

Mentoring Program

Induction Guidelines 2023

Mentors

**Melbourne School of Population
and Global Health**



**THE UNIVERSITY OF
MELBOURNE**

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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 2023 MSPGH Mentoring Program runs from June 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,

Melbourne School of Population
and Global Health

Mentoring @MSPGH

The MSPGH Staff Mentoring Program is a structured program running from June to November 2023 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 8th and 9th June 2023. 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 the progress of our pairs in the 2023 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.

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 career related 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.

Key mentoring skills

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

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

Mentoring is not

- Counselling or therapy
- Teaching or supervision
- 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.

As a mentor, you are required to:

- Commit to at least 4 meetings with your mentee
- Participate in the mentor-specific sessions during the introduction training workshop on 8-9 June, if you can, particularly if you feel you would benefit from training in the content areas or you are new to mentoring
- Be available to your mentee within the boundaries you set in your initial discussions
- Be authentic and trustworthy in your approach to your mentee
- Demonstrate professional and ethical conduct
- Participate in program feedback and evaluation (beginning, mid point and at end of program)
- 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 MSPGH Mentoring Team via the Program Manager on 03 9035 9663

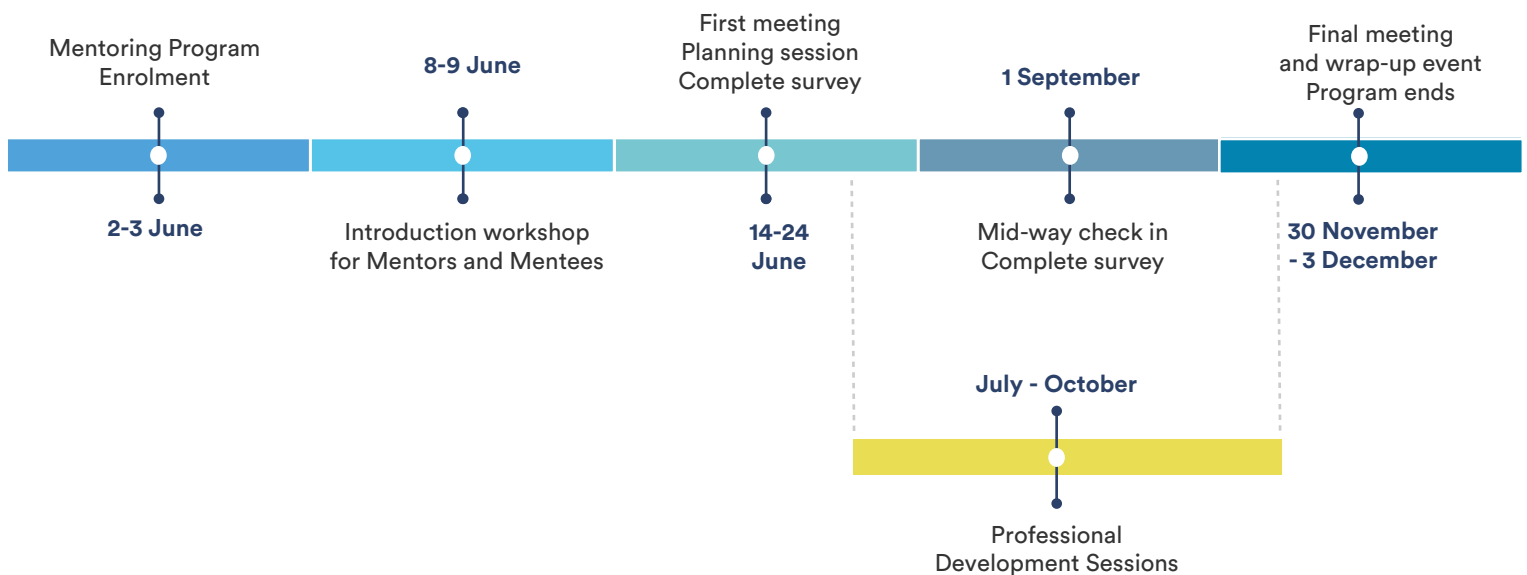
So I am a mentor, what now?

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.

Following the workshop, you will be advised of your mentoring match and contact details.

Timeline



The Mentoring Process

1. Your first meeting

Traditionally, a mentor was viewed as a senior expert who had ‘been there and done it all’, had all the answers and would ‘tell’ the mentee ‘how to do it’. However, contemporary understanding defines mentoring as a mutual learning experience that is built on trust and respect in which responsibility for the mentee’s growth lies firmly with them. As a mentor, you can optimise the impact of the mentoring relationship not only on your mentee but on your own development by exploring and understanding their individual and specific needs and aspirations.

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

Appendix 3 outlines some of the attributes and skills that contribute to ‘active listening’ which is key to creating a productive mentoring relationship. For further information see <https://prime.mindtools.com/CommSkill/ActiveListening.htm>

2. Prepare for your first meeting

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 5**).

Appendix 6 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.

Once you receive notification of your match, the mentee should reach out and organise the first meeting. This should ideally be no later than the **24 June**. At your first meeting it is important to discuss when, where and how often you want to meet as well as 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.

3. 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 7 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.

4. 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)
- A discussion about whether the experience would encourage them to become a mentor
- Identifying what you have learnt from them
- Expressing gratitude

In addition, there will be a formal opportunity 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.

In addition, there will be an opportunity at the end of the program when 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.

Policy and Procedures

Queries and concerns

In the first instance, mentees should discuss their issue with the Program Manager by phone on (03) 9035 9663 or email 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 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 other public location. 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 Program Manager or a member of the MSPGH Mentoring Advisory Group immediately.

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.

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.

COVID safe practices must be adhered to at all times in line with Victorian government recommendations.

How was I matched with my mentee?

Mentees applied to become part of the program. You were matched with your mentee 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 who will refer the mentee to the appropriate staff support service areas.

What if I can't get hold of my mentee?

Your mentee is responsible for arranging meetings and they are made aware that mentors are busy and require plenty of notice of changes. At your first meeting, 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 Program Manager to reschedule a meeting.

What if my mentoring relationship is not working?

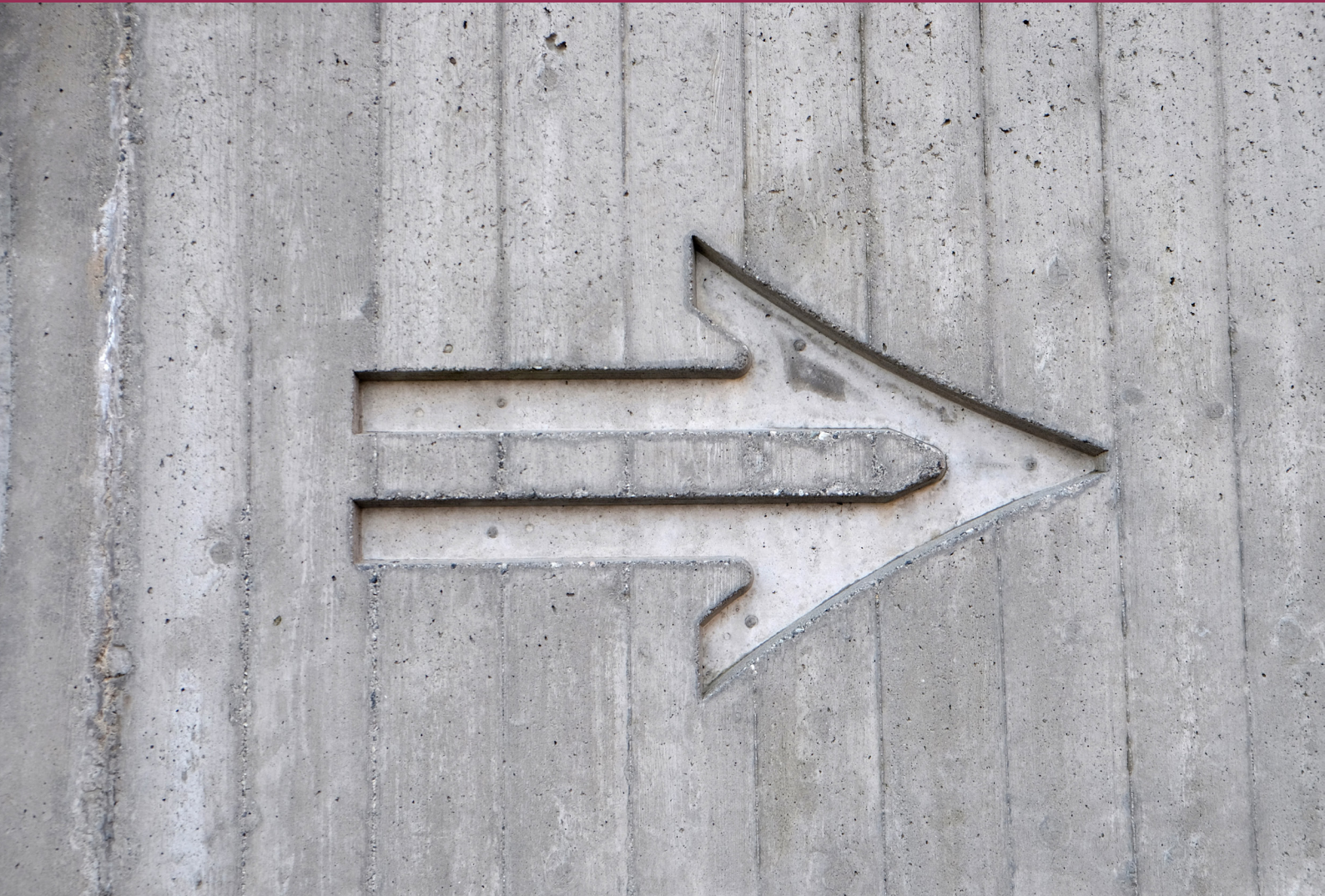
We understand that not all matches are meant to be. If either you or your mentee face difficulties with your mentoring relationship, the first step is to contact the Program Manager. By exploring issues objectively, problems can be diffused at an early stage. If this is not possible, the mentoring agreement includes a 'no fault' clause which enables either the mentor or mentee to end the mentoring relationship without any blame attached.

Email: mspgh-mentoring@unimelb.edu.au

Phone: +61 3 9035 9663

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

Appendices



Introduction Session

The introduction session on 8 & 9 June is for both mentors and mentees. The focus of the session is on building strong and sustainable mentor-mentee relationships. The program will involve mentor only, mentee only and combined sessions for both. The program is presented by Dr Shane Huntington OAM.

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

Please accept or decline invitations to the introductory sessions when they are sent.

Tuesday 8 June		Wednesday 9 June	
9.30-9.45am	Opening Session Mentees and mentors attend	9.30-10.30am	Feedback training (Part 1) Mentees attend
9.45-10.30am	Structured conversations and goal settings (Part 1) Mentees attend	10.30-11.30pm	Feedback training (Part 2) Mentors attend
10.30-10.45am	Break	11.30-11.45pm	Break
10.45-11.45am	Effective listening and Engagement (Part 1) Mentees attend	11.45-12.15pm	Duty of Care discussion Mentors attend
11.45-12.30pm	Structured conversations and goal setting (Part 2) Mentors attend	12.15-12.45pm	Final Questions, Identified Gaps and Closing Mentees and mentors attend
12.30-1.30pm	Effective listening and engagement (Part 1) Mentors attend		

Professional Development

Sessions

Date and Time	Topic	Presenters
Thursday 8th and Friday 9th June, 9:30am-1:30pm	Introductory session (Zoom only)	Shane Huntington OAM
Tuesday 4th July, 2:00-5:00pm	Leadership (Hybrid)	Professor Nancy Baxter, Dr Helen Jordan
Wed 2nd August, 12:00-3:00pm	Solving complex problems (In-person)	Jason Clarke (Minds at Work)
September, TBA	Project management (Hybrid)	TBA
Tues 31st October, 10:00am-12:00pm	Conflict resolution (Hybrid)	Professor Rob Moodie, Dr Natalie Carvahlo
November, TBA	Wrap-up session (Hybrid)	Professor Rob Moodie, Professor Nancy Baxter

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.

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.

3. The art of questioning

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

Such questions can help you to:

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

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.

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?

Goal-setting template

Learning area

- What sort of thing/topic/area does the mentee want to talk, ask or learn about?

Success criteria

- What does a successful outcome look like to the mentee?

- How will the mentee know that they've learnt what they wanted?

Specific questions/issues

- Start to get a clearer idea of why the mentee wants to bring this issue to the relationship

Action Planning

My mentee's goals for this Mentoring Program are:

GOAL 1. _____

GOAL 2. _____

GOAL 3. _____

Today is session No: _____

Date: _____

A suggestion is to start each meeting discussing your top three take aways 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 mentee's goals:

GOAL 1.

Task	Who	Deadline

GOAL 2.

Task	Who	Deadline

GOAL 3.

Task	Who	Deadline