



Melbourne School  
of Population and  
Global Health



THE UNIVERSITY OF  
MELBOURNE

# Mentoring Program Induction Guidelines Mentees

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# Welcome

*Welcome and thank you for agreeing to invest your valuable time and energy into the Melbourne School of Population and Global Health (MSPGH) staff mentoring Program.*

There are many benefits to participating in a mentoring program, both as a mentee and a mentor. In addition to gaining practical advice, encouragement and support, mentees can develop communication skills, identify goals, build networks and learn from the experience of others. Through mentoring, mentors can develop and improve their leadership and management skills and gain recognition for their skills and experience

This document provides guidance on what a mentoring program is and what it isn't. It provides advice to help you engage with your mentor or mentee to ensure you get the greatest benefit out of the program and resources to support your journey through the program. The 2026 MSPGH Mentoring Program runs from April to November with key dates and commitments outlined in the pages of this handbook, including all that you need to know about the program. We hope you find this program beneficial, and we look forward to receiving your feedback and suggestions for the future.

Best wishes,



# Mentoring @ MSPGH

*The MSPGH Staff Mentoring Program is a structured program running from April to November 2026 that includes meetings between a matched mentor and mentee, an online introductory workshop, and professional skills development sessions.*

The program connects mentees from both academic and professional staff at the Melbourne School of Population and Global Health. Mentors are selected from current and honorary staff within the MSPGH, School alumni and other Schools and Faculties at the University of Melbourne.

The one-to-one mentoring structure fosters relationships between staff looking to develop their career or professional skills with experienced practitioners. It also offers the opportunity to discuss career aspirations and identify developmental areas whilst gaining advice and support in a safe and supportive interaction. This structured program is aimed at complementing existing or other informal opportunities and networks that staff members engage with.

## Program aims

The Mentoring Program aims to:

- Affirm and enhance existing leadership, management and professional skills and abilities
- Enhance potential for career progression
- Assist the mentee to identify and achieve growth towards their specified goals
- Provide mentors with a stronger sense of commitment to MSPGH and ensure appropriate recognition at MSPGH Provide an experienced 'sounding board', someone with a broad scope of vision who may challenge the assumptions which mentees may have made.

- Establish a mentoring culture and sponsorship mindset within MSPGH.

## Program format

One-on-one meetings between each pair (mentor and mentee). The expectation is a minimum of 4 sessions (equivalent to an 8-week schedule) however matches should plan out their meeting schedules from the outset based on goals set and individuals availability.

An introduction to the program is scheduled for the 26<sup>th</sup> and 28<sup>th</sup> of May 2026. Specific times for attendance are shown in Appendix 1. Please accept or decline the invitations to the workshop sessions sent by the Program Manager.

Content-specific skills development sessions will be offered as optional 'add on' sessions for mentors-mentees. Please see Appendix 2 for details.

The final program session will be held in November to formally close and celebrate our pairs' progress in the 2026 program.

Contact the Program Manager any time if you have concerns or queries.

# 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.

## **Mentoring is not**

- Counselling or therapy
- Teaching or supervision
- An opportunity for job referrals or work experience opportunities
- Coaching
- 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

## **Getting the most from your mentoring relationship**

- Think of your mentor as a 'learning facilitator' rather than the person with all the answers
- Seek discussion and input rather than advice
- Be open to your mentor's efforts to help you see alternative perspectives to decisions and actions
- Remember that you are responsible for your own growth and learning
- Be receptive to receiving constructive feedback
- Ask your mentor to share successful strategies and resources they have used in the past
- Enjoy your mentoring experience. The more you put in, the more you will take away and the more your mentor will also enjoy and learn from it.

# Responsibilities of a Mentee

*To get the most out of the program, mentees need to be open- minded and willing to be proactive and accountable for their own professional development.*

## **As a mentee, you agree to:**

- Commit to at least 4 meetings with your mentor
- Attend the mentee-specific sessions during the introduction training workshop
- Consider attending any skills development sessions offered
- Participate in program feedback and evaluation (beginning, mid-point and at end of program)
- Demonstrate professional and ethical conduct throughout the program

## **As a mentee, you are expected to:**

- Collaborate with your mentor to establish your professional goals and expectations
- Take an active role in your own learning
- Evolve as a reflective practitioner by developing self-awareness
- Dedicate time and energy to carrying out your professional development goals

## **As a mentee, you are responsible for:**

- Your own growth and development
- Defining what you wish to gain from the mentoring relationship. Being prepared prior to meetings
- Putting in the time and effort to achieve your goals
- Leading the mentoring relationship including contacting and arranging meetings with your mentor
- Reflecting on mentoring objectives and a schedule prior to your first meeting with your mentor and being prepared in advance of subsequent meetings
- Being open to new ideas, approaches and opinions

# So, I am a mentee, what now?

While there is no strict formula for a successful mentoring relationship, there is plenty of evidence to support the fact that it is useful to have some structure that both you and your mentor understand. As with all relationships, the one with your mentor takes time to develop. To optimise this, we recommend that you commit to regular meetings. This will help to build trust and establish a partnership of active, collaborative learning, which is fundamental to successful mentoring.

Register for the Introductory Sessions by accepting or declining the invitations for the Introductory Sessions from the Program Manager. See **Appendix 1** for details of the sessions. It is important that you notify us if you can or cannot attend so that we can plan the session accordingly

Professional development workshops will then be offered monthly from July to October, with the wrap-up session happening in November or early December.

# The Mentoring Process

## 1. Your first meeting

Mentoring is a mutual learning experience built on trust and respect in which responsibility for your growth and development lies with you. To optimise this opportunity take some time to prepare for your first meeting. Appendix 3 outlines some of the issues you might like to consider prior to meeting with your mentor.

## 2. Time to meet

Once you receive notification of your match, the mentee organises the first meeting, before 17 July. At your first meeting, it is important to discuss when, where and how often you want to meet and what is the most effective way to communicate.

Appendix 4 is an example of an agenda for your first meeting, which can be useful in getting the mentoring relationship started.

The key to a successful mentoring relationship is for you, as the mentee, to identify your specific goals, areas to develop, or learning needs. SMART goals are Specific, Measurable, Achievable, Relevant and Timely (See Appendix 5).

Appendix 6 is a template that can be useful in honing your goals. What exactly it is that you want to get from this relationship and what are the sorts of activities, tasks or resources you need to achieve this. Given the timeframes, we suggest each mentee identifies no more than three goals throughout the duration of the program.

## 3. Action plan and accountability

It is the mentor's role to be your supporter, to facilitate your action plan, and keep you accountable for your chosen actions. Keeping on track is critical to getting the most from your mentoring relationship. At the end of each meeting it can be useful to describe what you are going to do before you meet again and whether there is anything that you would like your mentor to do for you to help or support you in doing this.

The template in Appendix 7 can be used to help both of you to keep track of what you have agreed to in each session.

You can refer to this in each session to keep track of what you have done, what you have learnt from the experience, and what barriers or difficulties you encountered.

#### **4. Closure**

As the program ends, you may like to revisit what you wanted to get from participating in it and reflect on what you have achieved.

Your final discussion with your mentee could include:

- Having an honest discussion about what has been achieved
- Reflecting on the challenges you've encountered, and how you overcame them or where there is room for further improvement
- What will you remember most from being involved in this program?
- What will your mentor remember most from being involved in this program?
- Would this experience encourage you to become a mentor in the future?
- Expressing gratitude.

In addition, there will be a formal opportunity at the end of the program at which you will be asked if you would like to share your learnings 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, mentees should discuss their issue with the MSPGH Mentoring program manager on [\(03\) 9035 9663](tel:0390359663) or at [mspgh-mentoring@unimelb.edu.au](mailto:mspgh-mentoring@unimelb.edu.au). Complaints and grievances will be dealt with according to University of Melbourne procedures.

## Ending the relationship: no fault clause

Incompatibility is part of life and is no one's fault. If you are experiencing difficulties with your mentoring relationship, the first step is to contact the Program Manager on (03) 9035 9663 or email [mspgh-mentoring@unimelb.edu.au](mailto:mspgh-mentoring@unimelb.edu.au) as soon as possible. By exploring issues objectively problems can be diffused at an early stage. If resolution is not possible, then all mentoring relationships assume a 'no fault' clause, which enables either the mentor or mentee to end the mentoring relationship without any blame attached.

## 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 anonymous and de-identified in any post- program reporting.

## 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 quiet area in a café, on campus at the University, or another public location. It is not appropriate to meet in a private residence or home office.

Mentors and mentees must agree to always behave in an ethical and responsible manner. Anyone who experiences any uncertainty or discomfort within the mentoring relationship should contact the Program Manager or a member of the MSPGH Mentoring Advisory Group immediately.

## Evaluation

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

# Frequently Asked Questions

## Where should we meet?

The scheduling of face-to-face meetings is the responsibility of the mentee. Meetings 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 quiet café or restaurant, on campus at the University, a library, or other public locations. We generally encourage mentees to meet their mentors in a more public environment. Inappropriate places include private residences or home offices.

## How was I matched with my mentor?

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

## What happens if my mentor cannot answer my question?

It's OK! Your mentor may not have all the answers. They should, however, be able to guide you based upon their personal experiences and direct you towards someone who might be able to answer your question.

## What are the boundaries of mentoring?

At times mentees may bring up problems that are outside the scope of the mentoring role and which your mentor 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 Program Manager at [mspgh-mentoring@unimelb.edu.au](mailto:mspgh-mentoring@unimelb.edu.au) who will refer the mentee to the appropriate staff support service areas.

## What if I can't get hold of my mentor?

As the mentee, you are responsible for arranging mentoring meetings and you need to be mindful that mentors are busy professionals and so require plenty of notice of changes.

At your first meeting, please discuss your mentor's preferred method and frequency of contact, and how much notice your mentor requires to reschedule a meeting. However, if you are experiencing difficulties contacting your mentor, please contact the Program Manager.

## Contact information

**Email:** [mspgh-mentoring@unimelb.edu.au](mailto:mspgh-mentoring@unimelb.edu.au)

**Phone:** [+61 3 9035 9663](tel:+61390359663)

**Website:** <https://mspgh.unimelb.edu.au/about/mentoring-program>

# **APPENDICES**

## Appendix 1. Introduction session

The introduction sessions are on the 26<sup>th</sup> and 28<sup>th</sup> of May for mentors and mentees. The focus of the session is on building strong and sustainable mentor-mentee relationships.

**Participation in these workshops is a requirement of the program for mentees.** Mentors are encouraged to attend if possible.

Session Times	Day 1 – Tuesday May 26 <sup>th</sup> 2026
12.00 – 12.15	<p><b>WELCOME AND INTRODUCTION</b></p> <p>Attendance: Mentors and Mentees</p> <p><b>Rob Moodie and Cate Bailey</b></p>
12.15 – 1.15	<p><b>HOW TO BE A GREAT MENTEE</b></p> <p>Attendance: Mentees</p> <p><b>Sidonia Eckle</b></p>
1.15 – 1.45	<p><b>BREAK</b></p>
1.45- 3.15	<p><b>THE GROW COACHING MODEL FOR MENTORING</b></p> <p>Attendance: Mentees and mentors</p> <p><b>Rob Moodie</b></p>
Session Times	DAY 2 Wednesday May 28 <sup>th</sup> 2006
12.00 – 1.15	<p><b>SETTING YOUR MENTORING GOALS</b></p> <p>Attendance: Mentees</p> <p><b>Rob Moodie</b></p>
1.15-1.45	<p><b>BREAK</b></p>
1.45-2.45	<p><b>HOW TO BE A GREAT MENTOR</b></p> <p>Attendance: Mentors</p> <p><b>James McCaw</b></p>
2.45-3.15	<p><b>Final Questions, Identified Gaps and Closing</b></p> <p>Attendance: Mentees and mentor</p> <p><b>Rob Moodie and Cate Bailey</b></p>

## Appendix 2. Preparing for your first meeting

### 1. What do you want your mentor to know about you?

*For example, professionally:*

- What do you enjoy most about your role?
- What do you do well?
- What are your short term and long-term career goals?
- What is your work-related history?

*For example, personally:*

- What led you to your profession and current role?
- Outside of work, what do you enjoy doing?
- What are you passionate about both in and outside work?
- What is the most interesting thing about you?
- What is one thing that very few people know about you?
- Perhaps be candid about your personal and learning style, and your mentor can share theirs. How might your styles affect the mentoring relationship and learning opportunity?

### 2. What do you want to know about your mentor?

- What is their story?
- What decisions have they found hard over the years?
- What do they enjoy most about their role?
- What do they find most challenging?

### 3. What do you want the focus of your mentoring relationship to be?

What topics do you want to cover?

By the end of this year I want to...

- Be able to..
- Know..
- Understand..
- Have..

### 4. What will tell you that the mentoring relationship has been successful?

What do you hope to gain from this relationship?

### 5. What about your mentor's perspective?

- What do they expect of the relationship?
- What would they call success at the end of the year?

## **Appendix 3. Agenda for your first meeting**

### **1. Getting to know each other (establishing rapport)**

- Tell me a little about yourself?
- What made you choose your current role and follow your career path?
- 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? Can we set all our dates in advance?
- 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, text messages
- How should we manage scheduling and re-scheduling appointments?
- Discuss what ground rules we should set? eg confidentiality, openness, punctuality, topics off limit

### **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?
- Be explicit about what is realistic and feasible given time

### **4. Identifying specific actions**

Identify the actions that the mentee (and where appropriate, the mentor) will take before your next meeting

### **5. Confirm the dates and time of the next meeting.**

## Appendix 4. SMART Goals

### SPECIFIC

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

- What exactly do you want to achieve?
- Where, how, when, with whom?
- What are the barriers to achieving this?
- What might help?

### MEASUREABLE

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 your mentor 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 you?
- Why have you chosen this issue/area to bring to the 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?
- When would you like to have achieved this?
- Is that achievable?

# Appendix 5. Mentee Goal-setting template

Name \_\_\_\_\_

Date \_\_\_\_\_

**Goal 1**

**Benefit to you:**

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**Potential Barriers:**

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**What would help you achieve this?**

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**How will you measure progress**

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**Goal 2**

**Benefit to you:**

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**Potential Barriers:**

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**What would help you achieve this?**

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**How will you measure progress**

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**Goal 3**

**Benefit to you:**

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**Potential Barriers:**

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**What would help you achieve this?**

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**How will you measure progress**

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## Appendix 7. Action planning

My goals for this Mentorship are

Goal 1 \_\_\_\_\_

Goal 2 \_\_\_\_\_

Goal 3 \_\_\_\_\_

Today is session no.:

Date:

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A suggestion is to start each meeting discussing your top three takeaways from your previous session. This is a great way to refresh what was raised last time and build on those discussions. We have agreed to the following tasks in relation to my goals:

### Goal 1

Task	Who	Deadline

**Goal 2**

Task	Who	Deadline

**Goal 3**

Task	Who	Deadline