:

- + Important and urgent: these tasks have important deadlines with high urgency—complete them right away.

10 tips on time management...continued.

- + Important but not urgent: these items are important but don't require immediate action and should involve long-term development. Strive to spend most of your time in this quadrant.
- + Urgent but not important: these tasks are urgent but not important. Minimise, delegate, or eliminate them where you can, as they are likely to be a drain on your time.
- + They are not urgent and not important: these activities hold little value and should be eliminated as much as possible.

4. Group similar tasks together

- + Save yourself time and mental energy by trying to complete all of one type of to-do before moving on to the next.
- + For example, create separate chunks of time for doing homework, chatting with friends, doing fun stuff, etc.
- + Don't answer emails and messages as they come in, as doing so is distraction at its finest.
- + Turn off your phone and email notifications to completely eliminate the temptation to check at an unappointed time.

5. Avoid the urge to multitask

- + This is one of the simplest time management tips for work, yet it can be one of the hardest to follow. Focus on the task at hand and block out all distractions.
- + It can be tempting to multitask, but you're just shooting yourself in the foot when you attempt to do so. You lose time and decrease productivity when switching from one task to another.
- + Similarly, don't get overwhelmed by a to-do list stretching a mile long. Stressing over it will not make it shorter, so breathe in, breathe out, and take it one task at a time.

6. Assign time limits to tasks

- + Part of creating your schedule should involve setting time limits on tasks instead of just working until they're done. Working on something for a long period of time can lead to you losing focus and a lack of productivity.

7. Build in breaks

- + One of the more enjoyable time management tips for work: make breaks a part of your schedule.
- + When you finish a task, give yourself time to breathe.
- + Take mini breaks to recharge, whether that be a short walk, playing your favourite video game, some meditation, etc.

8. Learn to say no

- + Only you truly know what you have time for, so if you need to decline a request in order to focus on more important tasks, don't hesitate to do so.
- + Rather than doing a lot of tasks that yield little or no value, complete fewer tasks that create more value.
- + Remember the 80/20 rule—80% of your output comes from 20% of your inputs. Focus your efforts accordingly.

9. Get organised

- + For effective time management, this tip needs to actually go on your to-do list.
- + If you have piles of papers scattered all over your desk or work space, finding the one you actually need will be like finding a needle in a haystack.
- + There are few things as frustrating as wasting valuable time looking for misplaced items. Not to mention how hard clutter can make it to focus.
- + Little things make a big difference. Create a filing system for documents, make sure your work is always saved in the relevant place.
- + Unsubscribe to emails you no longer need.
- + Just think—you only have to do it once, but you get the benefits forever.

10. Eliminate distractions

- + Social media, YouTube, messages, emails — the distractions can be limitless.
- + The key to good time management is being proactive about getting rid of them. Shut your door to interruptions. Close all windows except the one that you are currently working on.
- + Turn off messaging notifications.
- + Take small steps to achieve this – it can be hard to remove everything all in one go! Identify your top two distractions and focus on conquering those for two weeks.
- + Always remember that getting enough sleep, drinking enough water, and eating healthily can all help you stay focused during the day—especially when that afternoon slump hits.

Notes:

CV and Personal Statement

Here are our tips on how to write and what to include in a CV and personal statement. Your mentor can also help you with writing and proof reading your CV and will have lots of tips of their own to add to ours!

What to include on a CV

A Curriculum Vitae (or CV) is a document to help you apply for jobs.It is a short, clear and compelling summary of your education, employment history and your achievements. It also offers an overview of your skills and strengths and provides a sense of who you are as a person. A great CV presents the best version of yourself to potential employers—it’s your first chance to make an excellent first impression! There are no formal rules for creating a CV, but almost every CV includes the same things. Your CV can look however you want but remember that this is a professional document. The design and written tone should reflect this and should include:

Name and contact details - Your CV should include your full name and contact information. Don’t forget your address and phone number—some employers will phone rather than email. Ensure your email address gives a good impression of you. You do not need to include things like your age or gender.

Personal statement - A few sentences introducing yourself, your skills, and your career goals. Not every CV includes a personal statement, but it is useful if you don’t have much work experience.

Education - This is essential. Include all academic qualifications. It is fine to use your predicted grades if you don’t have your results yet—just make sure to label this clearly. Include any extra curricular activities, awards and training (e.g. the Arts Award or Duke of Edinburgh).

Employment - List all employment history. It is a great idea to include work experience if you haven’t had any paid jobs yet. This section should include your job title, the name of the company, the dates of your employment and the tasks you carried out (these can be bullet pointed).

Other - It’s a good idea to include a section for other achievements. This could detail voluntary work, hobbies,clubs/sports teams (e.g. National Citizen Service, babysitting, drama club etc). Ensure that you are also describing what skills each item demonstrates.

Skills - Reference your skills and strengths throughout. Use work experience, education, and other sections to share with employers what you are good at. Include specific evidence at all times. You can use coursework, employment responsibilities, and extra-curricular activities as evidence of skills.

Notes:

Dos and Don’ts:

Don’t lie - Present the best version of yourself but tell the truth! Employers always do their research.

Too long - Employers won’t spend a lot of time reading your CV,so stick to a maximum of two pages.

Spelling mistakes - Use a spell checker but ask a friend to read your CV too.

Too informal - Use the right written tone. Remain professional and use good grammar.

Poor layout - Use clear headings. Ensure formatting is consistent and that your CV is easy to read.

Missing details - Don’t forget to include details like your address, employment dates and academic grades.

Wrong file format - Save your CV as a PDF. Don’t send a document that another person can edit.

No evidence/skills - Ensure you are sharing your skills and strengths. Use specific evidence to prove this.

Why should a CV focus on skills? - Employers are increasingly using automated systems to help them select candidates. Often, a computer will scan CVs, searching for specific keywords. For example, if an employer is looking for somebody to carry out research, they might search CVs for phrases like, ‘data’, ‘analysis’ or ‘ attention to detail’. For this reason, your CV must include as many different skills as possible.

Where should I include my skills? - An easy way to include skills within a CV is alongside your employment history. Even if not all of your jobs have been relevant to your long-term goals, you’ll have gained useful and transferable skills. You should highlight these skills, rather than simply listing tasks, so they can see what makes you a valuable employee. Think about a previous employer and the tasks you carried out for them. Now, for every task you carried out, try to decide what skills it helped you develop.

Which skills should I include? - You should be honest about your abilities, but some skills are more universal than others. When employers are looking for new staff, they publish a Job Description which explains the type of person they want to hire and the list of skills required for the job. If you can, include as many of these in your CV.

Notes:

Personal Statement

A great personal statement should tell employers who you are, your strengths and your career ambitions. It should be between 50 and 200 words, or around five sentences. Crucially, you should back up everything you say with evidence. This might mean you mention a piece of course work you completed, or an after-school group you have attended. For every skill that you include, try to reference something from your life which helped you gain that skill.

It might help to think about the statement as having three sections:

Section 1 - who you are

Introduce yourself and your journey so far.
For example: "A GCSE student with a flair for art..."
"A hard working BTEC student with a keen interest in..."
"A creative team player, looking for entry-level work experience."

Section 2 - what you can offer

Explain your skills and strengths and back them up with evidence.
For example: "While studying for my BTEC, I developed an excellent eye for detail because my studies involved lots of research."
"Lots of my previous experience involved working in a team, so I have been able to use and improve my strong communication skills."

Section 3 - your goals

Show that you have thought about the ideal career for you.
For example: "I am looking to work in a team to provide excellent customer service."
"I am seeking to use my creativity to solve problems and help people."
"I would like to build-up my scientific knowledge, ultimately taking on a management role."

Write some ideas down here:

Networking guidance

Keeping safe
Please only use our recommended virtual meeting platforms when networking. Do not share your phone number or personal information with people you don't know.

Your mentor may introduce you to their contacts to help you network with other professionals who can support you during mentoring and in your future.

Please remember your mentor should be cc'd into all emails and be on all video calls. If you meet in person your mentor should be present.

Never send personal information to any new contacts made via your mentor, including your social media information. They should not be asking you for personal photos or details like your home address. If at any time you feel unsafe, let us know.

Be brave - always follow up with the introduction
It's perfectly normal to feel nervous but never leave the other person hanging! If you have changed your mind, send an email like this: "Thank you for the introduction. I have been exploring my options and have decided I am more interested in ____ but thank you so much for your time"

Writing the first email
Don't be overly formal or too casual. Something like this works well:
"Hi ____ how are you? My name is ____ and I am currently doing _____. I am interested in _____. I am hoping to learn more about _____."
Don't forget your mentor must be cc'd in this email. Ask them, or us, for help writing the first email if you need.

Asking questions
Don't be shy! This person has already agreed to answer your questions. Think about what you want from the conversation. Do you want their opinion? Do you need information? Use open questions starting with 'who', 'what', 'where', 'when' and 'how'.
Avoid personal questions around sexuality, religion, politics etc. if they are not relevant to your discussion.

Video Calls
Make a plan for your call and write questions down so you can refer to them during the conversation. Make sure you're somewhere quiet if possible. Remember you don't need to impress anyone, just be yourself and chat as you normally would! **Your mentor must also be on this call too.**

Ending the conversation
At the end of the email or video conversation, thank them for their time. If they were helpful, ask if you can stay in touch and follow up with them later. A good way to end the conversation is to ask if there is anyone else they think you should speak to.

Reflection
It is always useful to reflect upon how you have found new experiences to help you learn for next time. Networking can be scary but the more you practice it the easier it will become. We recommend reflecting on your feelings to help you prepare for the next time.
If you've been connected with someone who has been really useful we'd love to know about it! Please let us know via email at citylions@westminster.gov.uk

City Lions interview tips!

Attending an interview can be daunting but don't forget you have been invited because they think you can do the job! We've listed some of our top interview tips below, but your mentor will also be able to help you with advice of their own.

How to prepare

- + Research the organisation. Find out that their values are, what their mission is and think about how you align with those.
- + Research the people who will be interviewing you and find out what you can about them. You can ask the HR department if you don't know their names.
- + Look up relevant and recent news stories, plays, books, films depending on the job you're going for. If you do this, in the interview you will be able to show you have a general understanding and interest in the sector.
- + Don't over-prepare because it will leave you stumped if you get a surprise question!
- + Do a mock interview. You can ask your mentor for help with this.
- + Take deep breaths.

What to do (and what not to do) during an interview

- + Listen carefully to the questions - make sure you are answering what they have asked you.
- + Take time to think before you answer and take notes with you if you need a backup.
- + Give solid examples to your answers. Instead of saying "I'm really creative" say "I'm really creative, for example last year I made a short documentary on my phone about roller skating. I taught myself how to edit it using Adobe"
- + Don't be late, make sure you leave plenty of time to get to your interview.
- + Use open body language and eye contact. If you're feeling really nervous, you might find doing a power stance, practicing deep breathing, or listening to a favourite song motivating.
- + Don't lie.

Notes:

Types of questions

- + There are a few standard questions you might be asked in an interview, which you can prepare for in advance. For example:
- + How do you deal with difficult decisions?
- + What is your greatest strength?
- + What is your biggest weakness?
- + Where do you see yourself in 5 years time?
- + Describe a time where you have worked in a team.

What to do (and what not to do) during an interview

It is always useful to prepare examples where you are able to show evidence some of the skills mentioned above so you know how you would respond to that question.

If you get a question that requires you to think critically *e.g. how many jellybeans do you think there are in the UK?*, it doesn't matter if you don't get the answer right! What matters is that the interviewers can see the logic that you are using. Explain to the interviewers how you are approaching the question *e.g. well the first thing I would do is find out how many jellybean companies there are in the UK, how many jellybeans they produce a year...*

You might also get asked about your interests and hobbies.

Ending the interview

- + Ask questions. Interviews are also a way for you to find out if the organisation is a good fit for you!
- + Ask about the areas you want to know more about *e.g. the culture of the organisation, what your interviewers like most about their role, or what opportunities there are for development.*
- + Thank the interviewers and perhaps follow up with a 'thank you' email.

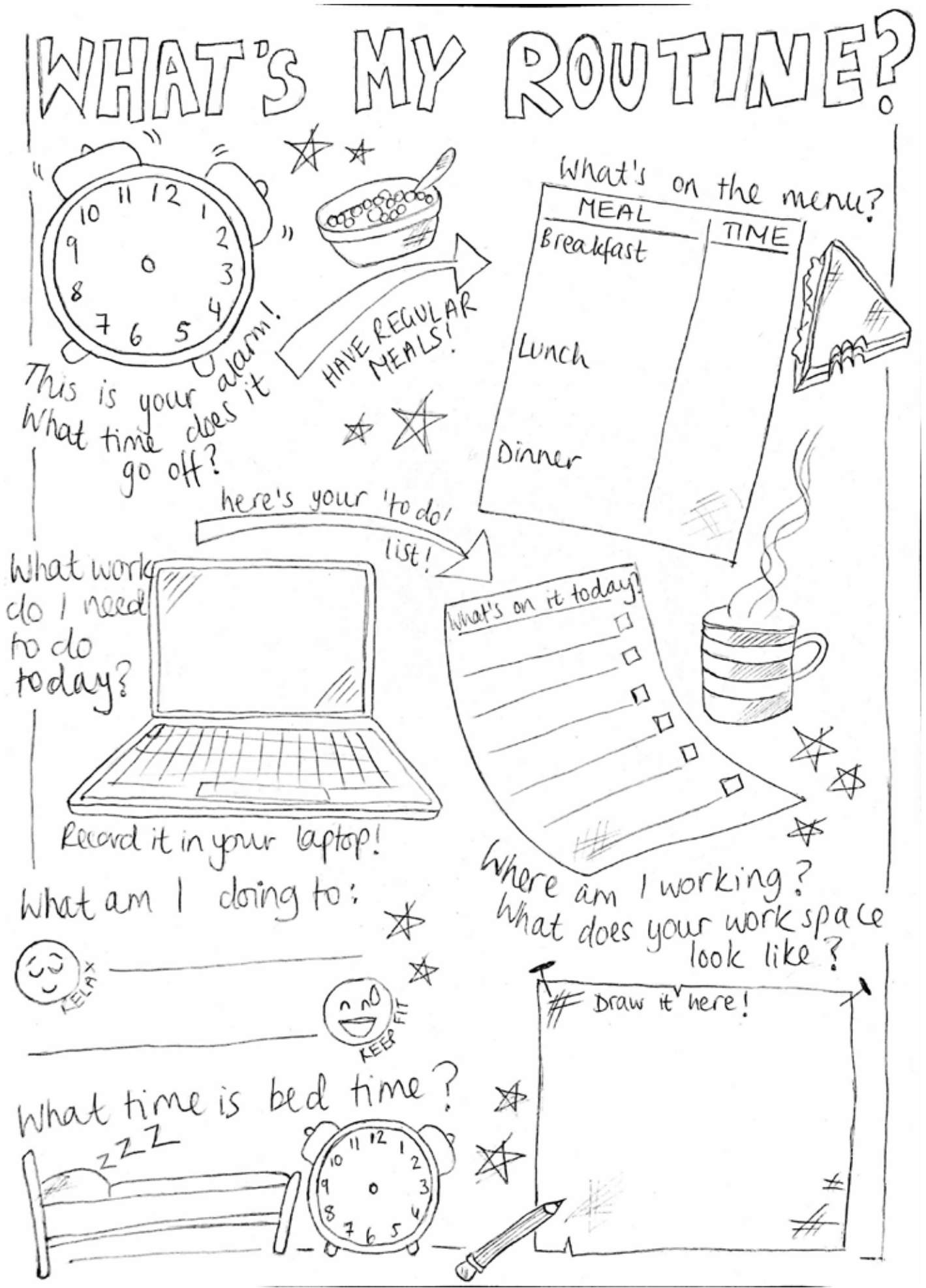
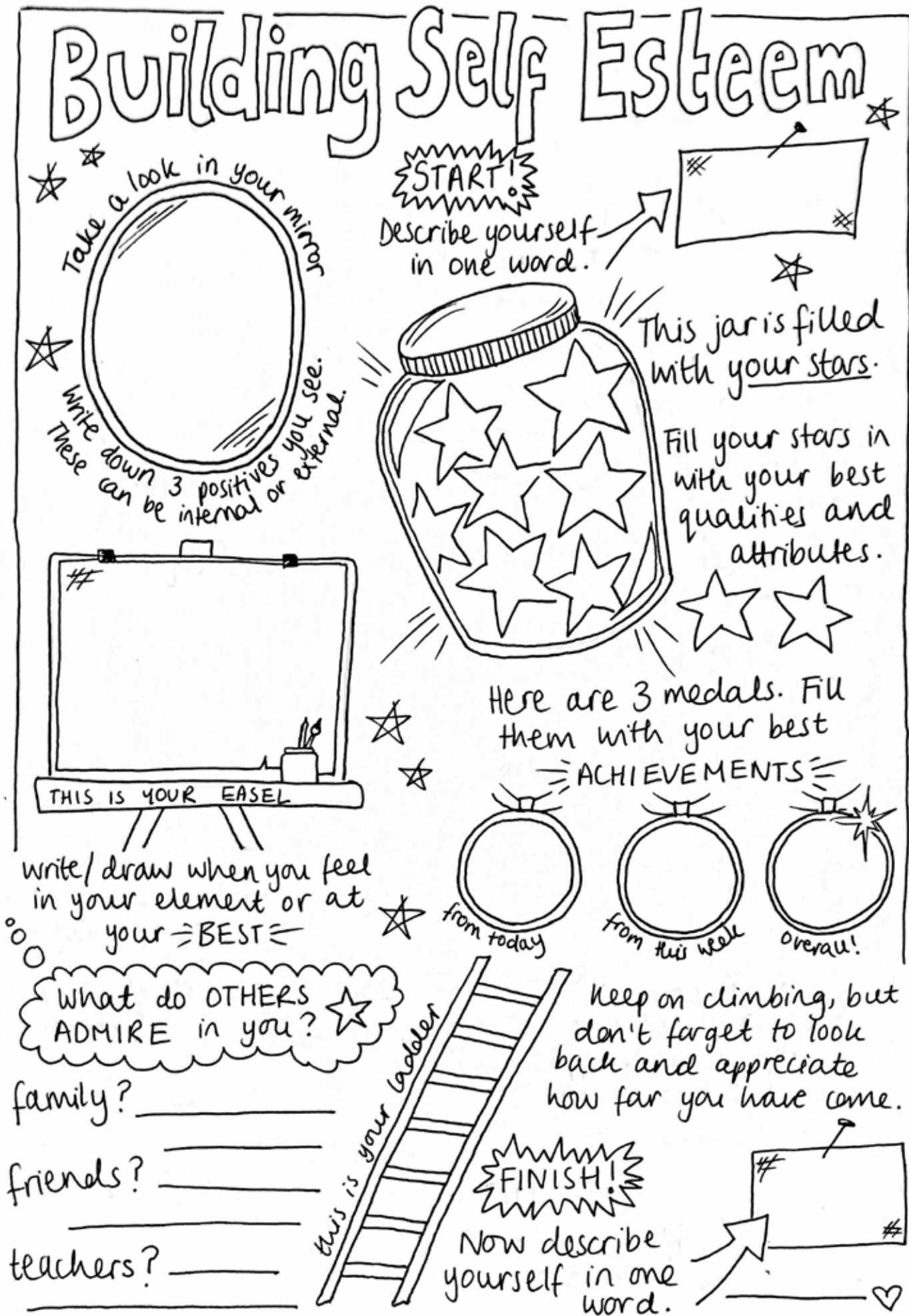
What to wear

- + It's best to dress smart, in clothes that don't have any obvious slogans or labels. However, make sure you are comfortable.
- + Different companies will have different dress code expectations, it is best to research what people in that industry might wear so that you can dress appropriately.

Online interviews

This advice applies to all interviews, including those that take place online. In addition:

- + For online interviews over video, it's a good idea to make sure your background is neutral with nothing distracting on show.
- + If you want to show examples of your work, you can send the interviewers a live link.



MENTORING PROGRAMME



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