

MENTOR TRAINING HANDBOOK

Mentoring at Griffith





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Mentoring at Griffith

This handbook has been developed by Mentoring at Griffith to support the activities of the central mentor training service.

This handbook is designed primarily to support the activities of peer mentors engaged in the provision of mentoring for new students entering Griffith University.

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Mentoring at Griffith

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INTRODUCTION TO MENTORING

What is mentoring?

Mentoring typically involves a more experienced person providing guidance, advice and support to someone less experienced.

Aims of mentoring programs

Mentoring programs at Griffith University are established and maintained to assist participants to develop and model leadership skills, build mutually beneficial learning relationships, and benefit from contact with more experienced members of the Griffith or wider communities.

Griffith mentors assist another member of the Griffith community to develop their awareness, understanding, confidence, skills or networks (i.e. their capabilities) to enhance their likelihood of success in their studies or careers.

Mentoring may occur in different forms, such as:

- One-to-one
- Group mentoring
- Online mentoring

A mentor “is someone willing to make a commitment of time and attention to help others develop.”

- Florence Stone (2004)

“Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey.”

- Suzanne Faure

“A mentor is a more experienced individual willing to share knowledge with someone less experienced in a relationship of mutual trust.”

- David Clutterbuck

From The Coaching and Mentoring Network website
- coachingnetwork.org.uk

Expectations, roles and responsibilities

A mentor is:

- Able to relate to new students
- Willing and able to assist and motivate others
- Reliable, trustworthy, and a good communicator
- Confident and well-informed
- Able to build rapport and enjoy others' company
- Willing to share their knowledge and keep learning
- Able to maintain appropriate boundaries
- Enthusiastic and encouraging
- Patient, tolerant and caring
- Interested in helping others help themselves

A mentor is not:

- A best friend
- A personal or career counsellor
- An academic advisor
- Negative
- Responsible for new students' academic performance / career choices / personal wellbeing
- Expected to carry burdens that will impact on their own continued success
- An expert on everything!

A mentor does not:

- Dominate new students or make decisions for them
- Take advantage of their position
 - e.g. sexual harassment
- Undermine the confidence or self-esteem of their mentee, but rather encourages and motivates through positive and constructive feedback
- Make judgements about new students
- Encourage dependence on the mentor
- Provide services or information outside their expertise
- Pass on confidential information shared by the mentee, unless appropriate
- Encourage antisocial or illegal behaviour

Mentor

“Mentor” refers to a person who is formally assigned a leadership role in assisting a less experienced person or group of people to develop their capabilities.

Your role as a mentor is to assist new students to undertake a successful transition to university life by providing information and sharing your university experiences, encouraging and motivating them to pursue their educational goals, and pointing them in the right direction for information and support when needed.

Mentee

“Mentee” refers to a person who is formally linked with a mentor for a specific period of time and under explicit conditions of engagement, to enhance the mentee's capabilities and their likelihood of success in their studies or careers.

Mentoring program coordinator

The Mentoring program coordinator is the main contact and support for mentors.

Mentors should contact the coordinator if you are experiencing any of the following issues:

- If a mentee discloses information which makes you worried about their welfare
- If you are having difficulty keeping the mentoring relationship going and need some new ideas
- If you need ideas on topics to discuss with your mentee
- If a mentee is becoming overly dependent on you.

MENTORING SKILLS

Communication skills

Active listening is an essential mentoring skill.

Active listening can help you to ensure that you understand the message the other person is trying to communicate.

Active listening is not only a matter of making yourself available to hear someone talk, but it is showing the sender, physically, that you are receiving and understanding their message on all levels (Young 2017).

The elements of active listening:

- Focus all of your attention on the speaker
- Avoid / ignore distractions
- Respond and give feedback to the speaker
- Be aware of any preconceptions or judgements you have about the speaker's topic or the person
- Let the speaker finish – don't interrupt
- Encourage the speaker to keep going (minimal encouragers such as nodding "uh uh", "mmm" and "yes" can assist)
- Summarise or paraphrase the main points back to the speaker and ask for clarification to ensure that you are interpreting them correctly
- Clarify your understanding of the message (questions such as, "What do you mean when you say...?" can assist you to clarify the speaker's meaning)
- To encourage further discussion and show that you have understood more than just the content of the words, reflection of the information from the speaker can also be expressed in terms of feelings, for instance "It seems you feel angry when..." (Australian Government 2009)

You may need to consider adapting these strategies if you are communicating online. For example, it might be harder to read non-verbal cues or you might need to ask more questions paying close attention to tone and context.

Good listener strategy:

Reflecting and clarifying thoughts

Reflecting means sending back a person's message to help an individual clarify if the content of the message is accurate. You can ask a person, "I heard you say... is that what you said?" or "So you're saying that...." or "So the problem is..." or "It sounds like... is really making you feel angry".

Examples of questions which require a greater length of response and greater thought:

"Can you give me an example?"
"What are your reasons for...?"

Effective questions

Open ended vs closed ended questions:

Open ended questions cannot be answered in just one word and will help you to encourage conversation with your mentees. Using open ended questions will help you to find out more about your mentees, what they are thinking and feeling during the mentoring contact.

For example...

Do you understand?
Have you talked to your lecturer?
Did you have a good week at uni?

← CLOSED
ENDED

Vs

How can I help you further with this?
Can you tell me about...?
How do you feel about...?
How did you solve this?

← OPEN
ENDED

Intercultural communication and awareness

Embrace diversity and keep these communication tips in mind:

- Be open to difference and see your contact with someone from a different background from you as a learning opportunity
- Avoid assumptions about another person's experiences or circumstances
- Do not judge on the basis of your stereotypes and preconceptions
- Avoid stereotyping language and language which excludes people

The international student experience

In 2022, most international students will start their study online with the option of coming to Australia when the travel restrictions are lifted.

An international student who has just arrived in Australia may be experiencing the following:

- Feeling anxious, vulnerable and afraid
- Having difficulty finding information on their own as they are used to different systems
- Culture shock and homesickness
- Being away from home for the first time with no family or friends accompanying them
- Difficulty understanding the Australian accent and slang
- High levels of stress and feeling overwhelmed
- Frustrated, tired, confused and as though everything is out of their control
- Excited about starting their studies in Australia
- Pressure from their family and community to do well academically and financially
- Wanting to make friends with local students, but not sure how to go about it
- Worry about finances and urgency about finding some part time work

Questions to ask international students:

- How would you do this at home?
- Who would help you with this issue in your home country?
- How would you prefer to be addressed?

Australian humour

Humour is culturally specific and students from some cultures may not relate to Australian humour. In Australia it is quite common for friends to engage in "rubbishing" each other. Good natured bantering, sarcasm or exchanging insults can be a sign of friendship and affection and may be used when forming new friendships.

However, people from other cultures may not understand the intent behind this humour or may find it difficult to discern humour from actual insults and may become offended.

"It took me years before I felt really comfy having open discussions with groups. It was much easier to just tell people what to do."

- Ian Gawler, The Dragon's Blessing, 2008.

Barriers to intercultural communication

Barriers	Solutions
<p>Language differences</p> <ul style="list-style-type: none"> • Language and culture are connected. • International students may not have been exposed to the Australian accent, slang and colloquialisms before arriving. 	<ul style="list-style-type: none"> • Apply your active listening skills – ask for clarification and ensure you understand the message. • Speak in a clear manner and do not speak too quickly. • If communicating online, break up your text. Use subheadings, bullet points and lists.
<p>Non-verbal communication</p> <ul style="list-style-type: none"> • There may be cultural differences in eye-contact, personal space, greetings, posture and gestures. • Non-verbal messages can be misinterpreted – for example, in the dominant culture in Australia strong eye-contact is considered a sign of openness and honesty whilst people from other cultures may avert their gaze as a sign of respect or deference. 	<ul style="list-style-type: none"> • Don't make assumptions based on non-verbal messages – for example, don't assume that someone who won't maintain eye contact is ignoring you or hiding something. • Don't take it personally if you find non-verbal communication insulting. • Develop an awareness of personal non-verbal behaviour habits which may seem insulting in some cultures – eg. the use of the left hand for passing items is considered highly offensive in some cultures.
<p>Preconceptions and stereotype</p> <ul style="list-style-type: none"> • Applying your preconceptions to a whole culture ignores individual differences. 	<ul style="list-style-type: none"> • Be aware of your own cultural preconceptions and stereotypes when you come into contact with new cultures. • Think about behaviour from the other person's perspective. • Be wary of ideas and beliefs that generalise.
<p>Tendency to evaluate behaviours</p> <ul style="list-style-type: none"> • Ethnocentrism is a belief that your own culture is superior to that of another and can lead to making inaccurate judgements about someone from another culture. 	<ul style="list-style-type: none"> • Maintain a non-judgmental attitude to mentees. • Learn about cultural values when you have the opportunity. • Recognise that it is not possible, nor desirable, to change another's culture.
<p>High levels of stress</p> <ul style="list-style-type: none"> • Stress may be experienced on both sides. • International students may be experiencing culture shock and will be anxious to adapt and be successful in their studies. • Student mentors may have difficulty understanding a heavy accent or managing different expectations and beliefs. 	<ul style="list-style-type: none"> • Recognise the effect stress has on the interaction. Under stress new students may find it harder to function in a second language and mentors may become frustrated and give up. • Take your time with the interaction – being in a hurry will not lower stress levels.

(adapted from UWS Counselling Service 2004, Working Together with Muslim Clients.)

First people's cultural awareness

It is important to understand the history and experiences of Australia's First Peoples in order to be culturally aware and competent. It is both interesting and very important to your role as a Griffith staff member. The table below is taken from the module and offers some important information about cultural awareness when working with Aboriginal and Torres Strait Island peoples.

Rapport

Building relationships strengthens our connections and increases our ability to see and understand each other and the world in diverse and shared ways. In the health services setting, Australia's First Peoples have considered the establishment of meaningful relationships equal to, if not more important than, service outcomes; introduce yourself, have confidence in sharing appropriate information about yourself, ask where people are from, find topics of interest and so on.

Silence

Silent pauses should be acknowledged, and a need to fill these silent moments should be avoided as one could be gathering their thoughts. Silence during conversations is normal and should not be interpreted as a lack of understanding.

Listening

Active listening is a crucial skill in communication. Avoid selective hearing, use paraphrasing to clarify the message you have received, reflect feeling and demonstrate empathy where appropriate.

Time

The concept of time may be perceived differently by some of Australia's First Peoples. Often time is considered more as a process than as a commodity. More value is placed on family responsibilities and community relationships than short, rapid turn-over or delivery of services. Be mindful not to rush a person, and manage time according to the needs of the individual.

Decision making

Due to family kinship structures, decisions often involve the input of other family members. Therefore, decisions may not be able to be made immediately.

(adapted from Griffith's GUMURRII Student Support Unit.)

Language

English may not be the first language spoken by the client. Different dialects such as Kriol or Aboriginal English may be used. Therefore, it is important to be prepared for the possibility of language barriers. Skills such as avoiding jargon, accessing an interpreter or communication with family member/s can be useful in overcoming barriers to effective communication.

Eye-contact

First People commonly preference non-verbal communication over verbal communication, and may communicate less frequently with eye contact. If someone is not making eye contact, it may indicate that there is minimal rapport in the relationship or limited understanding of what is being said. It is usually not a sign of disrespect.

Questioning

Singular, indirect questions are the preferred approach to obtaining information. Direct, closed and multiple questions combined in the one inquiry can lead to gratuitous concurrence, which refers to repeated 'yes' responses to questions. This can be problematic as a tendency to agree to questions without a true understanding of what is being asked, can lead to communication errors usually not a sign of disrespect. Communication with family member/s can be useful in overcoming barriers to effective communication.

Kinship networks

Kinship network is a fundamental characteristic of Aboriginal and Torres Strait Islander people's social organisation and family relationships, and, prescribes responsibility to the natural environment (Central Land Council, n.d). It is a complex system of social and familial roles, cultural responsibilities and obligations, for example, kinship determines marriage, sibling and in-law relationships, funeral roles and indicates skin and moiety groups.

(University of Sydney, Kinship Learning Module.)

Be mindful not to rush a person, and manage time according to the needs of the individual.

Mentors should complete the full First People's Cultural Awareness Module offered by Griffith's GUMURRII Student Support Unit.

Group facilitation

10 aspects of effective group mentoring facilitation:

1. **Planning** – always have a plan for your group meetings as your group will look to you for leadership. However, don't dictate to your group.
2. **Purpose** – spend some time in your first meeting talking about the purpose of the program and what the group will do during meetings.
3. **Expectations** – discuss your role as a peer mentor, what students can expect from the program and what your expectations are of mentees.
4. **Connection** – help everyone to get to know each other by running some icebreaker activities at your first meeting.
5. **Meeting needs** – are your mentees' needs different depending on whether they have just finished high school or are returning to study? Do local and international students need different information? How does this affect your planning for each session?
6. **Ground rules** – have the group work on some basic ground rules together, such as: one person talking at a time, treat others with respect, respect privacy, start and stop on time, etc.
7. **Inclusion** – give everyone time to ask questions and encourage all group members to voice opinions.
8. **Ownership** – give everyone time to ask questions and encourage all group members to voice opinions.
9. **Collaboration** – encourage collaboration and peer support amongst the group.
10. **Review** – wrap up at the end of each session, check that group members had their questions answered, take suggestions for the next session and provide a preview of activities to encourage attendance.

Problems facilitators may encounter

A quiet or shy participant

- **Possible solutions:** make eye contact and ask a simple question; involve them in small group discussions; suggest that everyone has their turn in sharing their opinion; find an opportunity to recognise their contribution.

A dominating or overly talkative participant

- **Possible solutions:** interject where possible and emphasise relevant points and time limits; thank participant for their contribution and ask if anyone else has something to share; ask a participant to talk with you at the conclusion of the session if they have specific needs or questions.

Side conversations

- **Possible solutions:** ask talkers to share their ideas with the whole group; get up and casually walk around near these participants; ask these participants whether they want to add the topics of their discussion to the agenda; re-state a recently made point and ask the participants' opinion.

An overly disagreeable participant

- **Possible solutions:** respond to the comment, not the attack; find merit in the participant's suggestions, express agreement, then move on; ask others in the group if they can suggest a different viewpoint.

(Source: The University of Edinburgh)

The Mentor Training in Learning@Griffith has specific information to help you facilitate groups online.

THE MENTORING RELATIONSHIP

Planning your mentoring

Planning your mentoring activities can be very important in ensuring each contact is useful and enjoyable for both your mentees and yourself.

Here are some ideas to help you.

Sharing your experiences

Think about what insights you have to offer about studying, starting uni and having a successful first trimester.

- What do you wish you had known when you started uni?
- What suggestions can you give new students to assist them with getting started at university? (e.g. attend Orientation sessions, learn how to use Learning@Griffith early in your first trimester)
- What are the best study tips you can give new students for their first trimester of uni?

Common issues for mentees

Have some answers ready for each of these issues:

- Finding their way around campus
- Understanding the enrolment process
- Studying online
- Study issues, such as:
 - Where to buy textbooks
 - Understanding lecturers' expectations for assessment tasks, particularly written assessment
 - What to expect in exams and how to prepare
 - Referencing
 - Study strategies for particular disciplines
- Time management:
 - Managing family, work, study and social commitments
- Meeting people, making friends and fitting in
- Parking permits:
 - How to buy parking permits
 - Using the Paystay parking app.

Ideas for your meetings

Some mentoring programs do not have face to face meetings, but most of the following ideas can be adapted for online mentoring contact. Some mentoring programs do not have regular ongoing meetings after orientation, but all of these ideas could be used during orientation.

Getting started

- Introduce yourself – what you are studying, hobbies, interests, why you decided to become a mentor
- Run an icebreaker exercise to help everyone get to know each other
- Talk about:
 - What it has been like for you studying at Griffith
 - What it was like for you starting uni and
 - Anything you wish you had done differently

Orientation meetings

Discuss:

- What you did during orientation that was helpful
- How to make friends at Uni and opportunities to get involved
- What you have studied in your program
- What happens in lectures, tutorials, labs, pracs, etc.
- Where to buy textbooks
- Support services that are available
- What the courses are like in the later years of the program
- Conduct a campus tour
- Show your mentees around the Griffith website and app, including Learning@Griffith and myGriffith
- Show your mentees how to contact and make appointments with their first year coordinator

Ideas for your meetings continued

First weeks of trimester

- Look at a course outline together and highlight the important parts
- Make a list together of important dates in the trimester and help each other develop an assessment schedule
- Run another campus tour
- Meet in the library and show students the online system
- Help your group of mentees establish an ongoing study group
- Meet with another group in the mentoring program to help mentees meet more people
- Let your mentees know about opportunities such as overseas exchange programs or work available on campus through Unitemps
- Tell your mentees about postgraduate study or where they can find out more information

Discuss:

- Time management techniques
- Your last group work assignment
- Where to find a part time job
- How you balance study, work, family and friends
- Some of the strategies you use to manage your stress
- The best class everyone has had so far
- What you do that makes you successful with your studies
- How you got things back on track when they didn't go so well
- How you are planning your career
- How you prepare for a presentation
- How to plan and research an assignment
- Techniques to study for exams

What can you do when things aren't going well?

When mentees stop coming to meetings:

- Keep communicating – send reminders and follow up emails before and after meetings. Include information and links about things discussed during meetings.
- Check that meeting times do not conflict with lectures.
- Don't take it personally – your mentees might not require your support at this time but may return to the meetings once they have more questions.
- Ask at the end of each session if there are any specific topics or activities they want to cover at the next session. Suggest that your mentees write down questions or ideas during the week to bring to the session.

When the sessions don't seem to be meeting their needs:

- Ask your mentees what information they need from you.
- Talk with other mentors about what activities they are doing and what is working well.
- Ensure that you are giving your mentees an equal voice in the direction your mentoring relationship is taking.

When your mentees don't seem to be getting to know each other:

- Run an icebreaker.
- Give your group time to talk about what interests them – this may lead on to other conversations about extra curricular activities or career direction.
- Decide together where to hold a meeting – maybe go for coffee.
- Develop a relaxed atmosphere – social interaction can be just as important as problem solving.

Closure

Closing the mentoring relationship in a positive and reflective way is an important part of the mentoring process.

Here are some ideas for your last session:

- Review what has been achieved so far – for example, you could help your mentees to remember how they felt on their first day and to talk about how far they have come in a short time to highlight their successes, progress and strengths.
- Discuss some positive goals for the future
- Review plans for the remainder of the trimester
- Acknowledge your mentees' contribution and commitment to the mentoring relationship.

Ideas for your meetings continued

Which aspects of mentoring do new students find most useful during orientation?

Meeting other students and forming friendships

"I felt welcomed and quickly became comfortable with my environment after being introduced to a peer mentor and after doing group 'getting to know one another' sessions..."

The peer mentor groups are awesome - we are all great friends now and having the older mentor to show you the ropes is invaluable!"

Gaining a peers' perspective on university life

"I found it useful having the student mentor there as she had thought through some of the issues she had when starting out and outlined them briefly. She also put me at ease that she had begun the course knowing very little in the same areas as I had and that she had been able to complete the course so far."

"The student mentors were good - it is good to see what 'real life' students in your course think, and knowing that they enjoy it is inspiring."

"Peer guided sessions... put a student perspective on everything."

Getting to know the campus

"The guided tour by the student mentors was the most informative, as well as the ongoing help sessions available from mentors for the first six weeks of the trimester."

Ongoing support

"I had a very good mentor who kept in touch with all of us on Facebook, and we had weekly meetings to see if we were settling in. This was a very good impression of Griffith and made everything easy."

Starting@Griffith 2019 Survey, Data Report Mentoring and Early Academic Engagement.

Here are some strategies and activities that previous peer mentors found particularly useful in assisting their mentees:

"Using the Facebook page to give some good advice or online links, and creating events to remind mentees of next meeting, allowing them to ask questions whenever."

"Allow your mentees to guide the meetings with their concerns."

"I highlighted the fact that getting help from someone would result in less stress and anxiety and better marks."

"I provided many useful tips for studying and ways to increase motivation by discovering the goals/ aspirations of each mentee."

"After every meeting I sent an email summarising what we talked about, and gave a preview for next week's activities. I also sent reminder emails through the week."

"Group activities allowed my mentees to bond and form friendships."

"I conducted a tour of the Uni, showing them all the rooms they would attend lectures, labs etc. in as well as learning centres, places to buy food, and quiet places to study."

"Gave examples from my own experience, reassured them that their fears are normal and that they can do it."

"Ice breaker games were great to get to know people."

"Showing them an example of a trimester, week-by-week timetable listing due dates for assessments, exam dates etc."

"Just being a friendly face someone can approach and ask questions. I like that they felt comfortable with us and appreciated us guiding their transition through first trimester."

"Showing them how to navigate through Learning@ Griffith."

Seven predictors of success at university



Time on task

Put time aside to study for each of your courses every week



Attend class

Attend lectures and tutorials regularly



Focus on your goals

Having a clear purpose for attending Uni helps you to move forward and protects against dropping out in your first year



Develop your self confidence

Nurture a sense of academic self-confidence and an expectation you will succeed



Develop peer relationships

Connecting with your colleagues also helps prevent dropping out in your first trimester and first year of study



Online engagement

Make the most of our online learning environment Learning@Griffith and student portal myGriffith



Work-life study balance

If you're a full-time student, working no more than 15 hours in paid employment a week enables you to dedicate sufficient time to study

Promoting academic integrity

Griffith University treats academic integrity very seriously. As student mentors you have the opportunity to promote academic integrity and help new students avoid academic misconduct.

Here are some things you can do to help:

1. Understand what academic misconduct is. Broadly, academic misconduct covers all behaviour involving the misrepresentation of academic achievement, whether intentional or unintentional, including cheating, fabrication of results, misrepresentation, plagiarism, collusion and duplication.

If you don't understand what academic misconduct is you should visit the academic integrity website for students: griffith.edu.au/academic-integrity

2. Refer your mentees to self-help resources (griffith.edu.au/library/workshops-training)
3. Encourage effective study habits, including:
 - Good planning
 - Time management
 - Seeking help when required

Remember, a student who willingly assists another student to plagiarise (for example by willingly giving them access to their own work) is also breaching academic integrity, and may be subject to disciplinary action.

Emphasise the seriousness of the issue, but reduce worry by ensuring that you connect your mentees with the right support to assist them.

(Source: Academic integrity for staff website and "Institutional Framework for Promoting Academic Integrity among Students")

"As you become more present in your own life, you will begin to enlighten others by your example"
- German Kent

"Great mentorship is priceless"
- Akita, 2014

Privacy and confidentiality

To provide support for mentors, mentees and the mentoring program team, information may be shared in confidence with members of staff involved with the relevant mentoring program. Breaches of confidentiality may result in the expulsion of a mentor or mentee from the program, or for retraining in the case of a mentor (at the discretion of the mentoring program coordinator). Any information exchanged between mentors and mentees may be shared with the relevant mentoring program coordinator if there is concern about a student's behaviour or well-being and in order to evaluate the effectiveness of the scheme and assist in its further development. All information will be handled in strict accordance with the University's Personal Information Privacy Plan.

Limits of confidentiality

- If a mentee tells you something that makes you worried for their safety and wellbeing or if you feel that a student is in danger or endangering someone else you should inform the program coordinator immediately
- It can help to maintain trust and your relationship with your mentee if you inform them of the limits of confidentiality early in the relationship and if you intend to pass information on to the program coordinator because you are concerned for them

This information is provided as a guide only. Please refer to the University Privacy Plan *(<https://www.griffith.edu.au/about-griffith/corporate-governance/plans-publications/griffith-university-privacy-plan>) for authoritative advice regarding these matters.

Privacy

Some of the principles of the University Personal Information Privacy Plan are:

- Only collect personal information that is necessary
- Clients are aware of the information we collect and why
- Information must be relevant, up-to-date and complete
- Information we collect is stored securely and protected against loss, unnecessary use, wrongful disclosure, etc
- Only use information for the purpose for which it was collected (for some exceptions, refer to the Privacy Principles document)
- Clients can request access to the personal information we hold by writing to the Privacy Contact Officer.

Confidentiality

All persons who work, volunteer or intern at Griffith in any capacity, in any role, on any campus, may come into contact with information that is confidential and / or sensitive. This may include personal information or even just knowledge of use of support services.

You are required to treat such information as highly confidential and to not disclose any information to persons outside of the relevant mentoring program without explicit permission.

Explicit permission to disclose information requires informed consent. This involves the client reading, completing and signing the Authorisation to Release Information Form, for release of information to a specific recipient for a specific purpose.

Mentoring Code of Conduct

This Code of Conduct applies to mentors and mentees in mentoring programs at Griffith University.

Mentors will

- Attend any mentor training or professional development required
- Act professionally and ethically at all times in relation to their mentoring role
- Keep commitments made with mentees for meetings or events
- Maintain open and timely communication with mentees
- Observe boundaries regarding their role
- Maintain confidentiality regarding mentee and mentor (other) information
- Refer any unresolved concerns or conflicts arising in the mentoring relationship to the program coordinator in a timely manner
- Disclose any actual or potential conflict of interest relating to their mentoring role to the program coordinator as soon as it arises
- Not seek any form of remuneration from mentees in their role as a mentor
- Advise the program coordinator in a timely manner of their need to change their involvement in the program

Mentees will

- Keep commitments made with mentors for meetings or events
- Alert their mentors to any issues likely to impact on their ability to stay in their study program
- Respect the role of the mentor, not expect them to exceed this, and seek professional help (e.g. counsellors, learning advisers) if needed
- Not offer any payment to mentors in their role as a mentor
- Disclose any actual or potential conflict of interest relating to their involvement in the program to the program coordinator as soon as it arises.

More information:

policies.griffith.edu.au/pdf/Code%20of%20Conduct.pdf

Mentor self care and setting boundaries

- Don't make their problems your problems
- Don't do for mentees what they can do for themselves
- Learn to say 'no' appropriately
- Don't lend what you can't afford to lose (e.g. money, assignments)
- Be aware of your own limitations
- Keep track of changes in your emotions when with the mentee
- Don't be afraid to refer or get support
- Establish ground rules and agreed upon boundaries
- Make contact only via approved contact methods of the relevant mentoring program
- Do not exchange personal contact information or personal information not related to the mentoring program
- Do not meet your mentee face to face outside of the activities of the mentoring program – remember that mentees may be under 18 years and therefore still be legally classed as children when they commence their studies and it is inappropriate for you to meet them outside the scope of the program
- Keep your contact with your mentee focused on the purpose of the mentoring program

Any concerns about your contact with your mentee should be referred to your mentoring program coordinator.

(adapted from Grove & Glaser).

Support and services around Griffith

It is important to encourage good help-seeking behaviour in new students. It is an important life skill and by suggesting seeking help you can validate mentees' feelings and normalise accessing services for help when needed.

Managing challenges

Open communication, patience and tolerance can help you manage challenges.

- Be assertive about your boundaries
- Take action on concerns (check with mentee concerned / speak with the program coordinator)
- Acknowledge your own limitations and ask for help

When to refer

- When you don't know the answer
- When an issue is outside the scope of your mentoring role
- When you find yourself becoming overly involved with a mentee's problems
- When you are spending a lot of time helping a mentee
- When helping a mentee begins to compromise your own studies
- When you are concerned about the welfare of a mentee

Griffith University offers many helpful tools and services to support students. The student support website provides detailed information and links.

griffith.edu.au/student-support



Student enquiries

Student Connect is an all-inclusive service point for course and program advice, changes to study pattern, enrolment, fees and general requests or enquiries.



Health, counselling and wellbeing

The Online Health and Wellness Centre offers tools to help you stay happy and well while studying. You can also book counselling, medical or pastoral care appointments.



Financial support

Explore our financial support services, including scholarships, bursaries and budgeting workshops.



Career support

It's never too early to start planning for your career. Our Careers and Employment Service can help.



International student support

Get advice on issues that can affect your life in Australia, as well as help with your English.



IT support

Get tech support for online issues, email, connecting your device to Griffith wifi, Learning@Griffith and Lecture Capture, plus information on student printing.



Disability and accessibility support

We can customise reasonable adjustments to meet your particular study needs.



Equity and diversity

Support for LGBTIQ students, Aboriginal and Torres Strait Islander students, Pacifica students and students from refugee backgrounds.



Student mentoring

Mentoring at Griffith connects student mentors and mentees via a wide range of programs that facilitate mutual learning, reflection and growth.

Some examples of helpful statements:

"I'm certainly willing to help but feel I'm not the best person to assist you with these issues."

"I think it would be in your best interests to get this kind of help from someone who has more experience in this situation."

"Talking to someone in Student Services may help you solve this problem."

Where you cannot provide the information or support needed or wanted by a mentee, be sure to refer them to an appropriate service to get help.

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