



THE UNIVERSITY OF
MELBOURNE

—
Faculty of Medicine,
Dentistry and
Health Sciences

MDHS MENTORING PROGRAM

PARTICIPANT GUIDELINES



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Navigating through the final years of university and into the early stages of a professional career can be a challenge. The Faculty of Medicine, Dentistry and Health Sciences (MDHS) Mentoring Program connects students and alumni to help prepare students for the future.

The MDHS mentoring program is an eight-month commitment that includes meetings, online information sessions and instructional videos. Mentors and students will be matched according to study area or degree as well as interests, experience and preferences for meeting arrangements.

The program connects final year students of selected MDHS courses with an experienced graduate of their chosen study area. The one-to-one mentoring structure fosters relationships between experienced practitioners and students and offers the opportunity to discuss career aspirations and concerns whilst gaining advice and support to help prepare students for the transition from university to the workplace.

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PROGRAM OVERVIEW

Each mentoring relationship will be different and the approach you take will vary depending on individual participants' goals and experiences.

COVID-19: Please follow University and Government guidelines for in-person interactions. Online meetings are encouraged for Semester 1.

While our mentoring program is facilitated, they are also flexible, and it is up to each individual mentoring pair to decide on the format, frequency and formality of the mentoring relationship.

As a guide, we ask all participants to commit to at least five meetings over the course of the mentoring program.

The program will be facilitated via an online platform, all details of how to access the program and use it to connect with your mentoring partner will be provided.

Program requirements

All participants are expected to:

- Read program guidelines, policies and view the pre-application video
- Sign and submit a mentoring agreement
- Meet at least 5 times over the mentoring period
- Communicate through the Chronus platform.
- Agree on a mentoring schedule and objectives (listed in agreement)
- Attend meetings and follow up with action items
- Be professional, respectful and observe confidentiality
- Be punctual and provide adequate warning of changes to plans
- Respond to communications in a timely manner
- Contact the Program Coordinator with any concerns or questions
- Participate in required evaluations and provide feedback

Program contacts

The MDHS Mentoring Team

Faculty of Medicine, Dentistry and Health Sciences

+61 3 9035 7869

mdhs-mentoring@unimelb.edu.au

PRE-PROGRAM

- View pre application video
- Apply for program
- Set up profile

MATCHING

- Match confirmation
- Student initiates contact and sets up first meeting

INITIAL MEETING

- Introductions
- Set mentoring goals
- Sign agreement
- Complete surveys

ONGOING MEETINGS

- Work towards mentoring goals
- Consider CV check
- Contact program coordinators with any questions or concerns

END OF PROGRAM

- Complete surveys
- Conduct final meeting
- Discuss ongoing contact arrangement
- Attend end of program event TBC

ROLE OF STUDENTS

Students lead the mentoring relationship and are expected to be prepared, engaged and open to feedback.

Students:

- Are responsible for driving the mentoring partnership
- Make initial contact and set up meetings
- Reflect on mentoring objectives prior to meeting their mentor (listed in agreement)
- Bring the mentoring agreement to their first meeting and submit a signed copy of the agreement to the University (through the Chronus platform)
- Are open to feedback and are receptive to listening and learning from their mentor
- Are authentic and open to sharing their career goals, study areas and interests
- Spend time reflecting on the advice and knowledge shared during meetings
- Come prepared for meetings and are proactive and engaged
- Are reliable and value their mentors time by communicating well and keeping their commitments

BENEFITS FOR STUDENTS

- Clearer post-study path
- Larger professional network
- Greater awareness of what it takes to succeed in your chosen career
- Increased career confidence and resilience

ROLE OF MENTORS

Mentors challenge, motivate, inspire and encourage students to achieve their goals.

Mentors:

- Help students to find their own solutions to problems, rather than simply giving advice or instruction
- Challenge students' preconceptions and assumptions of themselves and their understanding of professions, career paths and study choices
- Encourage students to build confidence in themselves, their choices and their abilities
- Are open to sharing their own experiences and stories
- Are patient and non-judgemental providing a safe place to test ideas
- Are sensitive and open to people of all cultural backgrounds, ages, language abilities and genders
- Practice active listening

BENEFITS FOR MENTORS

- Develop your coaching and supervision skills
- Larger professional network
- Personal reflection and understanding
- Play an active and positive role in shaping the next generation

MENTORING VS CLINICAL SUPERVISION

The aim of this mentoring program is to enhance the experience of students in transitioning from University to professional life. It is not to provide additional opportunities for clinical observation or teaching. In many of the MDHS courses students are exposed to clinical and technical training during their formal University education. A mentor is therefore not expected to provide clinical observation opportunities and is discouraged from providing specific clinical advice.

Getting Started

Below is a quick checklist to complete prior to your first meeting.

- Write down some clear mentoring objectives
- Complete your mentoring profile
- Review your mentor/student's profile
- Decide on suitable meeting locations
- Decide on your availability and be realistic about the amount of time you can commit to the relationship

Setting Mentoring Goals

Prior to the first meeting all students should reflect on their career goals and their mentoring objectives. We don't expect you to have your career mapped out, in fact it is OK to reach the conclusion you don't have a career goal and would like assistance finding the right career for you.

To assist with deciding on a focus for your meetings, students are asked to rate the following objectives in the mentoring agreement from one to six in order of relevance, with one being the most relevant:

OBJECTIVE 1	FINDING A CAREER PATH SUITABLE FOR ME
OBJECTIVE 2	DEVELOPING A PLAN FOR MY CAREER GOALS
OBJECTIVE 3	NETWORKING STRATEGIES IN MY INDUSTRY
OBJECTIVE 4	PRACTICAL CAREER INSIGHTS
OBJECTIVE 5	GAINING WORK EXPERIENCE
OBJECTIVE 6	RECEIVING ADVICE FOR HOW TO IMPROVE MY CV

Steps:

- Reflect on objectives prior to first meeting
- Discuss objectives at the initial meeting
- Finalise your mentoring objectives via the mentoring agreement
- Mentoring workshops provide strategies for meeting objectives
- Use SMART goal setting worksheet to assist with objectives

THE FIRST MEETING

In order to build a strong foundation for a mentoring relationship, it is critical to build trust and clearly establish expectations at the beginning of the partnership.

Use the following questions to guide your first mentoring conversation, which will help you get to know one another and establish mutual expectations and goals. It's a good idea for both student and mentor to answer the following questions:

What are your short term and long term career goals?

What do you hope to gain from this relationship?

What do you think will be challenging about this relationship?

What topics do you want to cover?

What is your education and professional background?

Where are you currently working and how long have you been with the organisation?

What are your greatest strengths and weaknesses?

What ground rules should we set? e.g. confidentiality, openness, punctuality, any off-limit topics?

How do you prefer to communicate between meetings?

During your first meeting make sure to sign off on your mentoring agreement which outlines your agreed goals and mentoring schedule.

Other Conversation Starters

- What are you passionate about both in and outside work?
- What was your best and worst working experience?
- What do graduates need to succeed in your industry of interest?
- Common mistakes made by graduates?
- Why did you choose to study your degree/past degree?

MENTORING CHECKLIST

CHECKLIST FOR YOUR FIRST MEETING

- Introduce yourselves: including personal and professional experiences, career paths and ambitions
- Agree on a number of meetings you both can commit to
- Agree on a meeting schedule
- Advise of any travel or holiday plans during the mentoring period
- Discuss what you both would like to get out of the relationship
- Set student mentoring objectives
- Settle on the best way to stay in contact (e.g email, SMS, other messaging service)
- Set a date and time for your next meeting and any action items
- Sign mentoring agreement (student to upload on mentoring platform)

CHECKLIST FOR YOUR SECOND MEETING

- Follow up on any action items from previous meeting
- Students to discuss how they are feeling about graduating and entering the workforce
- Discuss specific career goals and goal setting
- Review of student's CV
- Set a date and time for your next meeting

CHECKLIST FOR SUBSEQUENT MEETINGS

- Follow up on any action items from previous meeting
- Consider taking your student on a tour of your workplace
- Where appropriate introduce your student to relevant networks

WRAPPING UP YOUR MENTORING

The MDHS Mentoring program is facilitated from March - November. We recommend that you formally conclude your mentoring relationship with a final meeting in November. Some mentoring pairs want to continue meeting on an ongoing or ad hoc basis, and this is certainly not discouraged.

- If ending your relationship, finalise action items and review goals
- Reflect on lessons learnt and knowledge gained
- Share your experience, gratitude and success stories
- Confirm conclusion and etiquette for ongoing communication

MENTORING POLICIES AND PROCEDURES

Aim of Mentoring Program

Mentoring programs at the University of Melbourne connect students, alumni and professionals with the aim to prepare graduates for lives of professional contribution, leadership and as active global citizens. Through the mentoring relationship students receive crucial guidance and support in the early stages of career planning and professional life.

Participation

The program managers and relevant department have the right to, at its sole discretion, terminate or revoke the invitation to the mentor or mentee.

Compulsory Pre-Application Workshop (Video)

In order to participate, alumni and students are required to view an online workshop, prior to submitting their application to join the program.

Matching

Students and mentor pairs will be broadly matched through a confidential process based on information provided on registration documents. Every effort is made to ensure students' interests are aligned as closely as possible with those of the mentor, to ensure a mutually beneficial arrangement. Nevertheless, some degree of flexibility and understanding on the part of mentor and mentee may be required and a willingness to embrace the opportunity should you be matched with someone with different interests.

Meetings

It is the student's responsibility to make the initial contact with the mentor.

Mentors and mentees are expected to meet at least 5 times during the mentoring period. Students experiencing difficulty contacting their mentor (after two attempts), should contact the MDHS Mentoring Team.

Teaching and Learning

Mentoring Programs at the University of Melbourne do not form part of a student's formal course and have no bearing upon academic grades.

Mentoring programs aim to enhance the experience of mentees transitioning from student to professional life, they are not designed to provide additional opportunities for clinical observations and teaching. Students are exposed to the full range of required clinical and teaching training during their formal University education.

Ending the relationship - No fault clause

Incompatibility is part of life and is no one's fault. If either the mentor, or the mentee, or both, face difficulties with their mentoring relationship, the first step is to contact the Program Coordinator as soon as possible. By exploring issues objectively, some problems can be diffused at an early stage. If this is not possible, the Mentoring Agreement contains a 'No Fault' clause, which enables either the mentor or the mentee to end the mentoring relationship without any blame attached. In this case, after speaking directly to the Program Coordinator, participants must notify their mentoring match of their decision to end the relationship.

Privacy

All contact details will be maintained confidentially and access limited in accordance with the University's privacy policy, which can be found at <http://www.unimelb.edu.au/disclaimer/privacy.html>

Insurance cover

Student Personal Accident and Public Liability insurance is provided to enrolled students involved in University related activities. **This extends to work-shadowing with their mentor (though not to unpaid "work experience"). This is an important distinction.** Please contact the Mentoring Program Coordinator if you need clarification.

Occupational Health and Safety

Mentors should be aware of all relevant occupational health and safety requirements where the student visits their workplace as part of this mentoring program. This may require the student to be inducted into the occupational health and safety orientation process of the work environment as relevant and will require the mentor to ensure that the student's health and safety is not at risk while at the workplace. The University expects that the mentor's workplace will have the requisite public liability insurance cover with respect to accidents that may occur at the workplace. Mentees should comply with relevant occupational health and safety requirements while at the mentor's workplace as notified to them by the mentor. For further information about occupational health and safety generally, please visit the Work safe Victoria website. www.worksafe.vic.gov.au.

NB: Please note this would not apply if you were meeting in a public place.

Duty of Care and Ethical Requirements

Students and mentors must agree to behave in a professional, lawful, ethical and responsible manner at all times. Anyone who experiences any uncertainty or discomfort with the mentoring relationship should contact the Mentoring Program Coordinator immediately. We will then contact you to discuss your concerns.

Code of Conduct

Participants of the University Mentoring Program are requested to adhere to the following code of conduct:

- Observe confidentiality at all times, including all contact details
- Maintain professional standards of behaviour and safety
- Treat others with courtesy, be respectful and non-judgmental
- Fulfil agreed commitments
- Assist with evaluation and feedback
- Contact the Mentoring Program Coordinator with any concerns or difficulties

Grievance procedure

In the first instance, participants should discuss the issue with the Mentoring Program Coordinator. If the participant does not feel the matter is resolved they should then discuss the complaint with the Manager. Complaints and grievances will be dealt with according to University of Melbourne procedures. For students, these are outlined at: [Student Complaints and Grievances Policy](#)

Evaluation

Feedback is welcome and encouraged throughout the duration of the program. Formal evaluation will be undertaken at the end of each program intake.

If you would like any further information about mentoring in general, please contact the MDHS Mentoring Team.

Email: mdhs-mentoring@unimelb.edu.au

Phone: +61 3 9035 7869