



THE UNIVERSITY OF
MELBOURNE

Melbourne School of Population and Global Health |
Mentoring Program Pilot 2018

MENTOR HANDBOOK

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WELCOME MESSAGE FROM THE HEAD OF THE MELBOURNE SCHOOL OF POPULATION AND GLOBAL HEALTH,

Welcome to the 2018 MSPGH Mentoring Program. This year, we pilot the first program of this nature for the School, and we are excited to see the outcomes it will provide for both our mentors and our students.

Thank you for agreeing to invest your valuable time and energy into a program that will not only be greatly beneficial to the education of our students but will also be an invaluable experience for you in your role as mentor.

This pilot program involves 40 final year Master of Public Health students matched in a mentor-mentee relationship with 40 of our esteemed alumni working in the field. It is our aim to expand the program in the years to come so that more alumni and students may have access to this unique learning opportunity.

We envision that this program will not only enhance the transition to practice and 'soft skills' of our MPH students but will also be a highly rewarding experience for alumni mentors, providing an avenue for continuous learning beyond graduation and strengthening the inter-decadal ties of our MSPGH alumni community.

The MSPGH Mentoring Program pilot runs from March to November with key dates and commitments outlined in the pages of this handbook, including all that you need to know about the program. Good luck, and we wish you a fulfilling and memorable experience and look forward to receiving your feedback and suggestions for the future.

Melbourne School of Population and Global Health

Faculty of Medicine, Dentistry and Health Sciences

The University of Melbourne

THE MELBOURNE SCHOOL OF POPULATION AND GLOBAL HEALTH MENTORING PROGRAM

The MSPGH Mentoring Program is a semi-structured program that fosters relationships between experienced global and public health professionals and final year Master of Public Health (MPH) students, to enhance their transition from University into the professional workforce in their chosen field. The program enables students to access additional information about the public health workforce, consider career options, and seek opinions from 'someone who has been there'. The MSPGH Mentoring Program will expose students to issues, ideas and concerns that will be important in their future careers.

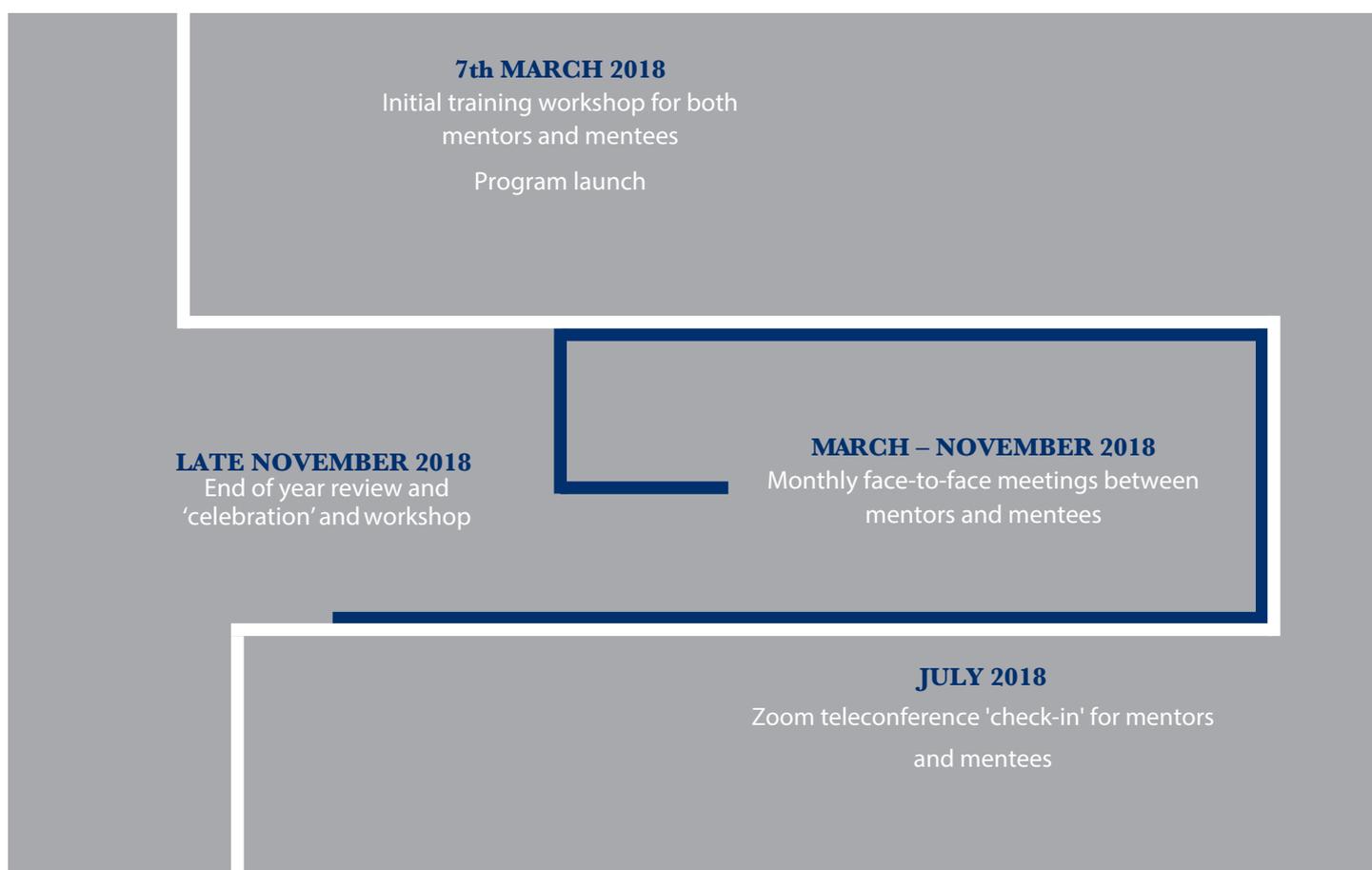
THE MSPGH MENTORING PROGRAM AIMS

- Enhance the 'Fitness to Practice' of students graduating from the MPH
- Encourage the proactive integration of graduates from the MPH into their chosen field
- Foster a strong community of MSPGH alumni across age groups

PROGRAM FORMAT

The format of the program will predominantly involve face-to-face meetings between mentors and mentees, and on-campus workshops facilitated by an Executive Coach. Some of our mentors live and work overseas, and these mentor/mentee meetings will be mostly via Skype or other online platforms. Mentors and mentees will also be provided with information kits, learning materials, and professional support from the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team and academic staff within the MSPGH as required.

PROGRAM TIMELINE



UNIVERSITY OF MELBOURNE 2018 ACADEMIC CALENDAR - KEY DATES

It is important to proactively consider the timely requirements for your mentee as well as yourself in coordinating your face-to-face meetings. Please find below the University academic calendar as well as Victorian school holidays.

FEB

Monday 12 February to Friday 16 February
Monday 12 February to Friday 23 February
Monday 26 February to Sunday 27 May

Examinations
Orientation - Make the Most of Melbourne
Semester 1 begins

MAR

Friday 30 March to Sunday 8 April
Friday 30 March to Tuesday 3 April

Easter Non Teaching Period & UA Common Vacation Week
Easter holiday

APRIL

Wednesday 25 April

ANZAC day

JUNE

Monday 4 June to Friday 22 June
Monday 11 June

Examinations
Queen's Birthday holiday

JULY

Monday 2 July to Sunday 8 July
Friday 6 July
Wednesday 9 July to Friday 20 July
Thursday 12 July to Wednesday 18 July
Monday 23 July to Sunday 21 October

Non-teaching period & UA Common Vacation Week
Results final release date
Week O - Orientation for mid-year entry
Special/Supplementary Examinations
Semester 2 - 12 teaching weeks

SEPT

Sunday 30 September
Friday 28 September

Non Teaching Period & UA Common Vacation Week
AFL Grand Final holiday

OCT

Monday 22 October to Sunday 2 December
Monday 22 October to Friday 26 October
Monday 29 October to Friday 16 November

Examination Period - 6 weeks including SWOT Vac & results
SWOT Vac
Examinations

VICTORIAN SCHOOL HOLIDAYS 2018

TERM 1

30 March – 15 April

TERM 2

30 June - 15 July

TERM 3

22 September –
7 October

TERM 4

22 December –
29 January

MSPGH MENTORING PROGRAM MENTOR REQUIREMENTS

As a mentor in the MSPGH Mentoring Program, you are required to:

Attend two workshops – one in March and the other at the completion of the program

Commit to at least monthly face-to-face meetings with your mentee between March and November 2018

Be available to your mentee within the boundaries you set in your initial discussions and define in your mentoring agreement

Be authentic and trustworthy in your approach to your mentee

Demonstrate professional and ethical conduct

Participate in program feedback and evaluation

Put your mentee's best interests first by maintaining confidentiality unless you have concern for your mentee's (or someone else's) health and/or wellbeing. In which case you must bring this to the attention of the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au

PROGRAM CONTACTS

For enquiries and updates, please contact the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations Team:

P: 03 9035 7869

E: mdhs-alumni@unimelb.edu.au

A: Level 2, Alan Gilbert Building, 161 Barry Street, Carlton, VIC 3010

W: www.mspgh.unimelb.edu.au/engage/mspgh-mentoring

WHAT IS MENTORING?

Mentoring is a learning opportunity for both mentor and mentee. It is a one-on-one confidential partnership in which a mentor shares their knowledge, skills and experience to help another progress in their own life and career. Mentors should be accessible to their mentee and prepared to offer help as the need arises within agreed boundaries.

Mentoring is not just about giving advice, but also motivating and empowering someone else to understand themselves, their goals, and how they can achieve them. It is not counselling or therapy – though a mentor may help the mentee access more specialised avenues of help if it becomes apparent that this would be the best way forward.

WHAT DOES A MENTOR DO?

A mentor is a person who has knowledge, skills, information and experience, and is willing and able to share these in order to assist the mentee with their personal and professional development.

While mentors are often characterised as being older, wiser and further along the career pathway, this is not the whole picture and can place unrealistic expectations on the mentor. Both mentor and mentee have unique experiences and valuable perspectives to bring to the relationship.

A mentor may:

- Act as a source of information
- Offer advice regarding career development
- Assist mentee in setting personal goals and developing a plan to achieve them
- Facilitate self-directed learning
- Give feedback
- Be a confidante during times of personal/professional crisis or stress

A mentee may look to their mentor as a source of information and guidance to help them identify a career path.

However, a mentor is not expected to know all the answers but to share their experiences with their mentee and, when appropriate or requested, point their mentee in the right direction. Access to a more experienced person who will listen, explore, give information and counsel when requested is the essence of mentoring.

WHAT MENTORING IS NOT:

- Counselling or therapy
- Teaching or supervision
- Clinical observation or practical placement
- Coaching or tutoring

IT IS ALSO NOT:

- One person dominating directing or controlling the other
- Becoming dependent or reliant on someone else
- Taking responsibility for another's career or personal development
- Using or taking advantage of another
- Providing unlimited resources or support
- Being an expert in everything
- Criticising or disparaging someone
- Doing favours and expecting a return

KEY MENTORING SKILLS INCLUDE:

Listening actively

- Being willing and eager to listen
- Being curious, asking questions as opposed to giving answers
- Refraining from telling others what to do

Building trust

- Demonstrating integrity, honesty, reliability and confidentiality
- Being open to learning and self-reflection

Determining goals and building capacity

Being assertive

- Being prepared to challenge mentee assumptions

Encouraging and inspiring

- Being enthusiastic and yet honest
- Sharing experiences, both positive and negative

Sponsoring

- Being prepared to think about people/meetings/resources that your mentee might find useful

There are a wide range of additional skills that can enhance the mentoring relationship. These include:

- Well-developed interpersonal skills
- Clear communication skills
- Leadership
- Critical thinking
- Self-reflection
- Effective questioning
- Giving and receiving constructive feedback

PHASES OF THE MENTORING PROCESS

While there is no strict formula for a mentoring relationship, it is useful to have a structure that you both understand. Given the relatively short timeframes associated with this pilot program, moving through these stages relatively rapidly by committing to a series of meetings (at least monthly) up front is encouraged. A partnership of active, collaborative learning is fundamental to the mentoring relationship.

1. BUILDING RAPPORT

Rapport building begins at the very first meeting and continues throughout the program.

It may seem obvious however, for a mentoring relationship to work, both parties need to get to know each other.

You will start to establish trust by sharing information about your professional and (where you feel comfortable) personal backgrounds, experiences and aspirations.

While it is up to the mentee to drive the relationship and take the initiative to arrange meetings, it is the mentor's responsibility to encourage the mentee and to make them feel comfortable by coming to the first meeting prepared to facilitate conversation.

Appendix 1 is an example of an agenda for your first meeting that can be useful in getting the mentoring relationship started.

2. ESTABLISHING EXPECTATIONS

At your first meeting is important to discuss when, where and how often you want to meet, and what is the most effective way to communicate.

Appendix 2 is a mentoring agreement. It is a useful checklist to ensure that all the main issues are addressed. Once completed, it should be signed and copies kept by both parties, and a scanned copy of the agreement should be sent to the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team at mdhs-alumni@unimelb.edu.au.

This first meeting can also be used as the initial step in identifying what areas the mentee would like to address in your mentoring relationship. At this early stage, these ideas are likely to be rather vague and broad. However, it will give you an idea as to what your mentee is looking for and also gives you time to think about what you may have to offer and how you might be able to assist your mentee in this relationship.

3. SETTING GOALS AND DEVELOPING A LEARNING PLAN

One of a mentor's primary roles is helping the mentee move from thinking to doing. Mentees often have a wide range of desired goals, many of which are rather vague and lack specificity. The key to a successful relationship is for the mentor to help the mentee identify specific goals, areas to develop, or learning needs.

It is the responsibility of the mentor to help the mentee establish 'SMART' goals. SMART goals are Specific, Measurable, Achievable, Relevant and Timely (**See Appendix 3**).



SPECIFIC

The more specific we are about what we want, the more likely we are to achieve it. As a mentor it is your role to help the mentee hone their goals in order to help them focus on what it is they really want to get out of participating in this program.



MEASURABLE

Measurable goals identify exactly what it is the mentee will see, hear and feel when they have reached their goal. This often means they have to break their goal down into measurable elements, which helps them to refine what it is they really want to achieve.



ACHIEVABLE

It is important that the mentee is realistic about whether their goal is attainable. As a mentor you can help them to explore whether their goal is feasible by asking guiding questions. If they don't have the time, money or ability to do something then it is best that they realise this early on so they can focus their energies elsewhere. This doesn't mean they shouldn't aim for something that may seem challenging but is feasible, especially with the support from you and others who can help them to access the resources and guidance they need to go for it!



RELEVANT

A great mentor allows the mentee to choose the areas they want to work on through the mentoring relationship. The goals of the sessions must be driven by the mentee so that the outcomes are relevant to them. It is important to check in with your mentee as to why they have chosen a particular goal and what it will mean to them if they learn, or see, or hear about this goal from you.



TIMELY

We all know that deadlines are a very effective motivation to proactively achieve something. Creating explicit deadlines helps the mentee really focus on what it is they want to get from the mentoring relationship.

Appendix 4 is a template that can be useful in helping a mentee to hone their goals around what exactly they want to achieve through the mentoring relationship and what sorts of activities, tasks, and resources they need to accomplish this. Given the timeframes associated with this pilot, we suggest each mentee identifies no more than three goals throughout the duration of the program.

4. ACTION PLAN AND ACCOUNTABILITY

It is the mentor's role to help the mentee clearly define what they want to get from being part of this program and to identify very specific tasks and actions. Having done this, the mentor becomes a supporter and facilitator by keeping the mentee accountable for their chosen actions.

Ensuring your mentee is on track is a core activity for you as a mentor. At the end of each meeting, ask the mentee to describe what they are going to do before you meet again to help them achieve their goal/s. You can also discuss whether there is anything you are going to do for them to help and support them in this.

Appendix 5 is a template that can be used to help both of you stay on top of what you have agreed to in each session.

You can refer back to this in each session and seek feedback from your mentee on what they have done, what they have learnt from the experience, and what barriers or difficulties they encountered. This gives you an opportunity to share your experiences in similar situations, point them in another direction that might help them to be more successful next time, and, where appropriate, help them to evaluate where improvements could be made.

5. CLOSURE

As the program comes to a close you may like to help your mentee revisit what they wanted to get from participating and to reflect on what they have achieved. Likewise it is an opportunity for you to reflect on what you have learnt from the process.

Your final discussion with your mentee could include:

- An honest discussion about what has been achieved
- Reflecting on the challenges they encountered, and how they overcame them or where there is room for further improvement
- What your mentee will remember most from being involved in this program
- Identifying what support they might like in the future (not necessarily from you)
- Would the experience encourage them to become a mentor
- Identifying what you have learnt from them
- Expressing thanks

In addition, there will be a formal event at the end of the program at which time you will be asked if you would like to share what you have learnt from participating and any suggestions for the future. There will also be an opportunity for you to provide formal feedback and reflections so that the program team can make recommendations for future programs.

POLICIES AND PROCEDURES

QUERIES AND CONCERNS

In the first instance, mentors should discuss their issue with the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au. If the matter cannot be resolved, the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team will refer the issue to an academic staff member within the MSPGH.

Complaints and grievances will be dealt with according to University of Melbourne procedures. These are outlined at: <https://policy.unimelb.edu.au/MPF1066>

ENDING THE RELATIONSHIP: NO FAULT CLAUSE

Incompatibility is part of life and is no one's fault. If you are experiencing difficulties with the mentoring relationship, the first step is to contact the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations Team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au as soon as possible. By exploring issues objectively problems can be diffused at an early stage. If resolution is not possible, the mentoring agreement contains a 'no fault' clause which enables either the mentor or mentee to end the mentoring relationship without any blame attached.

OCCUPATIONAL HEALTH AND SAFETY

The aim of this mentoring program is to enhance the experience of mentees in transitioning from student to professional life; it is not to provide additional opportunities for teaching. There is no expectation or requirement that you host your mentee in your workplace. However, if you decide to do so you should be aware of all relevant occupational health and safety issues in relation to a mentee visiting the workplace. If a mentee is taken on site at a mentor's workplace they may be required to complete the occupational health and safety orientation for that workplace.

DUTY OF CARE AND ETHICAL REQUIREMENTS

Duty of care requires that mentors undertake all reasonable steps to ensure the safety of mentees. Meetings should be held in a location conducive to a professional relationship, such as a café, on campus at the University, or other public location. There is no expectation or requirement that you host your mentee in your workplace. However, if you decide to do so you must provide your mentee with a full induction into professional and safe working procedures. It is not appropriate to meet in a private residence or home office. Mentors and mentees must agree to behave in an ethical and responsible manner at all times.

Anyone who experiences any uncertainty or discomfort within the mentoring relationship should contact the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au immediately.

PRIVACY

All contact details are kept confidential by the program team with dissemination restricted to officially matched mentoring pairs or where prior permission is discussed and granted. All feedback provided by participants will be treated with discretion and information gathered for evaluation purposes will be de-identified in any post-program reporting.

EVALUATION

Ongoing feedback will be sought throughout the program in the form of questionnaires and surveys. Formal evaluation will be undertaken on completion of the program for the purposes of program improvement.

WHERE SHOULD WE MEET?

The scheduling of face-to-face meetings is the responsibility of the mentee and need to be scheduled at a location and time suitable for both parties however, it is preferable that mentees work around their mentor's schedule.

Appropriate meeting places conducive to a professional mentoring relationship include a café/restaurant, on campus at the University, a library, or other public locations. We generally encourage mentors to meet their mentees in a public environment. Inappropriate meeting places include private residences or home offices.

Tip: We also advise against the consumption of alcohol during meetings.

DO I HAVE TO INVITE MY MENTEE TO MY WORKPLACE?

The aim of this mentoring program is to enhance the experience of mentees in transitioning from student to professional life. It is not to provide additional opportunities for teaching. There is no expectation or requirement that you host your mentee in your workplace.

However, if you agree to do so it is important that both you and your mentee are very clear about the purpose of such a visit.

Prior to any such visit, it is critical to discuss and clearly define the goal of the visit.

HOW WAS I MATCHED WITH MY MENTEE?

Students applied to become part of the program. You were matched with your mentee based upon commonality in your applications.

HOW DO I ENCOURAGE AND SUPPORT MENTEES IN MAINTAINING REGULAR CONTACT?

Each mentoring relationship is unique and we encourage both mentee and mentor to openly discuss how they would like to manage their meetings, phone calls and correspondence. Some pairs prefer to set regular meetings in advance (e.g. first Tuesday of the month), others organise their meetings on a month-to-month basis.

The MSPGH Mentoring Program Mentoring Agreement (Appendix 2) will assist in this negotiation process.

HOW DO I DEAL WITH A STUDENT LACKING INITIATIVE/ MOTIVATION?

Every mentoring relationship involves negotiation and is a process of give and take. Both the mentor and the mentee may want to revisit their mode of communication and frequency of meetings, so that an agreement can be reached that suits both parties. It is a good idea to check in each time you meet to see if the arrangement is still working for you both.

Should you find that your mentee's responsiveness and motivation is still questionable then you should contact the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au.

WHAT ARE THE BOUNDARIES OF MENTORING?

At times mentees may bring up problems that are outside the scope of the mentoring role and which you may not be equipped to deal with. It is important for both parties to recognise the limits of the mentoring relationship.

Matters such as personal relationships, harassment, and drug or alcohol abuse should be immediately referred to the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au who will refer the mentee to the appropriate student service areas.

WHAT IF I CAN'T GET HOLD OF MY MENTEE?

Your mentee is responsible for arranging mentoring meetings and they have been made aware that mentors are busy and so require plenty of notice of changes. At your first meeting, please discuss your preferred method and frequency of contact, and how much notice you require to reschedule a meeting. However, if you do need to contact your mentee and experience difficulty with this, please contact the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au.

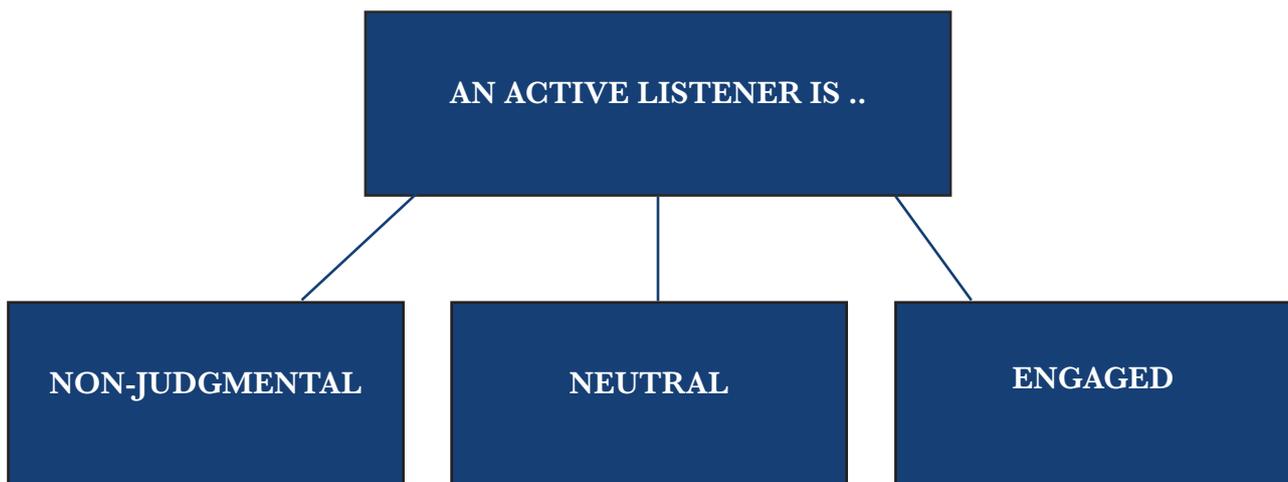
WHAT IF MY MENTORING RELATIONSHIP IS NOT WORKING?

We understand that not all matches are meant to be. If either you or your mentee face difficulties with your mentoring relationship, the first step is to contact the Faculty of Medicine, Dentistry and Health Sciences Alumni Relations team on 03 9035 7869 or at mdhs-alumni@unimelb.edu.au as soon as possible.

By exploring issues objectively, problems can be diffused at an early stage. If this is not possible, the mentoring agreement includes a 'no fault' clause which enables either the mentor or mentee to end the mentoring relationship without any blame attached.

APPENDIX 1. ACTIVE LISTENING

Active listening is about improving your ability to understand what your mentee means when they are talking to you. It requires that you are curious and that you give time to hear not just what the other party is saying, but what they mean. To listen actively we need to make a conscious decision to actually hear what is being said rather than what we expect or think has been said.



ASPECTS OF ACTIVE LISTENING

1. LISTENER ORIENTATION

Attributes: neutral, non-judgmental and fully present in the conversation.

Behaviours: consciously deciding to adopt a positive attitude to your mentee and/or their experiences, situations and aspirations.

Characterised by: undivided attention, genuine curiosity, empathy and respect.

2. BEING REFLECTIVE

This requires you to be attentive and patient, giving your mentee time to explore, revisit and explain their situation and thoughts. Listening attentively and encouraging the speaker to continue to talk can be achieved using short interjections, eg. "yes, go on" or "ah ha...". It can also be useful to paraphrase or summarise what you have heard by way of seeking clarification. This will build confidence in your mentee that you are genuinely interested in understanding and supporting them.

APPENDIX 1. ACTIVE LISTENING

Reflecting what you have heard back to the speaker helps to clarify meaning. It increases not just your understanding but also helps the speaker to clarify for themselves what they mean.

For example:

Mentee: *"I never know what to do when a patient cries"*

Mentor: *"You said that you don't know what to do when a patient cries"*

Mentee: *"Well no... yes, well, .. eer .. when I'm doing a filling and the patient starts to cry I don't know whether it's hurting and I should stop drilling or just ignore them"*

3. THE ART OF QUESTIONING

Ask questions that draw out the information you need to really understand your mentees specific situation/challenge/issue.

Such questions can help you to:

- Focus attention
- Elicit new ideas
- Encourage exploration of options
- Foster commitment

For example:

Mentee: *"Well no... yes, well, .. eer .. when I'm doing a filling and the patient starts to cry I don't know whether it's hurting and I should stop drilling or just ignore them"*

Examples of useful questions:

"What do you do when this happens?"

"What makes you think that the patient might be in pain?"

"What other reasons can you think of that might cause the patient to cry?"

"How might you check?"

APPENDIX 2. AGENDA FOR FIRST MENTORING MEETING

1. GETTING TO KNOW EACH OTHER (ESTABLISHING RAPPORT)

Tell me a little about yourself?

What made you choose to study dentistry/oral health?

What do you enjoy most in your studies?

What do you like doing outside of work?

2. DISCUSSING THE ROLES AND RESPONSIBILITIES OF EACH PERSON IN THE MENTORING RELATIONSHIP (CLARIFYING EXPECTATIONS)

How often are we going to meet?

Where will we meet?

Are either of us going to be away/unavailable for periods during the program?

Confirming that the mentee is responsible for driving the relationship

How are we going to communicate with each other?

phone – personal or work, time of day

email, Facebook, text messages

How should we manage scheduling and re-scheduling appointments?

Discuss confidentiality

3. DEFINING THE MENTEE'S GOALS AND EXPECTATIONS OF THE RELATIONSHIP

Identify two or three things that the mentee would like to get from the relationship

What would success look like for them in any/all of these areas?

Being explicit about what is realistic and feasible given time and geographical limitations

4. IDENTIFYING SPECIFIC ACTIONS THAT THE MENTEE (AND WHERE APPROPRIATE MENTOR) IS PREPARED TO COMMIT TO BEFORE THE NEXT MEETING.

5. CONFIRMING THE DATE AND TIME OF THE NEXT MEETING

APPENDIX 3. SMART GOALS



SPECIFIC

Clear goals lead to strategic attempts to achieve them which provides a greater chance of success

What exactly does the mentee want to achieve?

Where, how, when, with whom?

What are the barriers to achieving this?

What might help?



MEASURABLE

We have to be able to define and measure our success. Defining what the successful attainment of a goal looks like helps to make it more meaningful and achievable.

What will you be able to do differently when you have reached this goal?

What do you hope to know that you don't know now?

What will you know/have/see when you've achieved this goal that you don't have now?

How will you use this information/knowledge in your studies/future?

What will you be able to say to me when you've achieved your goal?



ACHIEVABLE

Is the goal actually achievable here, in this relationship, with the time and resources available?

Have you the time and/or money?

Where and how will you find the time/resources/enthusiasm to do this?

Are you being realistic?



RELEVANT

Why is it of particular relevance to the mentee?

Why have you chosen this issue/area to bring to our mentoring sessions?

Why do you want to achieve this goal?

If you achieve this will it help you get/do what you want to do in the future?

What will it mean to you if you could do this?

How will you feel if you do/find out/learn this?



TIMELY

When can this be done?

By when would you like to have done this?

Is that achievable?

APPENDIX 4. GOAL SETTING TEMPLATE

<p>LEARNING AREA</p> <p>What sort of thing/topic/area does the mentee want to learn, talk, ask or learn about?</p>	
<p>SUCCESS CRITERIA</p> <p>What does a successful outcome look like to the mentee?</p> <p>How will the mentee know that they've learnt or gotten what they wanted?</p>	
<p>SPECIFIC QUESTIONS/ISSUES</p> <p>Start to get a clearer idea of why the mentee wants to bring this issue to the relationship</p>	

APPENDIX 5. ACTION PLANNING

MY MENTEE'S GOALS (MAXIMUM OF 3) FOR THIS MENTORING PROGRAM ARE:

GOAL 1: _____

GOAL 2: _____

GOAL 3: _____

Today is session No:

Date:

WE HAVE AGREED TO THE FOLLOWING TASKS IN RELATION TO MY MENTEE'S GOALS:

Goal 1.

Task	Who	By When

Goal 2.

Task	Who	By When

Goal 3.

Task	Who	By When

PROGRAM CONTACTS

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A: Level 2, Alan Gilbert Building, 161 Barry Street, Carlton, VIC 3010

W: www.mspgh.unimelb.edu.au/engage/mspgh-mentoring