



Griffith Staff Mentoring Program

HR STRATEGY & INNOVATION



*At Griffith, we believe in,
strive for and celebrate
the Remarkable.*



Mentoring is.....

A Mentor is described by the Macquarie Dictionary...(especially in an organisation) as a person who is considered to have sufficient experience or expertise to be able to assist others less experienced.

A mentoring relationship is a hands-on, one-on-one relationship built on trust and confidentiality. Most successful people have at one time enjoyed the benefit of a relationship with an individual who has served them as a Mentor. Mentoring is positive, supportive relationship encouraging people to develop to their fullest potential. Mentoring is not counselling. A mentoring relationship is more around setting career development goals, focuses on professional development, actioning plans and navigating barriers that may exist in the workplace.

Having a mentor can be particularly useful if you:

- are considering working in a new field/are exploring a career change and want more information on a particular area or expertise from someone in another field, or
- are looking for a connector within professional work area/s.

Do I need a Mentor?

"A coach is someone available for the performer to learn WITH... A mentor is someone available for the performer to learn FROM."

N. MacLennan

If you are interested in finding a mentor, you may first wish to consider if a mentoring relationship is the right developmental tool for you. You should identify your goals, what assistance you require in order to achieve them and what you are seeking from a mentor.

- ✓ Can you find this assistance within your existing relationships? Or do you need to broaden your network?
- ✓ Is there another developmental avenue to consider such as formal skills training or perhaps a skills coach?

A good mentor inspires you, stretches you, connects you, opens your mind and most importantly, doesn't judge. Mentors provide a safe space to learn, experiment and ask questions, no matter how seemingly stupid. In the corporate world, mentoring helps boost employee engagement and retention, as well as knowledge retention.

A mentor can assist in the following ways:



- ☐ Help set clear career &/or development goals;
- ☐ Advise on strategies for goal achievement;
- ☐ Identifying the mentee's skills;
- ☐ Refer the mentee to people who can assist;
- ☐ Review progress towards goals;
- ☐ Help evaluate options;
- ☐ Discuss barriers;
- ☐ Rehearse/coach in effective communication strategies;
- ☐ Explain policy, procedures, structures;
- ☐ Give insight into organisational politics;
- ☐ Be a confidant/sounding board;

What does mentoring involve?

A mentoring relationship requires an environment of encouragement, openness, mutual trust, respect and a willingness to learn. Mentoring is not counselling as the tone and purpose of counselling is very different to that of mentoring.

The duration of an arrangement established through Griffith's Staff Mentoring Scheme is flexible and can go on for up to a year. Therefore this scheme is more suitable for staff who are employed on a continuing basis or have at least 12 months remaining on a fixed term contract.

During this time, it is recommended that a mentee and mentor will meet every six to eight weeks, for around an hour. Ultimately, the timeframe of the arrangement will be dependent on the mentee reaching their goal/s.

HOW TO FIND THE RIGHT MENTOR

The right mentor doesn't necessarily mean the most senior person in your organisation. Look around the organisation and identify people you admire, respect and/or you think are doing a great job in an area that you might like to work in in future. You should be looking for a mentor who is going to be approachable, possibly someone who you believe you would have a good connection with. Having a mentor who you don't connect with, clearly would not work. Importantly, think about working with a mentor who has different experiences from you and outside the area you currently work. This can help you broaden your approach and look at a situation from many sides.



Benefits

Mentee Benefits

- ☐ Learn from experienced managers and leaders;
- ☐ Develop and broaden your networks and understanding of the organisation;
- ☐ Increase skills and knowledge;
- ☐ Reduces isolation;
- ☐ Gain insight into future planning, development goals and self development;
- ☐ Grow with confidence;
- ☐ Gain insight of organisational culture;
- ☐ Get assistance with ideas and honest feedback;

Mentor Benefits

- ☐ Shares experience, skills & knowledge;
- ☐ Develop your networks;
- ☐ Develops leadership and mentoring skills;
- ☐ Share new perspectives with other colleagues;
- ☐ Provides an opportunity to contribute and a sense of satisfaction;
- ☐ Reflect upon and articulate knowledge;
- ☐ Gain a different perspective from another colleague;
- ☐ Explore your choices as a manager and leader plus lessons learned along the way;
- ☐ Increase generational awareness;

Benefits for Griffith

- ☐ Develops a culture of learning excellence;
- ☐ Facilitates a sense of community;
- ☐ Provides an opportunity to increase the understanding of the Griffith way;
- ☐ Provides a practical mechanism to retain and grow great staff;
- ☐ Improves communication across work departments;

Role/Responsibilities of a Mentee and Mentor

Role/Responsibilities of Mentee

- ☐ Organise and meet with your mentor each month. Be respectful of the Mentor's time and resources.
- ☐ Be proactive about contacting your mentor and scheduling meetings.
- ☐ Be responsible for your own growth, development, acquiring or improving skills and knowledge.
- ☐ Be receptive to feedback, coaching & constructive-criticism, and ask for it.
- ☐ Keep your conversations confidential.
- ☐ Be open to challenge and responsibility.
- ☐ Self aware.
- ☐ Be conscientious, well organised, positive and goal orientated.
- ☐ Comfortably give feedback to the mentor on what is working or not working in the mentoring relationship.

Role/Responsibilities of Mentor

- ☐ Meet with your Mentee and/or engage in mentoring activities in person.
- ☐ Willingly share your experience and professional success in the organisation.
- ☐ Support the organisations mission, vision, values and goals.
- ☐ Stay accessible, committed and engaging during the length of the mentorship.
- ☐ Guide don't direct, question and challenge.
- ☐ Collaboration in the problem solving process.
- ☐ Keep your conversations confidential.
- ☐ Be a positive role model.
- ☐ Remain non-judgemental.
- ☐ Provide open and candid feedback & advice
- ☐ Be a resource and a sounding board.
- ☐ Model problem solving techniques.
- ☐ Offer encouragement through genuine positive reinforcement.

Mentor's should refrain from:

- ☐ Giving direction.
- ☐ Counselling.
- ☐ Solving problems for the mentee.
- ☐ Being an expert on all matters.
- ☐ Becoming involved in personal issues.
- ☐ Over ruling or undermining a mentee's manager.
- ☐ Interfering with normal policies or procedures.
- ☐ Providing unfair advantage, special privileges or favours.
- ☐ Taking action on behalf of the mentee.



Information sheets and web resources for Mentors and Mentee

- How to be a great Mentee ([link](#))
- How to be a great Mentor ([link](#))
- Tips for [Mentees](#)
- 8 Tips for An Amazing Mentor [Relationship](#)
- How to work with a [Mentor](#)
- Preparing a Mentoring Meeting [Agenda](#)
- Difference between coaching and [mentoring](#)
- 25 Questions to ask a [Mentor](#)

Points to note

Incompatibility – contact HR if you feel the relationship will not work and you would like to look at getting a new mentor – HR-Leadership@griffith.edu.au

Negotiating time with your manager – discuss up front with your manager the benefits of being involved in the mentorship and negotiate a time that will suit both you and the team to attend your mentoring meetings.

Please note that this is seen as professional development time, similar to attending a development workshop. Therefore, prior to meeting with their mentor, mentees should liaise with their supervisor regarding time spent away from the office.

Managing people's perceptions – a mentor is there to offer advice not to provide you with an unfair advantage or become involved in issues that arise between yourself and a manager or your team.

Completing the Mentoring Relationship

All relationships evolve and change. By their very definition, mentoring relationships are developmental and focused on the transformation of the mentee from novice to professional in their chosen field. When this has occurred, an integral part of the closure experience is a highly focused conversation about the specific learning that has taken place as a result of the mentoring relationship.

- ☐ Recognise when goals have been achieved or when they are unlikely to be achieved and graciously let go;
- ☐ Recognise when the mentoring relationship has evolved into friendship;
- ☐ Have a process in place for concluding the mentoring relationship – even if it has only been one of short duration.

Final Meeting

A final meeting should be set and use this meeting to review and process outcomes achieved. As a suggestion, Mentor and Mentee should discuss:-

- ☐ Were goals initially stated by the mentee achieved? Were goals redefined during the mentoring relationship and were these new goals met?
- ☐ What other outcomes were achieved during the relationship?
- ☐ Was organisational knowledge of Griffith increased?
- ☐ Were problem-solving skills enhanced?
- ☐ What professional gains were made by both the Mentee and Mentor?
- ☐ What personal gains were made by both the Mentee and Mentor?
- ☐ What aspects of the mentoring relationship did you appreciate?



For more information on establishing a mentoring relationship, contact Human Resources at hr-leadership@griffith.edu.au

Web page: (LINK)