Griffith Global E-Mentoring (GGEM) Handbook

Everything you need to know about being a Griffith Global E-Mentor

Intranet.griffith.edu.au/careers
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In preparing this Mentoring Guide we have used material from institutions with more established e-mentoring programs. We particularly acknowledge using material from the Stanford Alumni Mentoring Handbook.
As a Griffith Global E-Mentor you are a guide, friend and resource who shares the knowledge gained through your education and professional experience to help pave the way for students to succeed at university and beyond. A Griffith Global E-Mentor derives satisfaction from helping Griffith students fulfill their potential.

As a Mentor You Play Several Roles, Including:

Motivator: Expresses belief and confidence in the mentee's abilities, and encourages the mentee to try new things.

Resource: Teaches and advises the mentee on how to make professional contacts, and introduces the mentee to new people, places or ideas.

Supporter: Encourages open and honest dialogue, and listens to and responds to the needs of the mentee.

Coach: Helps the mentee develop, and work to achieve, realistic and meaningful goals.

The Mentoring Relationship

For mentoring to be successful there must be a reciprocal, comfortable relationship between mentor and mentee. Both parties must work at the relationship to make it successful by being open-minded, respectful and keeping to the expectations they have set for the relationship. Ideally, the mentoring relationship will be a mutually beneficial one; as the mentor learns from the mentee and the mentee from the mentor.

How Will I Benefit as a Mentor?

We believe that mentoring will be a positive and enriching experience for you. Specifically, we hope you will:

• Refine your coaching and mentoring skills
• Develop meaningful connections with students
• Learn about the Griffith of today and the next generation
• Experience a reconnection with Griffith
• Expand your professional network

What is Expected of Me as a Mentor?

One of the best aspects of volunteering with GGEM is that it is flexible – you and the mentee can decide on how the relationship will work. We do, however, have some minimal expectations of our mentors, including:

• Spend at least two hours per month building the mentoring relationship
• Set expectations with students for how and when you will contact each other
• Help your student in identifying and setting goals, track progress and make changes
• Approach mentoring relationship with an open mind, professionalism and respect
• Support student’s professional and personal development
• Respond to all communications in a timely manner
• Maintain and model professional behaviour. Define professional behaviour if needed
• Communicate problems with the mentoring relationship to GGEM program staff at n.graham@griffith.edu.au

What is Not Expected of Me as a Mentor?

• To offer jobs or internships to your mentee
• To have all the answers for your mentee
• To initiate all contact with your mentee

How will the Mentee Benefit?

Following are some general ways we hope the students will benefit from being in a mentoring relationship:

• Build a professional network
• Develop and enhance professional and communication skills
• Connect academics and career; acquire advice on experiences and courses that would be of greatest benefit
• Explore new ideas and areas of interest
• Gain exposure to career options, advice and job search tips

What is Expected of the Mentee?

Before a student can search for a mentor, they must attend a mandatory orientation in which they are instructed to think about what they want out of a mentoring relationship. They are informed of our expectations, which include:

• Spend at least two hours per month building the mentoring relationship
• Make the first contact with the selected mentor and respond to all communication
• Set specific goals for the mentoring relationship with mentor
• Agree and commit to expectations and goals set with the mentor
• Be appropriate in their requests of their mentor, in particular, in NOT asking for a job or sponsorship
• Approach the mentoring relationship with an open mind, professionalism and respect
• Be receptive to suggestions and feedback
• Communicate problems with the mentoring relationship to GGEM program staff at n.graham@griffith.edu.au

HOW GGEM WORKS

The Matching Process

• Students register with GGEM at the beginning of each academic semester, and attend a mandatory orientation.
• After the orientation, students request mentors based on search criteria that they select using our search engine.
• We do not match you with students. If you receive a request, you have the option to accept or decline.

Mentoring Sessions

The mentoring sessions run for four months for all students. At the end of the mentoring session we formally release you so that you are able to work with another mentee (or mentees), and your mentee
can work with a new mentor. GGEM’s goal, however, is to develop on-going relationships, so we encourage you to continue your relationship on an informal basis.

**When a Student Requests You**

- If student(s) request(s) you as a mentor, an email will be sent to your primary email with Subject: “Griffith Global E-Mentoring: Mentee Request”.
- Students can only request one mentor at a time. Please respond within three days
- You can either accept or decline a request. If you choose to decline, please send a message to student with your reason when prompted
- If you accept, contact information is emailed to both parties

**You are in Control!**

By logging into the GGEM website, you can:

- Choose the maximum number of mentees you want during any given session
- Change the number of mentees you want to work with at any time
- Take yourself in or out of the mentor searchable pool at any time

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**Initial Contact with your Mentee**

- Students are expected to initiate contact with you once the match is made.
- We encourage the students to send an introductory email to the mentor, so be on the lookout and please respond in a timely manner
- Sometimes, however, students are nervous or intimidated to reach out, so if you don’t hear from your mentee, please feel free to take the lead
- If the student does not respond to your messages or you have any other problems, please contact the program staff at n.graham@griffith.edu.au

**What Should I Expect of the First Conversation?**

We strongly suggest that you have a conversation early on in the relationship over the phone or via Skype. This personal interaction will go far in creating a connection and setting up a good foundation for your relationship. Here are some guidelines for the conversation:

- Tell the mentee that you are excited about being his/her mentor! Sharing your enthusiasm will help reassure them that you are committed to making the relationship succeed
- Build rapport with your mentee by asking questions about the mentee’s background and experiences. Consider things you both have in common and start from there!
- It is important at the beginning of the relationship to talk about expectations and goals for the mentoring experience. Make sure to either start this dialogue in this first conversation or set up another time to do so. You can use our GEM Mentoring Agreement, which can be found on the Resources page of the GGEM website.

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**BUILDING THE MENTORING RELATIONSHIP**

Every mentoring relationship is unique. In fact, there is so much to learn that there are entire books devoted to how to build a mentoring relationship. Following are a few guidelines based on feedback we have received from Griffith mentors that we hope will help you in creating a satisfying relationship with your mentee.
Set Goals with Your Mentee

• Setting goals with your mentee at the beginning of the relationship is critical because it gives direction to the relationship and informs you in how to help the mentee. See Appendix B and C of this document for resources to assist you to set goals with your mentee.
• If your mentee doesn’t know his/her goals, this can be your first mentoring moment. You can ask questions such as “What made you sign up for the mentoring program?” or “What about my profile stood out to you?” or “What are your specific concerns and questions right now?” or simply “How can I help you?”
• Remember, goal setting can be a process, so make a point to check in and ask the mentee if his/her priorities are changing or evolving

Set Expectations with Your Mentee

• Stick to the decision you made with your mentee on how and when you will communicate with each other. Renegotiate as needed
• If the mentee is unresponsive at any point in the relationship initiate contact. Some students will be overwhelmed by how much they are doing and forget to contact you
• If your mentee doesn’t respond to you after multiple attempts, please contact the GGEM program staff at n.graham@griffith.edu.au

Get to Know your Mentee

• Ask thoughtful questions about the mentee’s interests, experiences and background
• Follow up on any important steps the student has taken, such as a job interview or a leadership experience, and ask what he/she learned
• Be an active listener by feeding back what the mentee says, avoiding interrupting and show interest in your voice and posture

Offer Options Versus Solutions

• Avoid giving quick solutions. Ask the mentee what he/she is thinking and help him/her process his/her own ideas
• Make suggestions of things the student might try, for example, “Have you looked into…” or “Something I found helpful when I was at uni…” versus “You should…” or “You need to…”
• Remember, often times people will not do what we say, so don’t get discouraged if your mentee does not heed your advice

Share your Story

• Telling your mentee about yourself and your experiences builds trust and rapport
• Think about how you have learned from your mistakes and how your mentee can learn from them
• Share your lessons learned during university and beyond with your mentee

Be a Coach!

• Encourage your mentee to take risks. They may need a little push, but it will help them in the long run
• Remember, students have much to learn from a professional like you - everything from how to dress to being on time
• Don’t hesitate to give your mentee feedback if he/she is not acting in a professional manner - it could make a huge difference for his/her first interview, job and other life experiences

Coordinating Schedules

• It may be difficult to find the time to talk or meet with your mentee, so schedule your next conversation at the end of each meeting
• Keep the relationship a priority and ask your mentee to do the same
• If you are on opposite coasts or international, take advantage of student late-night routines and schedule a Skype or phone conversation

How to Relate

• Ask about the mentee’s university, work and life experience
• Share what you might have done differently if you were a student again
• Refer to the “Suggested Mentoring Activities” in the following section for some ideas of what to do together or talk about

SUGGESTED MENTORING ACTIVITIES

You and your mentee may decide what you want to work on together from the onset. But if you need some ideas on what to do with your mentee, the following list is a great place to start.

Career Conversations

• Discuss your educational background and the role of educational preparation in your field
• Share information about a current event or issue in your field
• Schedule a shadow visit during a university break period, if appropriate

Job Search Process

• Critique the mentee’s resume and/or cover letter
• Lead your mentee through a mock interview
• Offer guidance on where to best look for jobs/internships in your field

Postgraduate Study Consultations

• Share what you learned about navigating your postgraduate studies
• Discuss how you worked with your advisors
• Tell the mentee how you prepared for your transition from school to professional world

Tell Your Story

• Share how you have balanced personal life and career and what to expect
• Discuss what you would have done differently at university if you had to do it over
• Talk about how you have dealt with personal or professional challenges

Networking Pursuits

• Introduce your mentee to colleagues or other contacts
• Attend a professional association meeting or conference together
• Guide your mentee in how to conduct an informational interview
We want to extend our deepest gratitude for your participation in the Griffith Global E-Mentoring Program. This program would not be possible without your commitment and enthusiasm to connect with Griffith students and your willingness to share your life and experience.

This guide will evolve with the GGEM Program. As we work together throughout this year, we welcome your suggestions for improving our written materials as well as our program. Your participation in this process will help the Griffith Global E-Mentoring Program become a best practice model for Griffith and other universities.

If you have any questions or concerns, please do not hesitate to contact us at n.graham@griffith.edu.au or +61 7 5552 7149.

All the best,

Nicole Graham  
Manager, International Career Development  
Careers and Employment Service, Student Success Unit  
Griffith University
MENTORING AGREEMENT: SUGGESTED TALKING POINTS

To get the most out of your mentoring experience, GGEM strongly recommends that you talk about the expectations and goals both the mentee and mentor have for the mentoring relationship.

Agree on Expectations: How will the relationship work?

1. Meeting together: What works best? (remember, you want to have at least one meeting or conversation) Will we meet via:
   - Skype (chat or video call?)
   - Phone
   - Email

2. In general, how often would we like to meet/interact (e.g. once per week, every other week, once a month)? Renegotiate as needed.

3. If an email/voice mail is received, we will get back to our partner within:
   - 24 hours
   - 1-2 days
   - 3 days
   - Other

4. If we can’t make an expected meeting/interaction, how will we get in touch?

5. When will we meet or talk next?

Agree on Goals: What do you hope to gain?

- What are the mentee’s goals for this mentoring relationship? (see GGEM registration form) Is there any clarification needed?
- What are the mentor’s goals for this mentoring relationship?
- What actions can you and your mentee take to achieve these goals?
GOAL SETTING

Purpose of Goal Setting

Setting goals helps people strive to achieve. Although goal setting may be challenging, it is worthwhile. The intention is to increase efficiency and effectiveness by specifying desired outcomes. Hellriegel, Slocu, and Woodman & Martens (1992) find goals to be important because they:

- Guide and direct behavior
- Provide clarity
- Reflect what the goal setters consider important
- Help improve performance
- Increase the motivation to succeed
- Instill pride and satisfaction in achievements
- Provide challenges and standards
- Bolster self-confidence and decrease negative attitude

SMART Goal-setting Model

The SMART guidelines can facilitate setting effective goals in traveling the road to success. SMART means:

**Specific** – A goal of “graduating from university” is too general. Specify how this will be accomplished, e.g. “study more in order to receive better grades.”

**Measurable** – Establish criteria for how to achieve a goal. Measurable does not refer to a timeline; it means determining a way to measure your success in completing the long-range goal.

**Action-oriented** – Be proactive in taking action that will result in reaching the desired goal.

**Realistic** – Strive for attainable goals; consider the resources and constraints relative to the situation.

**Timely** – Allow reasonable time to complete each goal, but not so much time that you lose focus or motivation.

Source: University of Minnesota Alumni Association, 2008 Mentor Handbook
GOAL SETTING WORKSHEET

First, discuss mentor’s background. Then discuss the student’s major coursework and work experience to date.

Next, the mentee can indicate their level of interest in the following activities. Rate interest level as low (L), medium (M) or high (H).

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<th>Activity</th>
<th>L</th>
<th>M</th>
<th>H</th>
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<tr>
<td>Gain insight into mentor’s academic experience</td>
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<td>Introduction to colleagues or contacts</td>
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<td>Attend a professional meeting or program with mentor</td>
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<td>Critique mentee’s resume/portfolio/CV</td>
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<td>Develop interviewing or informational interview skills</td>
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<td>Discuss how personal and professional life can fit together</td>
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<tr>
<td>Review of mentor’s resume/CV</td>
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<td>Evaluate the benefit of postgraduate study</td>
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<td>Guidance on how to seek a job/internship in the field</td>
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<tr>
<td>Discuss how the mentor navigated graduate school/worked with advisors</td>
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<td>Shadow mentor at workplace</td>
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<td>Discuss working in academia vs. industry</td>
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<td>Other</td>
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After completing the above, discuss ways that the mentor might be able to help the mentee with items rated high or medium interest.

Using the SMART model, determine two short-term and one long-term goal that the mentee want to work on.