



College of Humanities, Arts and Social Sciences

Good practice guide



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Welcome

Welcome to the College of Humanities, Arts & Social Sciences (HASS) Student-Alumni Mentoring Program (StAMP).

Mentors will enjoy the opportunity to impact a student's confidence and knowledge as well as developing their leadership and communication skills.

Mentees will benefit from the support and advice of experienced alumni in developing an understanding of the culture, opportunities and difficulties of their chosen sector.

This document is intended to provide a set of useful guidelines as a framework for the mentoring relationship. We encourage mentors and mentees to become familiar with the roles and their responsibilities, and to negotiate plans to suit their individual circumstances.



Definitions

Mentor – A mentor in **HASS StAMP** will be a working professional and, preferably, a Flinders University Graduate, who assists a current Flinders student in the college of Humanities, Arts and Social Sciences to prepare for employment. A mentor is a person who shares knowledge and experiences, offers advice, and provides support to assist a mentee in transitioning from an educational to a professional culture.

Mentee – A mentee in the **HASS StAMP** program will be an eligible student in a Flinders University degree in the College of Humanities, Arts and Social Sciences. A mentee must be willing to listen, learn and challenge their ideas in order to get the most out of the mentoring relationship.

Benefits of Mentoring

Mentoring helps individuals achieve their personal aspirations and goals in the workplace and aids in attaining a state of well-being. Mentoring can provide clear benefits to both mentee and mentor, including:

Mentor

- Interpersonal skills development
- Personal and professional satisfaction
- Contributing to the future of your industry
- Contributing to the Flinders alumni community
- Professional development
- Building supportive relationships
- Opportunity to reflect on industry practices

Mentee

- Assistance with career transition and planning
- Expanded professional networks
- Enhance professional skills
- Develop professional identity
- Learn from someone more experienced.



How it Works

To be a **HASS StAMP** mentee you must be 18 years or older and enrolled in a degree at Flinders University in the College of Humanities, Arts and Social Sciences. If you meet these criteria, please complete the application form.

Applications will be processed and participants will be advised of their mentoring partners and invited to a training session and welcome function. It is recommended that participants meet once a month during semester for an hour. However, participants are encouraged to negotiate the frequency, length and style of meeting that suits them best and this should be negotiated at first contact.

The Program Coordinator will be available to resolve any difficulties or provide support to both mentors and mentees and can be contacted by emailing chass.operations@flinders.edu.au with the subject heading **HASS StAMP**. The Program Coordinator will also make regular contact with participants throughout the Program.

Matching

Participants are matched on overall best fit of the goals and outcomes the mentee wants, with the experience that mentors have to offer. This is not a direct profession match for the purposes of employment in a particular organisation.

Participants will be invited to networking events during the Program and a celebration at the end of the Program. Mentees will be required to complete a short reflective exercise during a workshop in order to complete the Program and receive their certificates.

Required Events

- Welcome
- Training/Induction as advised by the Program Coordinator
- Opportunities to network
- Thank you function

Meetings

After matching, mentees are required to contact the mentor and set up the first meeting.

Problems

Direct to Program Coordinator



Standards of Behaviour

- The mentor / mentee relationship involves trust, support and empathy to create a mutually beneficial experience. As such, confidentiality and professional conduct are expected behaviours of all participants. In situations of incompatibility, conflict of interest or inability of either party to continue in the Program, The Program Coordinator will attempt to establish alternative arrangements for both parties.
 - The Program Coordinator is the first contact point for mentors and mentees should they need to report sexual harassment, bullying, discrimination or other inappropriate behaviour during the mentoring relationship. Such complaints will be dealt with in accordance with the relevant University policy. The Program Coordinator can be contacted by emailing chass.operations@flinders.edu.au with the subject heading HASS StAMP.
 - Participants in HASS StAMP are required to familiarise themselves with the responsibilities of the roles of the Program to enable them to make the most of the mentoring relationship. Participants are welcome to contact the Program Coordinator at any time for assistance, clarification, additional information or resources, or to raise any concerns, email chass.operations@flinders.edu.au with the subject heading HASS StAMP.
 - The mentoring relationship is not intended to be a pathway to employment. Should a mentee apply pressure to secure such an arrangement from the mentor, please notify the Program Coordinator. However, where a work experience arrangement is mutually agreeable, this should be initiated by the pairing through the University's Work Integrated Learning program to ensure that relevant insurance and work health and safety requirements are met. Insurance is not required if a mentee attends a workplace for meetings or observation, however, the mentor must ensure all work health and safety obligations are met in these instances.
- Other expectations of participants in StAMP are:
- Adequate time is given, by the participants, to developing the mentoring relationship;
 - The application form is completed honestly in order to encourage successful matching;
 - All participants will adhere to all the expectations outlined in this section and conduct themselves according to the role descriptions outlined in the following section.



Participant Roles

Participants in HASS StAMP are required to familiarise themselves with the responsibilities of the roles of the Program to make the most of the mentoring relationship. Participants are welcome to contact the Program Coordinator at any time for assistance, clarification, additional information or resources, or to raise any concerns, email chass.operations@flinders.edu.au with the subject heading HASS StAMP.

Role of the Mentee

- Attend the training session/welcome function, and become familiar with the guidelines;
- Contact your mentor within one week of receiving the email introduction;
- Take responsibility for your development (see resources attached to these guidelines) and be proactive about initiating contact with your mentor;
- Always maintain confidentiality;
- Set your goals – what do you hope to learn from your mentor? Be open and honest with your mentor about your expectations;
- Be willing to listen and learn from your mentor's experience, don't be defensive;
- Ask for feedback and give feedback when required;
- Plan your meetings ahead, create a list of things you would like to discuss;
- Develop trust and respect your mentor's role as a trusted advisor – be reliable and professional, don't ask for a job;
- Be flexible – mentors have many pressures on their time, be understanding and catch up at mutually convenient times.
- Record meeting outcomes and agreed tasks.

Role of the Mentor

- Attend the training session/welcome function, and become familiar with the guidelines;
- Respond to the mentee introductory email within 48 hours or receipt;
- Schedule the mentoring meetings in advance – minimum of once a month – at a mutually convenient time with your mentee;
- Always maintain confidentiality;
- Be willing to listen to, and communicate with, your mentee;
- Provide guidance, offer relevant advice, and give feedback when required;
- Plan for your meetings ahead of time, prepare some initial questions to help get the conversation started;
- Take an interest in your mentee's career dreams and provide insights that will help to shape these into realistic goals;
- Share your story and industry experiences with your mentee – help to develop their understanding of their intended profession;
- Be understanding and patient – your mentee may have limited, or no, professional experience.



How to be a Great Mentee

FIRST MEETING CHECKLIST

To get the most out of your mentoring relationship – and move past possible pitfalls – use this checklist to guide your first meeting with your mentor.

Before the First Meeting

- Explore your mentor's digital presence – learn how they interact with their professional environment.
- Send an introductory email and a short bio about your interests and career aspirations.
- Consider your goals for the mentoring relationship (what insights or skills do you hope to gain?) and write down 3 possibilities for discussion.

At the First Meeting

- Confirm the arrangements for your meetings – when, where, how long? How will you communicate in between meetings?
- Let your mentor know how you'll be tracking progress (you should be the one driving the relationship) – at the very least email a summary of your discussions with actions or tasks that you will complete before the next meeting, clearly stated.
- Share your prepared goals (check out the goal setting tips and take feedback with an open mind, and come up with an agreed list of objectives for the duration of the relationship.
- Pay your own way if you meet over coffee or for lunch (this applies to subsequent meetings too!).

After the First Meeting

- Share a follow-up highlighting the key points from your meeting and any agreed actions (this also applies to subsequent meetings).
- Connect with your mentor on LinkedIn and other professional social media platforms they are using.
- Schedule the agreed meetings and invite your mentor, including all relevant details.



GREAT QUESTIONS TO ASK YOUR MENTOR

Stories – ask your mentor about their career journey:

- How did you land your current role?
- What did you discover about your industry/sector that you didn't anticipate when you were studying?
- What was your most valuable experience/insight in transferring from studying to the workplace?
- What are the cultural pros and cons of your industry/sector?
- What are the practices or qualities most valued in your industry/sector?

Situations – use your mentor as a sounding board to resolve a challenge you are facing:

- What are the most important skills or attitudes for resolving this challenge?
- How could I transfer the knowledge/experience of dealing with this situation to the workplace?
- Tell me about some of the challenging aspects of your work and how you tackle them.

Self-awareness – invite your mentor to help you improve your self-awareness:

- Where do you see my strengths/potential and where should I focus on improving?
- What do you consider to be my blind spots?
- How would you describe me to others (how do I come across)?

Skill-building – ask your mentor for advice/resources for developing specific skills:

- What workplace skills should I focus on developing?
- Which industry-specific skills are most highly valued?
- How could I improve my professional social media presence?
- What sort of extra/co-curricula activities would be valuable for my profession?

Things To Remember

- A mentor is not a therapist – try to avoid conversations that veer away from your goals or objectives.
- They're not a recruitment agent – avoid the temptation to ask them for a job.
- They're definitely not your parent – don't ask them to solve your problems for you.
- Don't be too clingy – contacting your mentor with every question or idea is not appropriate.



Resources for Mentees

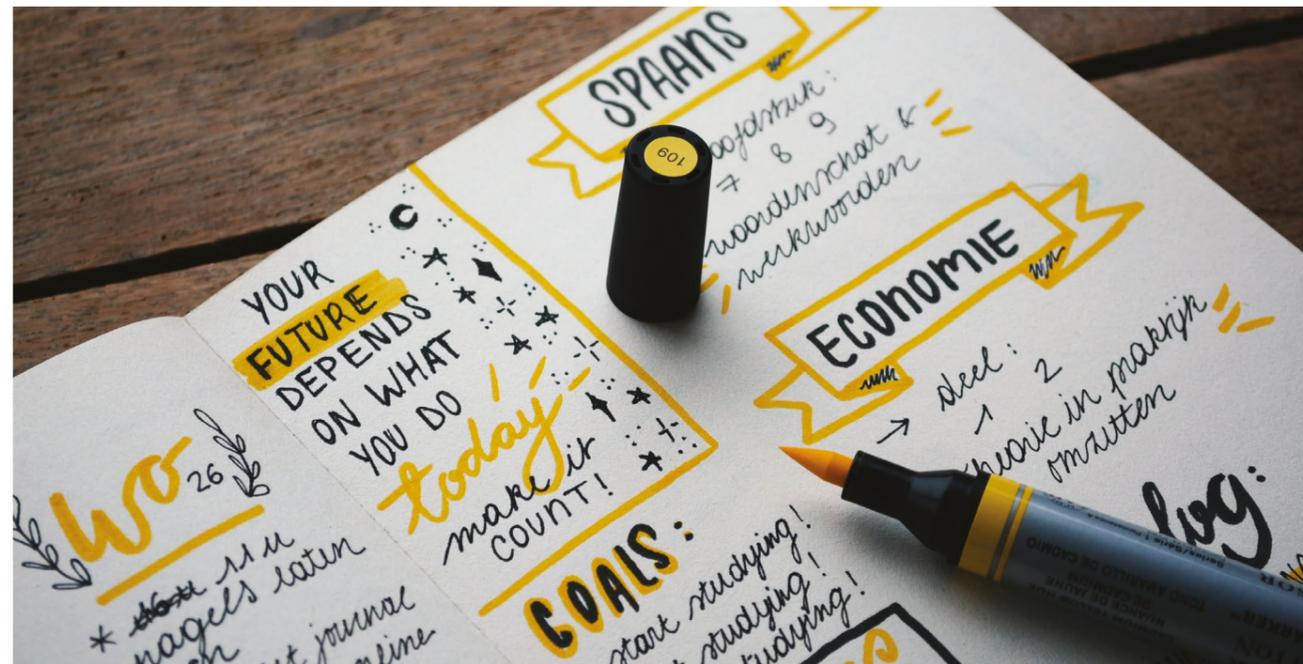
GOAL SETTING AND HOW YOUR MENTOR CAN HELP

The secret to getting where you want to be, is to set goals. This is true for our personal and student lives and it's most certainly true in any workplace environment. One of your goals towards being a work-ready graduate, should, be the ability to define, set and meet goals! Goals are the things that move you toward your vision of your life and your aspirations for your career.

The commonly held understanding of a successful goal is one that is specific, measurable, achievable, relevant, and timed (SMART) and is even more powerful if it includes a few incremental milestones. For the purposes of this mentoring program one of your goals might be: by the time I graduate, I want to have a pre-professional identity statement as part of my CV (nb: read about pre-professional identity (PPI) at the end of this guide). **HASS StAMP** has been designed specifically to help connect eligible students to their chosen sectors, so your mentor is ideally positioned to maximise you achieving a strong PPI and improving your industry literacy.

Milestones for achieving this could be related to the elements you want to be able to include in your statement. Here are three examples – there are many more in the PPI info sheet included in this guide):

Element	Milestones
Commence professional socialisation	<ul style="list-style-type: none"> Volunteer in an organisation related to your industry Take an entry-level, part-time job in an organisation related to your industry (roles such as receptionists, administrators and customer service officers often provide a birds-eye-view of how the organisation/industry operation) Join a peak body related to your intended profession Attend conferences or workshops held in your intended industry.
Demonstrate professional behaviours (workplace etiquette)	<ul style="list-style-type: none"> Find out the key behaviours valued in your intended profession Join a mentoring program, and practice being reliable, punctual, courteous and committed, along with other industry specific behaviours.
Build my network	<ul style="list-style-type: none"> Attend a networking skills session Attend events where you can meet industry professionals Develop a LinkedIn profile.



PRE-PROFESSIONAL IDENTITY (PPI)

What is it?

“Pre-professional identity relates to an understanding of, and connection with, the skills, qualities, conduct, culture and ideology of a student’s intended profession”.¹ It is transitioning from an identity constructed around being a student and commencing the development of a professional identity before you have graduated.

Why is it important?

Students who have developed a PPI have practical exposure to their intended profession that creates awareness of the responsibilities, standards and expectations of, and commences socialisation into, that profession. They can demonstrate increased work-readiness through this exposure and through the practice of behaviours, and development of values and attitudes, appropriate to the workplace. Additionally, students with a PPI have self-awareness, are ahead in developing their critical learning skills, and have aligned their values to those of their intended profession. They have increased self-esteem, greater confidence in a professional culture, and can demonstrate the application of skills and knowledge to different contexts.²

How do I get it?

WORK INTEGRATED LEARNING (WIL) is a great opportunity to develop a hands-on understanding of your chosen profession.

It also provides a chance to develop strategies for achieving professional goals with a realistic outlook, and bridge the cultural disparity between classroom and workplace. Contact chass.placements@flinders.edu.au to organise a placement.

The **Flinders Careers & Employability Service** and the **Horizon Professional Development Award** are a fantastic resource for improving your employability and gaining exposure to employers, and enhancing specific professional skills, AND your participation in **HASS StAMP** can be credited to your Horizon Award!

NETWORKING is a critical career skill which your mentoring program can help you develop as well as expanding your actual network. Take every opportunity to network with alumni, your peers and your intended profession. Contact the **HASS StAMP** Program Coordinator for tips and advice on effective networking by emailing chass.operations@flinders.edu.au with the subject **HASS StAMP**.

Join student clubs, professional associations and interact with the local community through **volunteering** in your field of interest. All of these activities increase your workplace literacy, improve your understanding of the practices and behaviours of your intended profession and increase your networks and professional confidence.

PROFESSIONAL MENTORING is a fantastic professional development exercise that provides you with personalised support and encouragement, impartial advice and unique insights, all from an industry insider! **HASS StAMP** is the first step on your professional mentoring journey which gives you a head start on an activity that many people find beneficial right through the course of their careers. And we would love to see you back one day as a **HASS StAMP** mentor!

¹ Denise Jackson (2016) “Re-conceptualising graduate employability: the importance of pre-professional identity”, Higher Education Research & Development, 35:5, p. 925.

² Denise Jackson (2016) “Re-conceptualising graduate employability: the importance of pre-professional identity”, Higher Education Research & Development, 35:5, p. 926-930.

How to be a Great Mentor

FIRST MEETING CHECKLIST

To get the most out of your mentoring relationship – and move past possible pitfalls – use this checklist to guide your first meeting with your mentor.

Before the First Meeting

- Send an introductory email and ask them for a short bio if they haven't already provided one.
- Consider what experiences and strengths you have that will align with the mentee's interests and career aspirations.
- Think about what you would like to get out of the mentoring relationship.

At the First Meeting

- Advise your mentee of the times you have made available for meetings over the course of the program and try to schedule all of these ahead of time, clarify with your mentee how you would like to be contacted and whether/how often you'll be available to them outside of the mentoring meetings.
- Tell your mentee a bit about your career journey, particularly any unexpected opportunities or setbacks and how these helped you grow professionally.
- Tell your mentee what you hope to gain from the mentoring relationship and why you've offered your time to be part of the program.
- Make sure you come away with a clear idea of what your mentee is looking for.

After the First Meeting

- Start planning how you can best assist your mentee and how you might be able to guide them in achieving their goals.
- Share any industry articles or newsletters that you find interesting – look for opportunities to help your mentee grow.
- Read the section in this guide about pre-professional identity (PPI) and consider what your role might be in helping your mentee develop their PPI.
- Follow up with your mentee to get their summary of the meeting and check-in on how they're feeling about themselves and the mentoring relationship.

GREAT QUESTIONS TO ASK YOUR MENTEE

Vision/Strategic

- What is it that you really want to be and do? Why?
- What are you doing really well that is helping you get there?
- What are you not doing well that is preventing you getting there?

Practical/Action

- What will you do differently this week to meet your challenges?
- How can I help/where do you need the most help?
- What has happened since the last session?
- What have you done that you said you'd do?

Directional

- What progress have you made in your goals and activities?
- What key thing have you learned since the last session?
- Where are you stuck?
- What is the next action or goal to take on?

Four Ways To Make An Impact On Your Mentee

Mentoring is a leadership activity and, like other leadership skills, needs to be learned. You don't cultivate great mentoring skills overnight but here are four things to help if you're new to mentoring.

1. **Don't make quick assumptions.** Whether you think your mentee is getting it wrong or is moving too quickly, let them explain, hear their rationale and be slow to make assumptions. Making assumptions or offering unsolicited feedback before solidifying trust with your mentee can be detrimental to the relationship.
2. **Be gracious.** Failing or struggling with something is hard enough to admit, especially to someone you respect. Remember you were once in the same shoes and be honest about your own mistakes. Encourage them not to give up and remind them that everyone makes mistakes, it's how we learn.
3. **Ask questions.** As your mentee develops their communication skills, help them by asking informed questions. Encourage them to explain themselves fully and make sure you have the full story before you offer feedback. Teaching your mentee to question their own perspective and approach and enabling them to hone their delivery are some of the most valuable skills you can offer. And it ensures you offer the right kind of feedback.
4. **Inspire them.** Tell them your story. Notice their strengths and best qualities and explain why these are valuable. Congratulate them for doing well. Show you believe in them by challenging them to do more. Remind them to focus on their vision and point out the steps they've already taken to get there.



How to be a Great Mentor

6 THINGS MENTORS CAN DO TO INCREASE THEIR IMPACT

HASS StAMP mentors are in a unique position to have a dramatically positive impact on a Flinders graduate's career by helping them develop a pre-professional identity (PPI) before they graduate. See page 11. for information about PPI. We've provided some ideas below to help you maximise the impact you have on your mentee and their professional career.

- 1 **Take Action.** Don't over-commit but do follow through on anything you have agreed to do.
- 2 **Present Challenges.** Help your mentee discover what they're capable of by encouraging them to stretch themselves with your support.
- 3 **Share Your Mistakes.** Glossing over your challenges and mistakes is not going to help your mentee. Being honest with them about your own failings, and how you learnt from them, will help your mentee when they face similar challenges.
- 4 **Keep Your Experience Relatable.** Remember your mentee hasn't graduated yet – try to think back to your early career and your experiences soon after your own graduation.
- 5 **Be Emotionally Intelligent.** Be open-minded, curious, empathetic and listen actively. If you are experiencing any difficulty establishing the mentoring relationship, please contact the Program Coordinator by emailing chass.operations@flinders.edu.au with the subject heading **HASS StAMP**.
- 6 **Set Boundaries.** Remember that your mentee is still learning about appropriate professional behaviour and may need some guidance if they over-step. Similarly, saying "yes" or "maybe" when it will be difficult to follow through (see point 1) will be detrimental to the mentoring relationship. Situations in which mentors should say "no" include:
 - Making an introduction the mentee isn't prepared for
 - Requests from your mentee that you don't have time to accommodate
 - Requests you know you won't follow through on.





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