

Student Futures Team  
Faculty of Humanities and Social Sciences



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

# HASS Connect Mentoring Toolkit



# HASS Connect Mentoring Agreement

We are voluntarily entering into a mentoring relationship and agree that for the duration of the program we will:

- maintain confidentiality and respect each other's privacy; do not disclose information without consent
- be respectful, non-judgmental and supportive of each other's opinions and ideas
- keep to scheduled meeting times or give adequate notice of change
- behave ethically and safely at all times, meet in a safe location
- advise the Mentoring Program Coordinator of any issues or concerns

**FREQUENCY AND PREFERRED METHOD OF CONTACT:** (recommended one hour fortnightly)

**S.M.A.R.T PROGRAM GOALS:**

What do you hope to achieve from the mentoring relationship? Outline four S.M.A.R.T (specific, measurable, achievable, relevant & time-bound) goals that can be reviewed throughout the program.

<div style="background-color: #555; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div>	
<div style="background-color: #555; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div>	
<div style="background-color: #555; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div>	
<div style="background-color: #555; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div>	

Although we will endeavour to complete the program, we understand that the relationship can be discontinued by either party on a no-fault basis if necessary.

<b>MENTOR:</b>  Name: _____  Signed: _____ Date: _____	
--	--

<b>MENTEE:</b>  Name: _____  Signed: _____ Date: _____	
--	--

Each party is to keep a copy. Once completed, the mentee is responsible for scanning and uploading a copy to Chronus. It should be uploaded as a comment under the *Upload Mentor Agreement* task, via the mentoring connection area. Save the file as: Mentoring Agreement\_Mentee's Name\_Mentor's Name. Email Cammie Westerman via [c.westerman@uq.edu.au](mailto:c.westerman@uq.edu.au) with any questions.

# THE MENTORING PROCESS



This document provides an overview of key stages within the mentoring process: preparation, establishing the relationship, managing the connection and reflection, and transition and evaluation.

## PREPARATION

- Before meeting your mentor, you should take some time to reflect on your motivations and goals for the mentoring relationship.
- Read the suggested topics for discussion and think about how you might answer these questions.
- You have been matched with an appropriate mentor based on the information provided in the registration, including area of study, skill development, motivations etc.
- The Program Coordinator informs you of your mentoring partner by email with brief introductory and contact information.
- The student is responsible for initiating contact with the mentor by email. Ensure you do some research on your mentor and the organisation they work for before you reach out.
- Take some time to practice how you will introduce yourself and prepare for the networking event.
- Students should prepare a meeting agenda and questions for your first meeting.

## ESTABLISHING THE RELATIONSHIP

- The success of the mentoring program relies on maintaining a level of interest, commitment and communication. Take some time to build rapport at the first meeting and get to know each other.
- Discuss what expectations you have and what you would both like to get out of the mentoring relationship.
- Identify what topics you would like to discuss - use the suggested topics resource as a guide.
- Discuss the study and career goals the student would like to achieve by the end of the mentoring program.
- Complete the Mentoring Agreement together. The student is responsible for bringing this to the first meeting.
- In addition to getting to know each other, discuss your respective boundaries and expectations including:
  - How often you will meet
  - Where you will meet (online/in-person)
  - How you will maintain contact between meetings (phone, text, email)

This information is to be recorded on the Mentoring Agreement and the student mentee is responsible for uploading the completed form to Chronus. Email Cammie Westerman any questions via: [c.westerman@uq.edu.au](mailto:c.westerman@uq.edu.au).

## MANAGING THE CONNECTION AND REFLECTION

- Explore the topics you have identified.
- Ensure you complete any tasks you set for yourself. Refer back to your goals and assess whether you are on track to achieve them. Do they need to be re-negotiated?
- Reflect on what is going well at your mentoring sessions.
- Are there any obstacles that may be preventing the mentoring relationship from progressing?
- What are you learning about yourself during this process?

## TRANSITION AND EVALUATION

- In the last meeting, you can choose to finish the mentoring relationship here, or if you both agree, continue the mentoring relationship outside the structured program.
- If you agree to discontinue the relationship, please spend the last meeting reviewing the progress made and working out 'where to from here'. Set some goals/next steps to help you on your career pathway.
- Attend the celebration networking event at the conclusion of the program. You will have the opportunity to hear from other participants in the program and share your success and challenges as a group.
- Ensure you thank your mentor for volunteering their time to help you.

# SUGGESTED TOPICS, QUESTIONS AND ACTIVITIES



The student is responsible for driving the relationship and topics for discussion. This document contains a list of questions/topics that you may wish to cover during the mentoring relationship. Please note this is only a guide to assist with planning and that many other topics may come up during the course of the program, which is certainly encouraged.

## MENTOR'S EXPERIENCE

- Ask your mentor about what program and courses they studied at university. Share with your mentor what courses you are currently studying. Does your mentor have any advice/tips for particular courses?
- What ideas and expectations did your mentor have after graduating university? Tell them about your plans for after you graduate.
- Discuss how your mentor's life experiences, including travel, family and extra-curricular activities have had an impact on their career to date.
- What types of roles has your mentor experienced e.g. contract or casual work, flexible work arrangements/working from home, permanent position in an office environment, starting/managing your own business etc.

## MENTOR'S CAREER PATHWAY

- Ask about your mentor's work experience history. Has their career pathway been a linear progression? Have they changed career pathways or seeking to?
- What tasks do they complete in their current position from day to day?
- Ask about any challenges your mentor has faced in job searching and along their career pathway.
- Have your mentor outline some of the advantages of their chosen career path, and why they chose it.
- What is your mentor's biggest career achievement to date? What are they most proud of?

## CAREER PLANNING

- Think about your strengths and skills and share them with your mentor.
- Are these strengths/skills reflected in your CV? Share your CV with your mentor and discuss how you could make any changes to articulate your strengths in a better or more engaging way.
- Tell your mentor what you are looking for (ideally) in a future job. Think about job satisfaction, financial reward, helping the community, achieving results etc.
- Discuss what your short and longer-term career goals are. Are you planning to study further or go straight in to the workforce?
- Have you identified any companies that you might like to work for or graduate positions/entry level roles you are interested in applying for? Discuss the application process with your mentor and any tips they may have.
- Discuss what activities you could be doing now to help with your career goals. Explore strategies aimed at improving your ability to gain employment.

## NETWORKING

- Practice your networking skills at the launch event and ask your mentor for some feedback. Ask your mentor to share some of their own networking tips and experiences.
- Discuss any concerns you may have about networking, what to say, small talk etc.
- Ask your mentor about any good opportunities to look out for in the future. Discuss possible professional organisations to join, continuing education opportunities and publications or subscriptions of interest.
- Practice your 'elevator pitch' with your mentor to gain confidence in introducing yourself at networking events. You could also focus on your written introduction for LinkedIn or a cover letter.

# MEETING AGENDA: SAMPLE

This sample agenda offers a suggested format for your mentoring meetings and discussions.

## 1. INTRODUCTION

### Discussion points/activities:

- discuss your own respective backgrounds
- expectations of the mentoring relationship
- decide on Meeting Two topic = e.g. goal setting and career planning
- mentee to complete and submit the Mentoring Agreement

### To complete:

- negotiate objectives of the mentoring relationship
- agree upon frequency and method of contact
- discuss how you will maintain contact between 'meetings'.

### Preparation for next meeting:

- mentee to think about career goals – graduate position, two/five/10 years later

## 2. GOAL SETTING/CAREER PLANNING AND MENTOR BACKGROUND

### Discussion points/activities:

- mentee's specific career goals: graduate position, two/five/10 years later
- what is important for the mentee: job satisfaction, financial reward, seeing results, helping in the community, balancing job with other interests
- what can your mentee do now to reach these goals? Areas of study to focus on
- mentor to talk about their own career progression – how did they get this far? Is it what they had planned after uni? How does it differ – is that better or worse?
- decide on Meeting Three topic = e.g. possible positions and job search strategies

### Preparation for next meeting:

- mentee to find their ideal job and bring to next meeting
- bring in your résumés (both mentor and mentee)

## 3. POSSIBLE POSITIONS AND JOB SEARCH STRATEGIES

### Discussion points/activities:

- mentee to go over his/her ideal job advertisement. What appeals to them? Why?
- what mentee needs to do to be considered for this role – further study/training, work experience, networking?
- what entry level roles could lead to this position? How can mentee find out more about working in this role/company? Any avenues for meeting people in this field?
- compare mentor's and mentee's résumés – how do they differ? How far away is the mentee from being suitable for their ideal position?
- revise résumé – highlight areas that need work or require more experience/knowledge
- decide on Meeting Four topic = e.g. networking

### Preparation for next meeting:

- mentee to think about what networking is
- mentor to arrange to have mentee briefly visit workplace at next meeting

## 4. NETWORKING

### Discussion points/activities:

- discuss the best attributes for working in preferred roles. Strengths and weaknesses (mentor and mentee) – what can be done to overcome these?
- discuss possible professional organisations to join, continuing education opportunities, publications and subscriptions of interest
- assist with creating the mentee's 'elevator pitch' – to introduce themselves in a networking situation
- discuss any concerns about networking: what to say, small talk, what they can offer you in return
- Compile a list of people it may be beneficial to meet prior to graduation and how to achieve that – be realistic
- briefly visit the mentor's workplace
- job applications, interviewing and transition to work

### Preparation for next meeting:

- mentor to suggest professional for student to contact for further discussion on working in the field - coffee meeting
- arrange for mentor and mentee to attend one networking function before next meeting

# MEETING AGENDA

The HASS Connect Mentoring Program is designed to encourage participants to explore a range of topics.

The following form is an optional tool to assist with meeting preparation and may provide direction for discussions.

## 1

Discussion points/activities:

- 
- 
- 
- 

To complete:

- 
- 
- 
- 

Preparation for next meeting:

- 
- 

## 2

Discussion points/activities:

- 
- 
- 
- 

To complete:

- 
- 
- 
- 

Preparation for next meeting:

- 
- 

## 3

Discussion points/activities:

- 
- 
- 
- 

To complete:

- 
- 
- 
- 

Preparation for next meeting:

- 
- 

## 4

Discussion points/activities:

- 
- 
- 
- 

To complete:

- 
- 
- 
- 

Preparation for next meeting:

- 
-

# HOW TO BE AN AWESOME MENTEE: A CHECKLIST



We encourage all students to take responsibility for their learning, be prepared and make it as easy as possible for your mentor to help you.

## If you haven't already:

- Check out your mentor's digital footprint. Are they on Twitter or LinkedIn? Do they have a blog?
- Do some background research on the companies they have worked for.
- Initiate contact with your mentor by sending through a quick bio or introduction. Just a bit of info on what you are studying, what you are passionate about/interested in, any career goals/ideas, why you want to be mentored and how they can help you.
- Consider your goals for this mentorship. Draft some goals on your mentoring agreement and take it to your first meeting.
- Help them help you. Your mentor is there for support. But do them a favour and consider how they might help you.
- Who, what, when, where, how... How often do you want to touch base? Will it be a video call or at the local cafe?

## DURING YOUR MEETINGS

- Eyes on the road, hands on the wheel - you're responsible to drive this relationship. Let your mentor know you'll be tracking success with goals and actionable outcomes - and do it!
- Present your goals in a clearly articulated fashion. Set some realistic timelines and be prepared to discuss the challenges you expect to encounter.
- Have a clear agenda for your meeting. Send through questions and topics for discussion in advance so your mentor has time to prepare. You can use the meeting agenda template as a guide.
- Take notes, listen and ask questions when you don't understand something or need a little bit more clarification.
- Seek feedback. Check in with your mentor to see if anything could make the time more valuable for them.

## AFTER YOUR MEETINGS

- Follow up with a summary email.  
Include your meeting notes and actions, share your availability for the next meet-up, and send them a LinkedIn invite if you haven't already.
- Reflect on your discussions.  
Take action to implement what you discussed and then share your accomplishments with your mentor at the next meeting.
- Be grateful and pay it back.  
At the conclusion of each meeting thank them for their time and don't forget to ask them if there is anything you can help them with. The best mentoring relationships are reciprocal.

# The G.R.O.W. Model of Coaching and Mentoring

The GROW Model is a simple yet powerful framework for structuring your mentoring conversations. Mentors may use these questions as a guide.

<p><b>GOAL</b></p> <p>First you need to establish the goal that you want to achieve in the session. You can use the mentoring agreement as a guide for the conversation. Make sure it is a SMART goal: one that is Specific, Measurable, Achievable, Relevant, and Time-bound.</p> <p>The following questions can help to gain clarity about their goals:</p> <ul style="list-style-type: none"> <li>• What do you want to achieve from this session?</li> <li>• What do you want to change?</li> <li>• What problem are you trying to solve?</li> <li>• What result are you trying to achieve?</li> <li>• Why do you want to achieve this goal?</li> <li>• Does this goal fit with your overall career objectives?</li> </ul>	<p><b>REALITY</b></p> <p>Next, ask your mentee to describe the current situation. It is important to consider your starting point in order to identify what comes next. You may even need to re-define your goal.</p> <p>Some useful coaching questions include:</p> <ul style="list-style-type: none"> <li>• What is happening now (who, what, when, why and how often)?</li> <li>• Have you taken any steps towards this goal?</li> <li>• What progress have you made so far?</li> <li>• On a scale of 1 to 10 where are you now?</li> <li>• What is working well right now?</li> <li>• Are there any barriers stopping you reaching this goal?</li> <li>• Does this goal conflict with any other goals?</li> <li>• What have you already tried?</li> <li>• What could you do differently this time?</li> <li>• What did you learn from ...?</li> </ul>
<p><b>OPTIONS</b></p> <p>Now you both have a clear understanding of the situation you can start considering some options to work towards the goal. Help your mentee brainstorm some options.</p> <p>Here are some guiding questions for this step:</p> <ul style="list-style-type: none"> <li>• What are your options?</li> <li>• What do you think you need to do next?</li> <li>• What could be your first step?</li> <li>• What has worked for you already?</li> <li>• What is the most challenging part for you?</li> <li>• What would happen if you did nothing?</li> <li>• What are the advantages and disadvantages of each option?</li> <li>• Which option do you feel you could act on?</li> <li>• How have you tackled a similar situation before?</li> <li>• Who do you know that has encountered a similar situation?</li> <li>• Who else might be able to help you?</li> <li>• What advice would you give a friend about this option?</li> </ul>	<p><b>WAY FORWARD</b></p> <p>Your mentee will now have some ideas for how to achieve this goal. The final step is to get them to commit to some specific actions to move forwards.</p> <p>Here are some questions to encourage an action plan:</p> <ul style="list-style-type: none"> <li>• How are you going to go about this?</li> <li>• What do you think you need to do right now?</li> <li>• Tell me how you are going to do that.</li> <li>• What could stop you moving forward? How will you overcome this?</li> <li>• How can you keep yourself motivated?</li> <li>• What resources can help you?</li> <li>• What is one small step you can take right now?</li> <li>• What support do you need to get that done?</li> <li>• When are you going to start?</li> <li>• When do you need to review your progress?</li> <li>• What do you need from me/others to help you achieve this?</li> <li>• On a scale of 1 to 10 how motivated are you to do this?</li> <li>• What would make this a 10?</li> <li>• Decide on a date together to review progress.</li> </ul>





THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE



### How to register

Further information and the link to apply is on the Student Futures website



### Visit the website

<https://hass.uq.edu.au/hass-industry-mentoring-program>



### Contact us

Visit:  
Room E227, Level 2

Forgan Smith Building (1)  
St Lucia Campus

Email:  
[studentfutures@hass.uq.edu.au](mailto:studentfutures@hass.uq.edu.au)

Call:  
+61 7 3443 2499

CRICOS Provider 00025B