

TEM - MENTORING PROGRAM 2018 ROUND 2 (AUG 2018 – AUG 2019)



MENTORING HANDBOOK

GUIDE FOR MENTORS AND MENTEES



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INTRODUCTION

The Transport Engineers at Monash (TEM) committee has put in its best efforts to offer civil/transport engineering students a pool of mentors, with experience in transport engineering and planning. Exposure to the experiences of professionals can assist our mentees in the transition from study to employment within these fields. Such an initiative would not be possible without the support of ITEANZ, who have promoted the mentoring scheme with its members and helped in identifying suitable mentors for the program.

There are several kinds of mentoring programs.

- Some are centred based in workplaces and deal with how an employee can advance his or her career within the culture and business priorities of a business/agency/institution.
 - These programs usually begin with an intensive training process, for both mentors and mentees.
 - The goals, performance indicators and actions are often reflected in individual work performance plans.
 - Our mentees can expect to be subject to many of those programs as their careers develop – whether in the public or private sectors.
- Other programs are focussed on the individual mentee and role of the mentor as a supporting adviser in a particular phase (or phases) of the mentee's career.
 - These types of programs are less formal and more organic and often, the best mentors are those that offer empathy rather than professional direction (although knowledge of the profession and its links with other career paths are added bonuses).

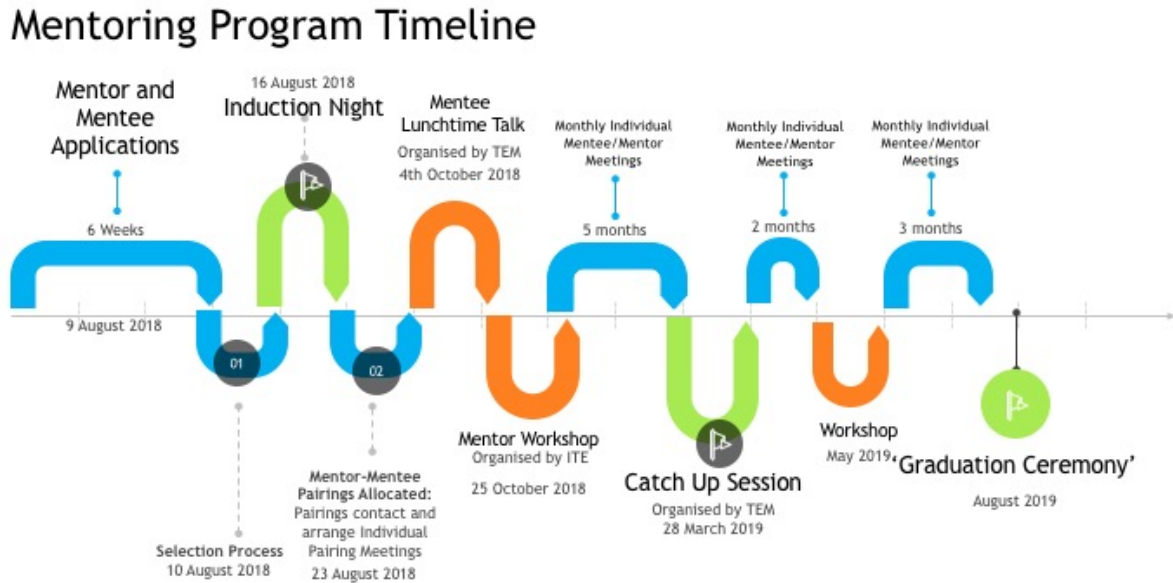
Mentoring is a voluntary task in which an older or experienced individual contributes to the transitioning of a younger or inexperienced person, into their respective professional life. Both the mentors and mentees have the opportunity to learn from one other and develop long lasting bonds.

This program is a learning experience for both, in which the committee hopes; will help to develop more job ready graduates in the future.

The committee would like to remind the mentees that this a very valuable opportunity to be involved in. Our mentors are juggling all mentorship commitments on top of their respective professional work, so please keep an open mind about opinions and be understanding of the benefits that can be derived from the experiences of all mentors; should a mentee not be allocated her/his preferred mentor, the committee is confident that the pool will provide a valuable alternative.

KEY MENTORING DATES

For the TEM ITE Mentoring Program, the Key Mentoring Dates are as follows:



TIMELINE FOR MENTORING PROGRAM:

EVENT	TIMELINE
Mentoring Induction Night	16 August 2018
Mentor and Mentee Preference Forms Open	17 August 2018
Mentor and Mentee Preference Forms Close	20 August 2018
Mentors and Mentees Matched	23 August 2018
ITE Student Leadership Summit	21 September 2018
TEM Lunchtime Talk (Mentees)	4 October 2018
Workshop by ITE (Mentors)	25 October 2018
Catch Up Session	28 March 2019
Workshop	May 2019
Graduation Ceremony	August 2019

For the Individual Mentee/Mentor Meetings, it is recommended to organise a meeting **once a month**.

BENEFITS OF A MENTORING PROGRAM



Some benefits to the mentor and mentee are provided below:

1.1 BENEFITS TO MENTOR

- Develop communication and counselling skills
- Satisfaction of helping other individuals move into their professional lives
- Sponsor and introduce her/his mentee to professional networks
- An opportunity to reflect on her/his own career goals, experiences and lessons learnt along the way.

1.2 BENEFITS TO MENTEE

- Learn from someone who has been through the stages you are currently in or will be going through
- Receive professional guidance and support in considering the change and challenges as you move from academia to professional work environments
- Develop your communication skills
- Get useful tips on job hunting
- Offers opportunities to be introduced to professional networks for transport engineers and allied disciplines.

ROLES AND RESPONSIBILITIES OF MENTORS AND MENTEES

Whether a mentoring program develops around a structured framework or evolves organically, there are a number of principles that apply to ensure that both a mentor and mentee have a rewarding experience.

1. Good manners and respectful behaviour towards each other are essential.
2. Keep all conversations confidential. This is important in establishing on-going trust between mentor and mentee.
3. Being on time to scheduled meetings and advising of any changes in plans as soon as possible.
4. Avoid cancelling scheduled meeting times, it discourages both the mentor and mentee leading to disengagement.
5. Make use of the TEM mentor coordinator and the ITEANZ mentor coordinator if difficulties arise.

2.1 MENTOR RESPONSIBILITIES

Mentors need to be aware of their responsibilities for a smooth mentor-mentee relationship. They are listed below.

1. Being a source of information, moral support and providing insight to the mentee.
2. It is important to be an “active listener” by allowing back and forth communication to flow. It is quite easy to fall into the trap of not listening to the mentee.
3. A mentee might not always follow the advice of the mentor. In such cases, it is important that the mentor respects the mentee’s choices and does not become judgemental. There is often more than one path to solving a problem and the mentor’s support is critical in building trust for the long term.
4. At the first meeting, a mentor must ensure both mentor and mentee are working towards the common goal. A useful tool can be a written mentoring agreement.

2.2 MENTEE RESPONSIBILITIES

Mentees can gain support, knowledge and many other benefits provided they stay engaged with the program. Responsibilities of the mentee include:

1. At the first meeting; work with your mentor to identify the common goal
2. Actively engage with the mentor to make the most of the relationship.
3. Take responsibility for the decisions made and the actions to be completed.
4. Follow the mentoring partnership agreement whenever possible and maintain confidentiality in the mentoring relationship.

2.3 MENTORING AGREEMENTS

A Mentoring Agreement can be helpful, particularly for mentors or mentees who have busy working or study lives. It allows for boundaries to be discussed and goals to be recorded.

A few tips when establishing the mentoring agreement

1. Determine the length of relationship, frequency of mentoring sessions, confidentiality, roles and responsibilities.
2. Discuss and clarify expectations for both parties.
3. Discuss when and where you will meet and how to communicate.
4. Define the purpose or goals of the relationships.

For mentor-mentee pairs who may be interested, a sample agreement form has been attached towards the end of this document.

THE MENTORING CYCLE

There are four stages when mentoring or getting mentored, these stages are listed below. One or more of these stages may coincide with one other. Knowing these stages might guide the mentor/mentee through the program.



PHASE 1: INITIATION

This is the phase where one gets to start to know about the other person, their interests, experiences and commitments.

What to do:

- Talk about yourselves, your interests (both professional and social), some highlights and lessons learnt. Learn about each other and establish empathy
- Clarify your values and motivations as a mentor or mentee
- Understanding how each other learns and thinks (respond quickly or take some time) is important to form a good relationship
- Identifying the areas where the mentee wants improvement. This could include personal/professional development, skill development, academic guidance etc
- Determine broad goals. Think about goals, such as:
 - Developing a career entry plan
 - Gaining a deeper understanding of transport engineering across all modes and its relationships to associated disciplines, such as town and regional planning, local government administration and project approval and delivery processes, but also to the broader community interests
- Agree on meeting times and preferred method/s of communication

Discovering your Match

There is an induction program for all selected mentees to attend which provides the mentees the opportunity to select a preferred mentor. Each mentor would give a short presentation outlining their career goals and experiences. A mentee can prefer a mentor if their career or life experiences match the mentee's personal goals.

Realistic Expectations

Mentees must be aware that their mentors are eager to help and are freely volunteering their time to help each mentee to develop both personally and professionally. Asking mentors about their career paths and their experiences, and how they achieved their

goals will provide an awareness of the range of issues that can influence a mentee's career as well as areas for further development.

PHASE 2: DEVELOPMENT

This is the stage where learning happens, trust develops, and goals are actively worked on.

What to do:

- Specify objectives to achieve proposed goals, considering the SMART process as a guide.
 - **S** - Specific: What will the goal accomplish? How and why will it be accomplished?
 - **M** - Measurable: How will you measure whether the goal has been reached?
 - **A** - Achievable: Is it possible? Will meeting the goal challenge you?
 - **R** - Relevant: Why do you want to achieve this goal?
 - **T** - Time-bound: Does the completion date create a practical sense of urgency?
- Consider developing an Action Plan to clearly set out exactly what you want to do and how you will do it
- Undertake activities towards achieving the goals set out

PHASE 3: MATURITY

This is the stage where learning has peaked. The objectives of the relationship have been satisfied, and the mentor becomes less influential.

What to do:

- Complete your Action Plan. Check that all the objectives are achieved or acknowledge that they are not.
- Evaluate success and satisfaction. It is important to consider shortcomings as opportunities for growth in the future.
- Decide whether you both wish to end or continue the mentoring partnership.

PHASE 4: DISENGAGEMENT AND REDEFINITION

This is the stage where the mentee/mentor might feel that all the objectives have been achieved and might think about ending the relationship. Redefinition of the relationship happens when mentoring partners might choose to continue to meet and work together.

MENTOR SKILLS AND QUALITIES

Mentors are individuals who could help new students “learn the ropes”. Mentors can become role models, who have exhibited behaviour, skills and styles which the mentee wishes to emulate.

Mentors can reflect on your qualities and skills. Even if you’re not a mentor, it is helpful to know where to improve.

Quality/Skill:

- Interpersonal skills - How well you can relate to people
- Communication skills - Being able to clearly express yourself and listen to and understand others
- Transport industry knowledge - Information you can share about your involvement with the industry
- Counselling and advisory skills - How well you can guide and nurture people
- Technical advice - Your knowledge and skills in your area of expertise and how they generally contribute to the transport industry
- Willingness to provide advice to help someone’s growth
- Reverse mentoring - Your willingness and ability to learn from a mentee
- Patience and tolerance - Willing to understand one’s viewpoint and accept their personality
- Leadership - The qualities and skills you have and exhibit, that make you a leader

ISSUES IN MENTORING

7.1 MENTORING COMMUNICATION

Choice of words used by both the mentor/mentee is very important in steering the relationship. Listening is also very important. It is easy to get lost in narrating one's experiences and suggestions, and not listen to the other.

Try and avoid words that can sometimes not be well received by the other

- Right / wrong.
- Agree / disagree.
- Believe / not believe.
- Like / not like.
- Good / bad.
- Instead use 'Generous Listening' and ask great questions

Such as...

- What are the possibilities here...
- How could we make this happen...
- How could we make a difference...
- Is there another way of considering this...

This can be harder, since a conscious effort needs to be made to listen and react thoughtfully, but it will ultimately increase the mentee's learning and mentoring experience. A mentee's confidence and motivation can be enhanced through effective communication, for example, by praising achievements and helping to set measurable goals and steps. Providing criticism in a sensitive manner can also reinforce these feelings of confidence and motivation. **It is important, however, to give honest feedback but remember to be considerate of how the other might feel.**

7.2 TIME MANAGEMENT

Time management is one of the biggest issues for mentees and mentors. Since it is a one-on-one meeting, it can be tempting to cancel. If a mentor/mentee consistently cancels their meetings, it can make the other party feel undervalued or not respected. Poor time management can also make mentors/mentee feel stressed and make them less effective at mentoring. Working on time management and prioritisation skills will help both parties get the most out of your partnership.

7.3 BOUNDARIES

Although there a wide range of mentoring relationships, a mentor is generally more senior or older than the mentee. As such, mentors tend to have more authority and influence, making it important to maintain appropriate boundaries, particularly where the mentor and mentee are within the same organisation.

As this program is focussed on the transition from study to professional life, mentors and mentees should behave in a business-like manner as if they were in a business-orientated environment. Some social behaviours may be inappropriate, depending on the relationship, including hugging; handshakes are encouraged as good manners in a business environment.

CONTACT DETAILS

If you have any issues or suggestions to raise in regards to the Mentoring Program, please do not hesitate to contact TEM or ITE:

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APPENDIX 1 – SUGGESTED MENTORING AGREEMENT/GUIDELINE

Topic	Meeting number	Date and time
<p>Mentor’s experience and career progression</p> <ul style="list-style-type: none"> – Career story to date – Day-to-day work schedule – Training and further study – Feedback and possible changes – Work changes over time – Work-life balance – Long-term goals – Key challenges – Motivations 		
<p>Career opportunities</p> <ul style="list-style-type: none"> – Employers’ expectations of graduates in this field – Remuneration in the field compared with other fields/careers – Further training to advance career options – Required knowledge and skills as a graduate in your field – Personal strengths compared with those required for your field 		
<p>Securing a job</p> <ul style="list-style-type: none"> – Most effective strategies for gaining employment in your field – Jobs in your field – Finding jobs that are not advertised – Optimising the content, formatting and presentation of a resume and cover letter – Best way to approach prospective employers – Typical format for an interview 		
<p>On the job</p> <ul style="list-style-type: none"> – Structure of a specific organisation – Organisational culture – Particular ways of doing things within an organisation – Ways of conveying an organisation’s goals and objectives to staff – Description of a typical day or week on your mentor’s job – Your mentor’s likes or dislikes about his or her work – Main misconceptions people have about your mentor’s work or role – Managing office politics 		

Topic	Meeting number	Date and time
Career development / professional development <ul style="list-style-type: none"> - Career goal setting - Additional skills required for career progression - Professional associations to join - Networking opportunities and professional network development - Journals or other publications to read - Professional development opportunities - Volunteering opportunities 		
Issues in the field <ul style="list-style-type: none"> - Present changes and future trends - Current and projected employment opportunities - Technology and transformations in your field 		
Other topics (as agreed upon)		

We acknowledge each other's rights and responsibilities and agree to maintain confidentiality of all information and opinions that are discussed as part of the mentoring relationship. Information will only be shared with the express permission of the other party.

Mentor

Mentee

Full name _____

Full name _____

Signature _____

Signature _____

Date _____

Date _____

APPENDIX 2 – IDEAS FOR DISCUSSION

Possible Discussion Topics

It can be difficult knowing what to discuss with your mentor / mentee. Below are some suggestions of topics and possible questions.

Discussing your mentor's experience

- Career pathways
- Biggest lessons learnt
- What employers really want
- Biggest challenges
- Job interview successes and failures
- Networking
- Work life balance
- What really matters
- Government versus private employment
- Pathways, choices and career progression
- Skills & personal qualities that enable this

Sample Questions:

- How/why did you decide to pursue the career in which you are working?
- How did you become interested in this field?
- What training/education have you had? How did it help prepare you for your career?
- Describe your career path. What have been the major milestones? How did each job lead you to your next position?
- If you could start all over again, would you change your career path in any way? Why?
- Where do you see yourself going from here?
- Who has inspired you and mentored you in your career and how?
- What inspires you at work?
- What are your main projects and responsibilities?
- Which criteria would you recommend for evaluating employers?
- What are your strengths and how have these influenced your career progression?
- What skills do you use daily?
- What were the keys to your career advancement? How did you get where you are and what are your long-range goals?
- Considering all the people you've met in your line of work, what personal attributes are essential for success?
- How do you approach situations and scenarios at work that you haven't encountered before?
- What sorts of training and learning experiences have you had throughout your career?
- How does your organisation support your career development?
- Are there any professional resources you can recommend assisting me to gain further insight? Books, blogs, news, websites etc.
- What books, people, experiences have influenced your ideas and thoughts the most?