



MSPGH Mentoring Program

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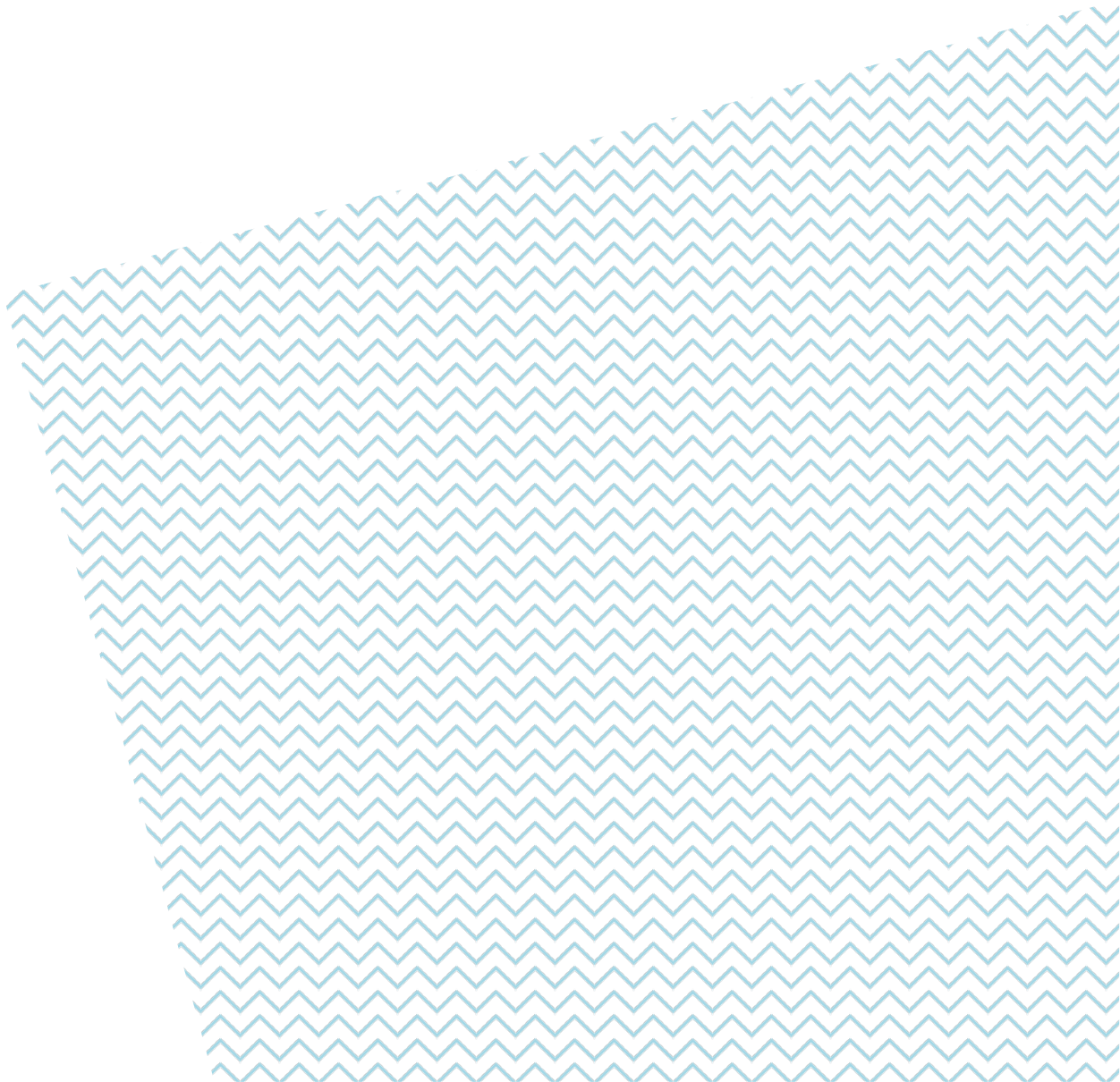


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Purpose of the program

The MSPGH Mentoring program is an essential element in establishing a lasting mentoring culture within the School and enabling us to live our expressed values of collaboration and teamwork; compassion; respect; integrity and accountability.

It is designed to provide employed staff within the Melbourne School of Population and Global Health with the opportunity to benefit from participating in formal and informal mentoring activities.

Benefits will extend not only to individuals but to the School as an organisational entity with the fostering of staff development and sponsorship as a key value and investment of the School.

As this is being introduced for the first time in 2021, it is a pilot year. The intention is to monitor and assess impact of the program during 2021 with a review to determine future program developments.

Suggested Objectives and Goals of the program (perhaps we need examples of what this would look like):

- Affirm and enhance existing leadership, management and professional skills and abilities
- More effectively navigating Academia
- Enhance potential for career progression
- Assist the mentee to identify and achieve growth towards their specified goals
- Provide mentors with greater job satisfaction and a stronger sense of commitment to and recognition within MSPGH
- Provide an experienced 'sounding board', someone with a broad scope of vision who may challenge the assumptions which mentees may have made.
- Support group mentoring to provide greater social and networking options, diversity in thinking and practice, building and broadening expertise in academia and management and allowing participants to support each other
- Establish a positive mentoring culture and sponsorship mindset within MSPGH.
- Incorporate evaluation of the program as a key element to enable a virtuous cycle of improvement for this program and for broader contribution to the mentoring knowledge base within Academic settings.

1. Target Cohort and Selection

1.1. Mentee Cohort

- All employed staff Academic and Professional
- Continuing and fixed term contracts – excludes casuals and teaching sessionals
- Excludes Honoraries and RHD students

1.2. Selection/Participation

- Optional participation by eligible staff. Supervisors and School leaders to identify staff who they believe will benefit and encourage their participation as mentees or mentors. An open call goes out to the School requesting EOI for participants. A staff mentor could apply to be a mentee as well as a mentor.
- Cap to cohort number in 2021 at 30 mentee participants. This will most probably change in future years depending on demand .

- Mentors will be drawn from MSPGH, MDHS and other Faculties within UoM across all career stages and levels. External mentors are also welcome, in particular honorary staff, School alumni and partner organisations.

2. Mentoring approach and elements

- Individuals submit EOI to participate in the program to be mentors or/and mentees.
- The EOI will include a survey to determine expectations and targeted goals of participation (mentees) and identify expertise and skill offering (mentor).
- Both mentors and mentees will be provided with training resources and commit to expectations of their roles. Rules of engagement and a contract for participation will be included.
- A launch or engagement session may be beneficial in a campaign to launch the program and also to encourage mentor participation and recruitment
- The Mentoring Working Group act as a leadership team and advisory group for the program for 2021.
- A program manager is to be appointed to drive the implementation and administration of the program.
- Evaluation of the program will be a critical element
- Potential systems and software programmes will be investigated.
- In the pilot program one-to-one mentoring will be arranged. However, in future years one-to -two or group mentoring could be supported. Peer mentor models could also be established.
- A buddy system will be considered although at least in this first pilot year it is not envisaged that the ‘buddy’ onboarding process will be incorporated into this mentoring program. This can be raised separately perhaps as part of reviewing induction processes across the Centres. A buddy would be appointed for new members of staff for the first 6 months and following this period the staff member would be eligible to apply to participate in the mentoring program
- Build mentoring into performance development frameworks and the Schools workload allocation model
- Build in mentoring competencies as part of position descriptions

3. Frequency and structure

- It will be initially implemented in 2021 with the expectation that this will be an annual program (future years refined following the first *pilot* year). Future years may well have differences in the program, one area for review would be if mentees can participate in two consecutive years.
- 2021 timing: June–November (6 months in duration). April and May will allow for preparing/implementation, aiming for 1 June official start. Future years could commence earlier or run for a different duration (ie March–November or across the financial year)
- The basic structure envisages one-to-one, dyadic, with a single mentor at a senior level to the mentee. A minimum of 4 sessions (4-6week schedule) to be held with the mentor. Some individuals may seek to have ‘sessions’ with further mentors identified to have expertise in a targeted area of development by their core mentor.
- 2-3 group sessions or workshops will form part of the program throughout the year. These sessions may be social or targeted at skill or professional development and will be identified through the initial EOI survey. Perhaps there is an annual ‘lead, sponsor and coach session’ for **all** MSPGH staff which is part of the PD workshops (all of School culture aim of the program).
- Could we have a hybrid model of mentee selection and matching?. Perhaps mentees are asked if there is someone they would like to nominate and if so that person is prioritised as their mentor, for those who do not nominate a matching process is followed – matching would be done by the Program Manager and Working Group.

4. Monitoring

- Guidance and checklists are provided at commencement to mentor and mentee

- A program manager is designated (0.2 EFT) from the outset and is available for contact by the cohort of mentees and mentors. Program manager can respond to queries, issues and matters immediately, in reference when needed to the advisory group
- A 'check in' survey will be sent to all participants (mentor and mentee) after initial meeting, mid program and late Aug/early Sept. The first and last surveys could also include evaluation questions.
- Monitoring encompasses problem solving and response during the program (ie mentors who may have to exit during the program), mentees who opt out after commencement (would receive an exit survey)
- It is a recommendation that an ombudsperson or small panel be appointed in case of conflicts

5. Evaluation

- Advisory group (or subset of group) to inform evaluation approach and what will be measured. Setting targeted outputs/expectations and measure changes.
- Initial survey of mentees and mentors as part of the EOI capturing baseline of experience in both roles, expectations, goals
- Perhaps an engagement survey of all MSPGH staff (to assess any impact on culture)
- Feedback surveys following all group and PD sessions/workshops. This could be administered by the program manager but who would be involved in the evaluation design aspects of the program- potentially a sub group of the Advisory Committee
- End of program surveys of mentors and mentees. Could incorporate qualitative elements/sample
- Written report on experiences and evaluation of the program and recommendations for future years.
- Longer term a 12 month follow up and peer review publications

Summary Table

Goals and Objectives

- Affirm and enhance existing leadership, management and professional skills and abilities
- More effectively navigating Academia
- Enhance potential for career progression
- Assist the mentee to identify and achieve growth towards their specified goals
- Provide mentors with greater job satisfaction and a stronger sense of commitment to MSPGH
- Provide an experienced 'sounding board', someone with a broad scope of vision who may challenge the assumptions which mentees may have made.
- Support group mentoring to provide greater social and networking options, diversity in thinking and practice, building and broadening expertise in academia and management and allowing participants to support each other
- Establish a mentoring culture and sponsorship mindset within MSPGH.
- Incorporate evaluation of the program as a key element to enable a virtuous cycle of improvement for this program and for broader contribution to the mentoring knowledge base within Academic settings.

Cohort & Selection

- MSPGH Academic and Professional continuing and fixed term staff (not included RHD students, Honoraries and casuals)
- Optional participation. Individuals submit EOI to participate in the program. Mentors and Mentees.
- Cap of 30 mentees in first year. A representative sample chosen from those who express interest
- Mentors drawn from MSPGH, MDHS and other Faculties within UoM. Also external partners, alumni etc

Elements

- Both mentors and mentees will be provided with training resources and commit to expectations of their roles.
- The Mentoring Working Group act as a leadership team and advisory group for the program for 2021.
- A program manager is designated and drives the implementation and administration of the program.
- Evaluation of the program will be a critical element
- Build mentoring into performance development frameworks

Structure

- June – November (6 months in duration)
- Mentees can nominate a mentor and matching is done by Program Manager and Working Group/System.
- One-to-one, dyadic, with a single more experienced mentor. Minimum 4 sessions with core mentor. Some individuals may have 'sessions' with further mentors
- Group mentoring sessions/workshops (est 3 per program/year).

Monitoring & Evaluation

- Monitoring is ongoing throughout the program – multiple surveys and feedback. Program manager, advisory group and potential ombuds Board/group
- Evaluation is planned from outset. A group may volunteer to drive this
- Output in December/January - written report on the program including evaluation and recommendations for future program
- Longer term a 12 month follow up and peer review publication

