ECR Mentorship Program

School of Clinical Sciences at Monash Health
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Step by Step Guide to Establishing a Good Mentoring Program

Before You Start

1. Create a mentoring sub-committee by recruiting an enthusiastic and dedicated group of ECR's willing to establish the program.

2. The School ECR Co-ordinator or another senior staff member should be involved to assist with establishing the program and recruiting mentors.

3. Decide on the objectives of your program, the needs of the ECR's in your area, whether your mentoring program will be within your Department, School or campus based. Recruit ECR's and senior staff appropriately from these areas.

4. Establish a critical mass – how many mentees and mentors will you need to run the program? How many is too many?

5. Decide on the duration of the program and how often evaluation will occur.

6. Who will do the matching and how will matching be done?

7. Who will be the contact person(s) for disputes?

8. How will you advertise the program and recruit mentors?

9. When will the program commence?

Starting the Program

10. Organise an information session and recruit mentees and mentors.

11. Provide mentees and mentors with Initial Mentoring Questionnaire (specific for mentees or mentors) and Confidentiality Agreement. To assist in matching ask ECR's to prioritise areas of interest and what they are looking for in a mentor. It is recommended that ECR's be able to nominate a specific mentor if they wish. **Need to stress to participants that the program is “mentee-driven”**

12. Receive returned questionnaires and undertake matching. **Matching is done by the sub-committee and is a critical step in the success of the program.** Once matching is completed, check with mentees that their nominated mentor is okay.

13. Notify mentees and mentors of matches and provide suggested documentation; Mentee preparation questions, Mentee preparation notes and Mentee topics for discussion. Provide mentors with Tips for Mentors document. **Recommend that pairs meet once every 1-2 months and those meetings should be 1 hour or less in duration. This can be altered by mentor-mentee pairs themselves if required.**

Evaluation

14. Send out progressive surveys every X months as previously decided.

15. Send out final evaluations at the conclusion of the program and evaluate the program.

What if it is not working?

16. Grievances should be dealt with by the School ECR Co-ordinator and the ECR sub-committee (no major issues reported in the programs run to date).

17. Note that some mentors and mentees don’t meet or meet infrequently, mostly due to the mentee not being committed.
Program Objective

Mentoring is an arrangement where one person offers help, guidance, advice and support to facilitate the learning or development of another person. Mentoring relationships occur in all aspects of life but are often a feature of organisational life where more experienced staff assist with the professional development of less experienced staff by offering on-the-job support, career advice, access to organisational knowledge and support in setting and reaching career goals.

The Faculty of MNHS recommends that the main objective of any mentoring program be to provide Early Career Researchers with mentoring outside their current network which will assist in career development. The objectives of the program should also consider what types of ECR’s are in your area and what specific needs they have that may be distinct from other areas.

Benefits to mentees may include:

- Developing new skills
- Identifying areas for professional growth
- More strategic career planning
- Gaining or increasing knowledge of organisational culture, structure and processes
- Access to new networks and contacts
- Increased confidence in abilities
- Increased job satisfaction
- Enhanced career opportunities

Benefits to mentors may include:

- Developing skills in coaching, modelling and listening
- Enhanced self-esteem through recognition of professional abilities
- Increased organisational knowledge, especially from the viewpoint of the mentee
- Developing and demonstrating management skills
- Enhancing leadership skills
- Gaining a sense of satisfaction in assisting a more junior colleague to develop
- Increased job satisfaction
- Enhancing interpersonal skills

The benefits to an organisation in which mentoring relationships are encouraged and supported include:

- Retention and development of talented staff
- Cost effective way of developing employees’ skills
- Developing potential leaders internally with good organisational knowledge
- Utilisation and advancement of staff within the organisation
- Increased productivity from staff who feel motivated and supported
- Enhanced relations amongst staff
Starting Out – Advertise the Program and enrol Mentees

The Faculty recommends advice should be provided to mentees and mentors considering undertaking the program. The advice should aim to assist mentees and mentors in their decision to undertake the program and provide some guidance as to the expectations and running of the program (Advice provided to staff at the AMREP site is attached).

It is important to stress to participants that the program is “mentee-driven”

It is recommended that the program specify that the mentee should have some pre-determined items for discussion and goals for the mentoring program. We suggest that the mentee completing a preliminary survey or questionnaire to identify the reasons for undertaking the program and what they would like to achieve from the program. Such questionnaires may also assist in the matching process (Sample Questionnaire and Mentee preparation questions developed from the AMREP mentoring program is attached).

The School may also elect to have mentors and mentees undertake a (separate) training information session prior to undertaking the program.

Time Commitment

The Faculty of MNHS recommends a specified duration of 9-12 months for the program be established, with evaluation occurring at the end of this duration. Should the mentor and mentee wish to continue the arrangement this will be outside the program and at the discretion of mentor and mentee.

It is recommended that it is emphasised that participating in the program, as either a mentee or mentor, does not require a large time commitment. Initially, you will need to set aside time for the (2 hour) introductory session. Following this, you can reasonably expect to meet with your mentor/mentee between 3-6 times for the duration of the program.

The most common frequency of meetings is once every 1-2 months for a duration of under 1 hour.

Introductory Session for mentors and mentees (recommended time – 2 hours)

**Mentors:** The aim of this session is to condense a range of materials that clarify the roles of the mentor and mentee in a mentoring relationship, assist with developing effective mentoring skills and provide a model of mentoring to enhance the already considerable skills and knowledge of the mentor.

**Mentees:** The aim of this session is to assist mentees to develop a clear understanding of their role and the role of their mentor. It will also help mentees to prepare an outline of what they wish to achieve through the mentoring partnership. The session will cover the stages of a mentoring relationship and how to negotiate a mentoring agreement.

It is recommended that an external facilitator be approached to run these sessions. Previous facilitators used include:

- Ms Barbara Dalton, Coordinator, Women’s Leadership and Advancement (Equity and Diversity Centre). Barbara has extensive experience conducting mentoring programs within Monash University (University-Wide Mentoring Scheme for Women).
- Julie Warnock is a Psychologist and Change Management Consultant who has worked with various Universities and Medical Research Institutes.
- Linda Betts and Associates is a consultancy specializing in organizational management. She has previously assisted in establishing mentoring programs at Monash and RMIT Universities.
Supervisor’s Support

Mentees are required to seek support from their supervisor to formalise their involvement in the program and legitimise the time spent with a mentor. Mentors are also requested to seek support from their supervisor, if required.

Opt-out and Grievances

If either mentor, mentee or both come to an understanding that their mentoring relationship is not working, then either individual has the option to walk away from the program without consequence. In this case, written communication is requested to document dissolution of the mentoring pair.

Both mentor and mentee are encouraged to resubmit applications for future rounds of the Mentorship Program.

If any grievances arise, it is suggested that these be addressed by the School ECR Co-ordinator or senior support person and the ECR sub-committee administering the program.

Confidentiality

All mentor/mentee pairs must enter into a confidentiality agreement in order to preserve and protect professional relationships. (Sample Confidentiality Agreement is attached)

Mentee Enrolment Survey/Questionnaire

The mentee enrolment survey should:

- collect mentee demographics (Level of appointment, Type of Staff (research, teaching and research, clinical etc).
- ask mentees to prioritise their mentoring needs and goals for the program.
- nominate a preferred or suggested mentor (optional).
- exclude potential mentors (optional).

Approaching Mentors

The Faculty of MNHS strongly encourages the School ECR Co-ordinator or another senior academic to be involved in the recruitment and selection of mentors. Mentors should be approached regarding involvement and acceptance formalised with the mentor application form.

The mentor application form should:

- collect mentor demographics (for matching).
- ask mentors to nominate areas where they can provide assistance.

Matching Process

Matching is a critical step in the program and it is anticipated that the majority of the development and administrative work with the program will occur in the matching phase.

Ideally, matching should be completed by a group or sub-committee which includes the School ECR Co-ordinator or another senior academic involved in the program.

Matching needs to:

- take into account mentee needs and requests.
- ensure mentor can adequately provide the mentoring required.
- avoid potential conflict.

It is suggested that the ECR be contacted and advised of their potential mentor before the mentor is advised of the mentee. This provides the ECR or mentee a chance to disclose any personal or professional conflicts of interest with the mentor.

The Faculty recommends that where possible mentees should be matched with someone outside their direct research area and where no previous collaborations exist.
Beginning the program

Send out email invitations to mentors and mentees advising of pairings. Re-emphasise the confidential nature of the program and provide information for a contact person. You may also wish to provide again the Mentee preparation documents and the Tips for Mentors or other introductory information.

Providing advice on the first meeting and some conversation starters is also useful.

The program should be “mentee-driven” and mentees are expected to contact the mentors to arrange the first and subsequent meetings.

First Meeting

The first meeting should be a “getting to know you” session. The session should establish the time commitment of the mentor and mentee to the program, establish contact protocols (e.g. email only, email and phone) and the expectations of the relationship. As the goals defined by the mentee may be quite general, it may be helpful to discuss in detail and refine the goals of the mentee for the purposes of the program.

Subsequent meetings can then focus on developing and achieving the mentees goals for the program.

Evaluation

The Faculty recommends at the minimum, evaluation of the mentoring program after its specified duration. This will enable refinement and improvement of the program in subsequent years. Parameters for evaluation of the program should be established prior to commencement of the program. (Sample evaluation questionnaires developed from the AMREP mentoring program are attached. Note that the AMREP mentoring program evaluated mentees every 3 months and both mentees and mentors at the duration of the program.)

Questions to ask mentees include;

- Frequency and duration of meetings
- Rate the relationship you have with your mentor
- What issues were discussed?
- Success of the program/impact of mentoring on issues discussed/impact of mentoring on goals set
- Were there any breaches of confidentiality or disagreements with your mentor?
- Best thing about mentoring
- Helpfulness of information and introduction sessions
- Ways to improve the program

Questions to ask mentors include;

- Frequency and duration of meetings
- What issues were discussed?
- Comment on the success of the program for your mentee
- Best thing about mentoring
- Helpfulness of information and introduction sessions
- Ways to improve the program

It may also be useful to follow up with mentees at 12-24 months post mentoring to evaluate whether they think the program has had long term success.

Note:
You may also wish to use a survey tool such as Fluid Surveys to collect initial questionaries and evaluation responses. The sample surveys can be sent by the Faculty to new Fluid Surveys accounts. Please contact Tania Wilmann (tania.wilmann@monash.edu) at the Faculty Research Office to request.
Learning Goals of the Mentee

This form is a guide that can be used by the mentee prior to their first meeting with their mentor. In this program, the mentee is seen as much more than a passive receiver of advice. The mentee is in fact, an active partner in the learning relationship. To this end, the mentee is equally involved in negotiating the type of mentoring he/she would like to be involved in and importantly, will be driving the agenda through setting goals and learning objectives and bringing issues for discussion to mentoring sessions. Prior to meeting your mentor, you might like to think about the following:

1. Why am I interested in having a mentor?

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<th>Question</th>
<th>Answer</th>
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<td>Why am I interested in having a mentor?</td>
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2. What personal and professional goals do I have that the mentor may assist me with?

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<th>Question</th>
<th>Answer</th>
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<td>What personal and professional goals do I have that the mentor may assist me with?</td>
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3. Do I have any specific learning objectives at this stage?

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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Do I have any specific learning objectives at this stage?</td>
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4. What do I see as my major strengths and areas of growth?

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<th>Question</th>
<th>Answer</th>
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<td>What do I see as my major strengths and areas of growth?</td>
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5. Is there anything I think the mentor should know about my background or me?

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is there anything I think the mentor should know about my background or me?</td>
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Exploring the Role of a Mentor

What is the role of the mentor?

How is it different to the role of manager, coach or friend?

You have just started at a new job in a management role. You have previously worked in a similar role, but in a much smaller company. You will be managing a large team. The team has undergone a number of changes in the last year (staff have left, roles have been changed and they have recently relocated to a new premise). The team has a limited budget but significant company responsibilities.

You have a senior manager to report to, and you will be allocated both a coach from outside the company and a mentor (from inside the company). You have already been talking with a friend about the job.

Think about:

1. What you want from the senior manager? What you don’t want?
2. What you want from the Coach? What you don’t want?
3. What you want from a friend? What you don’t want?
4. What you want from the Mentor? What you don’t want?
Mentoring Definitions

Mentoring is a form of social support in which individuals with more advanced experience and knowledge (mentors) are matched with a lesser experienced and knowledgeable individual (protege) for the purpose of advancing the protege’s development and career.

(Sosik and Lee, 2002)

Mentoring relationships are a critical career resource for employees in organizations. Mentors are individuals with advanced experience and knowledge who are committed to providing upward support and mobility to their protege’s careers.

(Ragins & Cotton, 1999)

The purpose of mentoring is always to help the mentee to change something to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever.

(Turner, from: http://www.coachingnetwork.org.uk!Default.htm)

Studies of managers in corporate settings have established that mentoring alliances can facilitate socialization into an organization, reduce turnover among professionals, facilitate the transfer of knowledge and values that support an organization’s mission. These contributions to productivity and the quality of worklife are significant, and in high performing organization mentoring is considered a basic part of a manager’s job.

(Kram, 1986)

Although the functions of mentoring and coaching relationships invariably overlap, they are two separate types of developmental work relationships. Coaching is directly concerned with the immediate improvement of performance and development of skills by a form of tutoring or instruction. Mentoring is, in effect, one step removed and is concerned with the longer term acquisition of skills in a developing career.

(Woolnough & Davidson, 2007)
Mentoring Models

Traditionally, mentoring was a hierarchical relationship involving a wise senior who dispensed wisdom, knowledge and advice to a grateful but essentially powerless junior. Modern mentoring relationships, however, are based more on a mutual, equal and collaborative learning alliance. Today’s mentor is a facilitative partner in an evolving learning relationship focused on meeting mentee learning goals and objectives. In order to maximise that relationship, mentors too must grow and develop. (Zachary, 2000).

1. Developmental mentoring

<table>
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<tr>
<th>Developmental mentoring involves:</th>
<th>Always...</th>
<th>Sometimes...</th>
<th>Never...</th>
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<tbody>
<tr>
<td>Listening with empathy</td>
<td></td>
<td>Using coaching behavior</td>
<td>Discipline</td>
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<tr>
<td>Sharing experience</td>
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<td>Using counseling behavior</td>
<td>Appraisal</td>
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<tr>
<td>Mutual learning</td>
<td></td>
<td>Challenging assumptions</td>
<td>Assessment for a third party</td>
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<tr>
<td>Professional friendship</td>
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<td>Being a role model</td>
<td>Supervision</td>
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<tr>
<td>Developing insight through reflection</td>
<td></td>
<td>Opening doors</td>
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<tr>
<td>Being a sounding-board</td>
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<tr>
<td>Encouraging</td>
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(Meggtrison & Clutterbuck, 1995)

2. Learning-Centered mentoring

The learning-centered mentoring paradigm is grounded in knowledge about adult learning and the learner - the mentee plays a more active role and the mentor is less directive and more a facilitator role. The mentee shares the responsibility for setting priorities, learning, and resources and becomes increasingly self-directed. It’s less about knowledge transference and more about a process-oriented relationship involving knowledge acquisition, application and critical reflection.
Qualities for Successful Mentoring

<table>
<thead>
<tr>
<th>Qualities of a Good Mentee</th>
<th>Qualities of a Good Mentor</th>
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<tbody>
<tr>
<td>Asks questions</td>
<td>A patient listener</td>
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<tr>
<td>Willing to be mentored</td>
<td>Inspires trust</td>
</tr>
<tr>
<td>Listens, watches, learns and grows</td>
<td>Gives advice without dictating actions</td>
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<tr>
<td>Accepts criticism graciously</td>
<td>Encourages independence yet offers support</td>
</tr>
<tr>
<td>Learns from mistakes</td>
<td>Offers constructive criticism as well as compliments</td>
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<tr>
<td>Has courage to try new things</td>
<td>Open and honest</td>
</tr>
<tr>
<td>Accepts responsibilities</td>
<td>A good role model through actions and words</td>
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<tr>
<td>Open and honest</td>
<td>Willing to spend time, reach out, and share</td>
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<tr>
<td>Respectful and grateful</td>
<td>An effective intermediary</td>
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</table>
Stages of the Mentoring Relationship

Preparing
- Explore personal motivation for mentoring relationship.
- Prospective conversation between mentors and mentees.
- Identify learning and development areas.
- Clarify expectations about roles.

Negotiating
- Mentoring partners come to agreement on learning goals and how the relationship process will work for them.
- Mentor and mentee should discuss topics such as confidentiality, boundaries, and limits they may wish to set. Fill in mentoring agreement.

Enabling
- Implementation of the learning phase.
- Mentor nurtures mentee’s growth by providing thoughtful, timely, candid and constructive feedback.
- Both mentor and mentee monitor learning process and progress.

Closure
- Both mentee and mentor monitor signs that closure should take place.
- Closure involves evaluating, acknowledging and celebrating achievements.
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and women in Formal and Informal Mentoring Relationships.

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Zachary, L.J. (2000)
Jossey-Bass, San Francisco

McGraw-Hill, Australia
### Typical Mentee Goals/Objectives

<table>
<thead>
<tr>
<th>Mentee Goals/Objective</th>
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<tbody>
<tr>
<td>Engage in career planning discussions with my mentor to support my professional</td>
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<td>development and growth.</td>
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<td>Identify and work towards a promotional opportunity.</td>
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<tr>
<td>Gain a greater understanding of the structure and processes of Monash University and</td>
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<td>develop a better ‘big picture’.</td>
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<td>Improve my communication skills. and confidence so that I can be more effective in my</td>
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<tr>
<td>role.</td>
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<tr>
<td>Develop my leadership skills in order to improve my own performance and the performance</td>
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<td>of my team.</td>
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<tr>
<td>To undertake a specific project to develop certain skills.</td>
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<tr>
<td>To apply for a research grant and achieve a successful outcome.</td>
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<tr>
<td>To increase networks and build relationships outside of my immediate workgroup.</td>
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### Other topics that may come up:

- Dealing with difficult people
- Managing/dealing with change
  - Work/life balance
  - Time management
- Financial skills
- Assertiveness
- Strategic Planning
- Staff management
# Tips for Providing Good Mentoring Support

<table>
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<tr>
<th>Tips</th>
<th>Description</th>
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<tbody>
<tr>
<td>Help the mentee to identify areas for learning, growth or change.</td>
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<tr>
<td>Establish a set of specific, measurable and achievable goals to address identified areas for mentoring.</td>
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<td>Help the mentee identify barriers and limiting beliefs and assist mentee to identify strategies to address these.</td>
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<td>Engage the mentee in an exploration of alternative solutions and ideas.</td>
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<td>Challenge assumptions and perspectives to provoke new ideas and possibilities for action.</td>
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<tr>
<td>Assist the mentee to identify opportunities and strategies that will lead to the achievement of the desired goal.</td>
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<td>Monitor mentee progress and make adjustments to mentoring plan as required.</td>
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<td>Acknowledge mentee’s progress and praise mentee’s success.</td>
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<td>Provide mentee with constructive feedback as required.</td>
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<tr>
<td>Prepare for the scheduled mentoring sessions and review information obtained during the last session with the mentee.</td>
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<tr>
<td>Keep mentoring session on track by focusing on mentoring plan, strategies and achievement of agreed goals.</td>
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<tr>
<td>Be flexible to shift mentoring directions if required – often, what is initially identified by the mentee as a goal changes during the course of the program.</td>
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<tr>
<td>Positively confront mentee when strategies/agreed tasks are not followed through.</td>
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<td>Keep written notes of the mentoring plan and mentee program.</td>
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<td>Seek feedback from the mentee on the effectiveness of the mentoring partnership.</td>
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<tr>
<td>Refer the mentee to another person or terminate the relationship if the mentee’s needs are beyond the mentor’s expertise.</td>
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Questionnaires
For Mentees

Thank you for agreeing to participate in the ECR mentoring program. This year the program will be administered by:

[ECR names]

and

[ECR Co-ordinator, Head of Department/School or senior staff support member(s) name(s)]

as the

[role]

Below are the specific details of the mentoring program.

Please read carefully and complete the questionnaire attached.

Overview

An ECR mentoring program is being established based on the Faculty of Medicine, Nursing and Health Sciences best practice guidelines and developed based on the successful model at the AMREP site.

Objective

The objective of the mentoring program is to give ECRs the opportunity of interacting with a senior person outside their immediate area of work who, through many years of experience, can provide them with guidance in important aspects of research career development. These may include applying for fellowships and grants, writing manuscripts, applying for promotions etc; however the mentee may also seek the mentor’s guidance on other specific aspects of their career that need further development. The mentee is not expected to treat the mentor as a 'friend' nor is he/she expected to seek pastoral care and counselling from the mentor. All discussions between the mentor and mentee are strictly confidential.

Selection

The mentoring program will commence with the initiation questionnaire, information from which will be used to match mentees with mentors. Mentees that have already identified mentors are welcome to inform the organisers of the selected person, although it is not guaranteed that the mentee will be paired with the mentor of his/her choice. If possible, mentees will not be paired with mentors from within their immediate area of work or those whom they have professional collaborations with.

Commitments

- By signing up for the program the mentee confirms that he/she is willing to take the initiative of organising at least [x meetings or y meetings per duration] with the mentor; the mentor-mentee pair are free to decide on the venue and the format of the meeting, although it is the mentee’s responsibility to plan the discussion points for each meeting.

- The mentoring program organisers will circulate questionnaires every X months to monitor the progress of each mentor-mentee relationship. It is imperative that these questionnaires are completed and returned on time. The data obtained from these surveys will be used to document the outcome of the mentoring program, as well as to monitor problems in mentor-mentee relationships, if any.

- It is the mentee’s responsibility to complete all questions and provide a brief biography at the end of the questionnaire. This biography will be sent to the mentor selected by the organising committee.

Procedure

- Upon receipt of the questionnaire, the organising committee may choose to meet with mentees individually or as a group to acquaint with them. The committee will then match mentees with mentors and individual emails will be sent to each person and they will be given 3 days to confirm that they agree with the organising committee’s selection. If they are dissatisfied with the selection they may contact the organising committee and request to be paired with another mentor/mentee.

- After obtaining approval from both parties, the organising committee will formally notify the mentor and mentee of their participation in the ECR mentoring program, following which the mentee may organise the first meeting with their mentor.
Mentoring Program: Initiation Questionnaire

Please highlight selections or enter answers to the following questions.

Name – Early Career Researcher

Years post-PhD

Current Employment Level (A-C or HEW)

Department

Laboratory head/supervisor

What aspects of career development are you seeking mentoring for?

- Applying for fellowships
- Work-Life Balance
- HDR supervision
- Grant writing
- Career Planning
- Working overseas in the near future
- Promotions
- Publication preparation
- Leading your own lab in the future
- Other (specify):

What is your preference of mentor?

- Clinician who is also involved in basic science
- Research Scientist
- Preferred seniority of mentor (state level A-E or title):
- Other (specify):

Specific person(s) desirable as mentors, if any (from within or outside site)

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Specific person(s) not desirable as mentors, if any (from within site)

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<th>Reason e.g. professional collaboration, conflict of interest</th>
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How would you introduce yourself to your mentor? (150 words maximum)
For Mentors

Thank you for agreeing to participate in the ECR mentoring program. This year the program will be administered by:

[ECR names]

and

[ECR Co-ordinator, Head of Department/School or senior staff support member(s) name(s)]

as the

[role]

Below are the specific details of the mentoring program.

Please read carefully and complete the questionnaire attached.

Overview

An ECR mentoring program is being established based on the Faculty of Medicine, Nursing and Health Sciences best practice guidelines and developed based on the successful model at the AMREP site.

Objective

The objective of the mentoring program is to give ECRs the opportunity of interacting with a senior person outside their immediate area of work who, through many years of experience, can provide them with guidance in important aspects of research career development. These may include applying for fellowships and grants, writing manuscripts, applying for promotions etc; however the mentee may also seek the mentor’s guidance on other specific aspects of their career that need further development. The mentee is not expected to treat the mentor as a ‘friend’ nor is he/she expected to seek pastoral care and counselling from the mentor. All discussions between the mentor and mentee are strictly confidential.

Selection

The mentoring program will commence with the initiation questionnaire, information from which will be used to match mentees with mentors. If possible, mentees will not be paired with mentors from within their immediate area of work or those whom they have professional collaborations with.

Commitments

- By signing up for the program the mentor confirms that he/she is willing to be available to undertake mentoring meetings with the mentee; the mentor-mentee pair are free to decide on the frequency, duration, venue and the format of the meeting, although it is the mentee’s responsibility to plan the discussion points for each meeting.

- The mentor agrees to participate in evaluation of the program by completing a final questionnaire at the completion of the program.

Procedure

- Upon receipt of the questionnaire, the organising committee may choose to meet with mentees individually or as a group to acquaint with them. The committee will then match mentees with mentors and individual emails will be sent to each person and they will be given 3 days to confirm that they agree with the organising committee’s selection. If they are dissatisfied with the selection they may contact the organising committee and request to be paired with another mentor/mentee.

- After obtaining approval from both parties, the organising committee will formally notify the mentor and mentee of their participation in the ECR mentoring program, following which the mentee may organise the first meeting with their mentor.
Mentoring Program: Initiation Questionnaire

Please highlight selections or enter answers to the following questions

Name

Current Employment Level

Department

What areas do you feel best prepared to mentor in?

- Applying for fellowships
- Work-Life Balance
- HDR supervision
- Grant writing
- Career Planning
- Working overseas in the near future
- Promotions
- Publication preparation
- Leading your own lab in the future
- Other (specify):

Is there a specific type of person you feel would most benefit from your mentoring? (e.g. women looking for work-life balance, late-stage ECR’s looking to establish their own lab) (optional)

How would you introduce yourself to your mentor? (Note: this paragraph will be provided to your mentee)
# Mentoring Partnership Goals

This form is a guide that can be used at the first meeting between mentor and mentee, who should discuss their expectations of the relationship, mentee’s goals and learning outcomes as well as ground rules such as confidentiality. The two parties should discuss how they would like to meet, i.e. frequency, access, venue, time, etc. Filling in the information below can be a helpful guide:

**Goals:** (What would you like to achieve?)

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**Learning Outcomes:** (At the end of the relationship what learning will have occurred?)

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**Ground Rules** (confidentiality, access, issues to be discussed/not discussed)

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**Process Agreed to:** (when, where, for how long….)

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**Expected time frame** (6 months?)

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**Other comments:**

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Mentoring Program: Evaluation Questionnaire

Thank you for signing up to the ECR mentoring program.

Your program is being administered by:

ECR names

and

School ECR Co-ordinator
or senior support staff
member name

As outlined at the start of the program, follow up questionnaires will be sent out every ___ months.

Please complete the questionnaire below for the period:

Name:
Name of Mentor:
Years Post PhD:
Department:

1. How many meetings have you had with your mentor? ___

2. Have you had difficulty with scheduling meetings with your mentor?
   - No  - Yes – because: ___

3. How would you rate the relationship you have with your mentor?
   (1 = very negative; 5 = very positive)
   1  2  3  4  5

4. What were the most common topics of discussion with your mentor?
   - Fellowship applications
   - Promotions
   - Grant writing
   - Work-Life Balance
   - Career Planning
   - Publication Preparation
   - HDR Supervision
   - Networking
   Other (specify): ___

5. How would you rate the impact of your mentor on increasing your chances of achieving your goals in these areas of discussion?
   (1 = their advice was not useful; 5 = their assistance has dramatically increased my chances of achieving my goals)
   1  2  3  4  5
6. Have you encountered any breaches of confidentiality with your mentor thus far?
   □ Yes □ No

7. Have you had any disagreements with your mentor?
   □ Yes □ No

8. Are there any issues you would like to discuss confidentially with the administrators of the program? If “Yes” you will be contacted within two weeks of submitting this survey
   □ Yes □ No

9. Please provide any other relevant comments

[Blank lines for comments]
**Mentoring Program: Final Evaluation Questionnaire**

Please complete the questionnaire below.

| **Name:** | |
| **Name of Mentor:** | |
| **Years Post PhD:** | |
| **Department:** | |

1. Did the information/introduction session assist you in understanding your role as a mentee and what you could expect from the program?
   - [ ] Yes
   - [ ] No

What other information would you find useful in this session?

| **2. How did you find the duration of the program?** |
| [ ] Too long
| [ ] Too short
| [ ] Just about right

| **3. How many meetings did you have with your mentor?** |
| [ ] |

How long were the majority of meetings with your mentor?

| **4. Have you had difficulty with scheduling meetings with your mentor?** |
| [ ] No
| [ ] Yes – because: |

| **5. How would you rate the relationship you have with your mentor?** |
| (1 = very negative; 5 = very positive) |
| [ ] 1
| [ ] 2
| [ ] 3
| [ ] 4
| [ ] 5

| **6. What were the most common topics of discussion with your mentor?** |
| [ ] Fellowship applications
| [ ] Promotions
| [ ] Grant writing
| [ ] Work-Life Balance
| [ ] Career Planning
| [ ] Publication Preparation
| [ ] HDR Supervision
| [ ] Networking

Other (specify): |

---

**ECR Mentorship Program**
7. How would you rate the impact of your mentor on increasing your chances of achieving your goals in these areas of discussion? (1 = their advice was not useful; 5 = their assistance has dramatically increased my chances of achieving my goals)

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

8. Do you feel that the program was a success for you personally?
☐ Yes  ☐ No

What benefits (if any) did you receive by participating in the program?

9. Do you feel that you achieved the goals you set at the beginning of the program?
☐ Yes  ☐ No

Did your goals change during the program?

10. Have you encountered any breaches of confidentiality with your mentor thus far?
☐ Yes  ☐ No

11. Have you had any disagreements with your mentor?
☐ Yes  ☐ No

12. Would you recommend the program to other ECR’s?
☐ Yes  ☐ No

13. Please provide any suggestions for improvement


Mentoring Program: Final Evaluation Questionnaire

Please complete the questionnaire below.

Name: ____________________________

Name of Mentee: ____________________

1. Did the information/introduction session assist you in understanding your role as a mentee and what you could expect from the program?
   - Yes
   - No
   What other information would you find useful in this session?

2. How did you find the duration of the program?
   - Too long
   - Too short
   - Just about right

3. How many meetings did you have with your mentee?
   __________
   How long were the majority of meetings with your mentee?

4. Have you had difficulty with scheduling meetings with your mentee?
   - No
   - Yes – because:

5. How would you rate the relationship you have with your mentee?
   (1 = very negative; 5 = very positive)
   __________

6. What were the most common topics of discussion with your mentee?
   - Fellowship applications
   - Promotions
   - Grant writing
   - Work-Life Balance
   - Career Planning
   - Publication Preparation
   - HDR Supervision
   - Networking
   Other (specify): ____________________________
7. How would you rate the impact of your discussions on increasing your chances of the mentee achieving their specified goals?

1 = our discussions were not productive, it is unlikely my mentee will achieve their goals
5 = our discussions were very productive, it is highly likely that my mentee will achieve their goals

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5

8. Do you feel that the program was a success for your mentee?

☐ Yes  ☐ No

9. Did you enjoy participating in the program?

☐ Yes  ☐ No

Would you be willing to participate in the program again?

☐ Yes  ☐ No

10. Have you encountered any breaches of confidentiality with your mentee?

☐ Yes  ☐ No

11. Have you had any disagreements with your mentee?

☐ Yes  ☐ No

12. Would you recommend the program to other mentors?

☐ Yes  ☐ No
As a participant in the ECR Mentorship Program, you are required to agree to maintain confidentiality with regard to the information shared in the mentoring partnership.

In order to participate in the ECR Mentorship Program you are required to sign the declaration below.

Confidentiality Declaration

I (name including title):

[ ]

will

comply with all legal requirements and University policies on matters of confidentiality and privacy (refer: http://www.monash.edu.au/legals/privacy.html).

I agree that any information that I am privy to or receive as a participant in the ECR Mentorship Program will be treated as confidential and managed accordingly.

I understand that if I breach any of the above requirements, the University may consider this breach an act of serious misconduct and may take appropriate disciplinary and/or legal action, for such breach, as provided by Monash University Agreements and Awards.

I have read the above and fully understand my responsibility to maintain confidentiality in relation to my participation in the ECR Mentorship Program.

Signature: 

Date: / / 

Privacy Collection Statement

The information on this form is collected for the primary purpose of recording your agreement to the confidentiality requirements of being a participant in the ECR Mentorship Program. You have a right to access personal information that Monash University holds about you, subject to any exceptions in relevant legislation. If you wish to seek access to your personal information or inquire about the handling of your personal information, please contact the University Privacy Officer at: privacyofficer@adm.monash.edu.au
Contact us

School of Clinical Sciences at Monash Health

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