



THE UNIVERSITY OF
MELBOURNE

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

MENTEE 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 be greatly beneficial to your education and will provide you with important insights into the population and global health profession, as well as invaluable connections with our esteemed alumni network who are working in an enormous variety of roles across the globe.

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 MSPGH 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

7TH MARCH 2018

Initial training workshop for both
mentors and mentees
Program launch event

LATE NOVEMBER 2018

End of year review and
'celebration' and workshop

MARCH – NOVEMBER

Monthly face-to-face meetings between
mentors and mentees

JULY 2018

Zoom teleconference 'check-in' for mentors and
mentees

UNIVERSITY OF MELBOURNE 2018 ACADEMIC CALENDAR - KEY DATES

It is important to proactively consider the timely requirements of your study, as well as your mentor's schedule, in coordinating your face-to-face meetings. Please find below the University academic calendar as well as Victorian school holidays, which may be applicable to your mentor's family and work commitments.

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

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

RESPONSIBILITIES OF A MENTEE

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

As a mentee, you will be responsible for:

Proactively leading the mentoring relationship including contacting your mentor, arranging appointments, etc.

Honouring appointments and commitments

Communicating openly and freely

Defining and expressing what you wish to gain from the mentoring relationship

Providing feedback to your mentor

Sharing your thoughts and ideas about the profession, entering practice, and your future aspirations

Actively seeking your mentor's opinions and being open to their suggestions

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

Attend two on-campus workshop sessions at the beginning, and end of the program, and an online teleconference in July

Demonstrate professional and ethical conduct at all times

Participate in program feedback and evaluation

PROGRAM CONTACTS

For enquiries and updates, please contact Sue Durham (Tuesday-Friday)

P: (03) 8344 0641

E: sue.durham@unimelb.edu.au

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.

MENTORING IS NOT:

- Counselling or therapy
- Teaching or supervision
- Interning 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

MENTORING VS WORK EXPERIENCE

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 or work experience. As a student at the MSPGH you are exposed to the full range of professional training during your formal University education.

A mentor is not expected to provide work experience opportunities.

THE ROLE OF THE MENTEE IN THE MENTORING RELATIONSHIP

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

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

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.

It is up to you to drive the relationship and take the initiative to arrange meetings. It is helpful if you go to the first meeting having thought about why you signed up for the mentoring program and what you would like to get from it.

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 it 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 topics you would like to address in your mentoring relationship.

3. SETTING GOALS AND DEVELOPING A LEARNING PLAN

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 3**).

Appendix 4 is a template that can be useful in honing your goals. What exactly is it 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 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 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 5** can be used to help both of you to keep track of what you have agreed to in each session.

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

5. CLOSURE

As the program comes to a close you may like to revisit what you wanted to get from participating in this program and reflect on what you have actually 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 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 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 office on 8344 0641 or sue.durham@unimelb.edu.au. If the matter cannot be resolved, the MSPGH office 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 your mentoring relationship, the first step is to contact the MSPGH office on 8344 0641 or sue.durham@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 work experience. There is no expectation or requirement that mentors host mentees in their workplace.

However if your mentor agrees to do so, it is their responsibility to inform you of all relevant occupational health and safety issues in relation to their workplace. If you are taken on site at a mentor's workplace, you may be required to be inducted into the occupational health and safety orientation process of their work environment.

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 mentors host mentees in their practice. However, if your mentor agrees to do so, they must provide full induction for mentees 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 MSPGH office on 8344 0641 or sue.durham@unimelb.edu.au immediately.

TEACHING AND LEARNING

This program does not form part of your formal course and has no bearing upon your academic grades.

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 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.

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

DOES MY MENTOR HAVE TO INVITE ME TO THEIR 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 clinical observation or teaching. There is no expectation or requirement that your mentor invite you to their workplace. However, if they agree to do so, it is important that you are both very clear about the purpose of such a visit. Prior to any such visit, it is crucial to discuss and clearly define the goal of the visit.

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 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 MENTOR?

As the mentee, you are responsible for arranging mentoring meetings and you need to be mindful that mentors are busy clinicians 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 MSPGH office on 8344 0641 or sue.durham@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 mentor face difficulties with your mentoring relationship, the first step is to contact the MSPGH office on 8344 0641 or sue.durham@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 includes a 'no fault' clause which enables either the mentor or mentee to end the mentoring relationship without any blame attached.

APPENDIX 1. 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 university program?
- What do you do well?
- What do you think your greatest challenges are in transitioning into dental practice?
- What questions do you have about the dental profession?

For example, personally:

- What led you to studying your degree?
- Outside of work, what do you enjoy doing?
- What is the most interesting thing about you?
- What is one thing that very few people know about you?

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 being a dentist?
- What do they find most challenging?

3. WHAT DO YOU WANT THE FOCUS OF YOUR MENTORING RELATIONSHIP TO BE?

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?

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 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 do you 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 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 4. MENTEE GOAL SETTING TEMPLATE

NAME: _____

DATE: _____

What do you want to achieve by engaging in the mentoring relationship? Complete this form in discussion with your mentor. Review these goals regularly with your mentor and track your progress.

GOAL 1.

Benefit to you:

Potential barriers:

What would help you achieve this?

How will you measure progress?

APPENDIX 4. MENTEE GOAL SETTING TEMPLATE

GOAL 2.

Benefit to you:

Potential barriers:

What would help you achieve this?

How will you measure progress?

APPENDIX 4. MENTEE GOAL SETTING TEMPLATE

GOAL 3.

Benefit to you:

Potential barriers:

What would help you achieve this?

How will you measure progress?

APPENDIX 5. ACTION PLANNING

MY 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 GOALS:

GOAL 1.

Task	Who	By When

GOAL 2.

Task	Who	By When

GOAL 3.

Task	Who	By When

PROGRAM CONTACTS

For enquiries and updates, please contact Sue Durham (Tuesday-Friday)

P: (03) 8344 0641

E: sue.durham@unimelb.edu.au

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