



Lucy Mentoring Program

STUDENT PARTICIPANT MANUAL

FACULTY OF BUSINESS AND LAW



UNIVERSITY
OF WOLLONGONG
AUSTRALIA



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WELCOME

Welcome to the *University of Wollongong Lucy Mentoring Program*. This four month program has been developed to inspire, motivate and educate penultimate and final year female law students about the opportunities available for employment and leadership in both the private and public sectors.

To assist both mentors and mentees, the program consists of:

- A program launch workshop
 - introduce mentees to the program and mentoring concepts, establish individual objectives for the program, and to provide a networking opportunity with other participants
- A four month mentorship period
 - mentees and mentors to meet and discuss experiences and to learn and strengthen their mentoring relationship over time
- A mid program workshop
 - students to reflect on experiences and learnings and share insights with each other, as well as clarify objectives for the remainder of the program. Mentors will also be contacted midway through the program.
- An end of program student workshop followed by a graduation event
 - provide the opportunity for mentees to share their experiences, for all to learn from and celebrate with each other, and to provide a networking opportunity.

To get the most out of your mentoring relationships we advise that you spend some time initially defining how your relationship will work. We would also encourage you to approach your interactions with openness and curiosity – when we are in this mindset we are in the best place to identify solutions and to plan our way forward.

Benefit to Mentors

It is now recognised that modern mentoring can benefit mentors as much as those they mentor. Such benefits include:

- To satisfy the natural human desire to share knowledge and experience.
- *Achieve satisfaction* - For some mentors, having a mentee succeed and eventually become a friend and colleague, is one of their greatest joys.
- *Develop your professional network* - In making contacts for your mentees, you strengthen your own contacts and make new ones.
- *Extend your contribution* - The results of good mentoring live after you, as former mentees continue to contribute even after you moved on.

Benefit to Mentees

- Clarification of career goals and career direction
- Increased likelihood of gaining meaningful employment and achieving to highest potential
- Gain an insight into organisation cultures at a senior levels
- Realise the diversity of opportunities available within the corporate sector and public domain and the personal advantages of achieving job satisfaction
- Feel inspired to actively engage in decision-making about future career
- Have access to a network of business and professional senior managers



THE MENTORING RELATIONSHIP

Mentors are selected on the basis of their work and life experiences in the private and public sectors and their willingness to share their time, skills and work experience history with a student.

Mentees indicate their areas of professional interest which are then matched as closely as possible with the mentor's area of expertise.

ROLE OF THE MENTOR

The role of the mentor is to inspire your mentee to think about a range of work options available to them in the private and public sectors. You may share your knowledge and experience to equip your mentee with the ability to meet the challenges often experienced in their chosen industry sector. As a mentor, you should encourage your mentee to see situations from more than one perspective and help them to explore options.

The Mentor's Responsibilities:

- Impart information
- Share your own experience
- Identify some of the keys to successful entry to and progression through an organisation
- Convey the importance of networks and how they develop
Maintain confidentiality (personal and professional)
- Promptly report to the Lucy Program Team should it become apparent that a student is having difficulty meeting the objectives of the mentoring program or is otherwise unable to continue with the program

If for any reason, you are unable to continue the relationship (e.g. take extended leave or cease employment), please contact the Lucy Program Team as soon as possible.

ROLE OF THE MENTEE

The role of the mentee is to drive the process and to prioritise the relationship as part of their professional career development. This means preparing for the mentoring meetings and making a priority of the agreed timetable.

As a mentee you need to think carefully about what you want to achieve and make the time to do the necessary research and planning. You should identify what you want to discuss at each meeting.

Mentees should appreciate that mentors volunteer their time and experience and that there may be occasions when they are not immediately available.

Mentees should be aware of the time commitment involved in the Lucy Mentoring Program and carefully consider whether they are able to commit to the four month program and the associated events and workshops.



The Mentees' Responsibilities:

- Being proactive in the mentoring relationship
- Accepting responsibility for your own goals, decisions and actions
- Following the values and ethical standards of private or public sector organisations in which you may be involved with
- Appreciating the professional commitments of mentors
- Being flexible
- Keeping appointments and providing adequate notice if arrangements with mentors have to be postponed due to unforeseen circumstances
- Maintaining confidentiality (personal and professional)
- Promptly report to the Lucy Program Team should it become apparent that a mentee is having difficulty meeting the objectives of the mentoring program or is otherwise unable to continue with the program.

PROGRAM OUTLINE

The UOW Lucy Mentoring Program runs over a period of four months. Mentors and mentees will meet together during this period and also participate in larger group sessions which will provide an opportunity to meet and learn from other program participants.

MENTORING ACTIVITIES

PROGRAM WORKSHOP

Autumn Week 11 – Details to be confirmed

Between the Program Workshop and Final Presentation Graduation events, mentors and mentees will make contact as agreed between themselves to engage and provide insight into the opportunities and challenges of working in the mentors' workplaces and industry sectors.

During the initial interaction, the mentor may discuss with the mentee their interests and goals, including their professional aspirations and what they hope to achieve by being involved in the Lucy Mentoring Program. It is possible for the mentee to also gain some insights into the mentors' background, interests and workplace.

Examples of typical mentoring activities include:

- Coffee chats to discuss career direction and planning
- Shadowing at court appearances
- Attending team or client meetings
- Attending networking functions



MID-PLACEMENT DEBRIEF AND FINAL PRESENTATION WORKSHOP

Spring Week 2 - Details to be confirmed

Mentees meet together as a group to reflect on experiences and learnings and share insights with each other. During the mid-placement debrief workshop, mentees are encouraged to clarify objectives for the remainder of the program. In the final workshop, mentees deliver a presentation to other mentees describing their experience and what they have gained from the program.

GRADUATION

Spring Week 10 – Details to be confirmed

This session provides mentors and mentees with the opportunity to meet as a group to hear from the mentees about their mentoring experiences and to celebrate each other's journeys. There will also be an opportunity for networking as we celebrate together.

LUCY MENTORING LINKEDIN ALUMNI GROUP

All mentors and mentees will be invited to join an exclusive Lucy Mentoring Program LinkedIn group to provide an opportunity for further networking.

EVALUATION

Participants will have an opportunity to provide formal feedback at the end of the program, but ongoing feedback is always appreciated.



MENTORING AGREEMENTS – PRO FORMA

Mentoring Agreements ensure that both parties' expectations are realistic and achievable and each has a similar understanding of the mentoring role.

It is recommended that each mentoring partnership negotiates a personal agreement about objectives and operation of their relationship and the degree of formalisation that is mutually suitable.

To ensure both mentors and mentees are clear on their respective responsibilities the Mentoring Agreement should address:

- Objectives and expectations
- Key activities
- Structure and frequency of meetings
- Estimated duration of relationship
- Assurance of confidentiality
- Conclusion of the Relationship

When planning the meetings, consideration should be given to:

- *Availability:* Time commitment and frequency of meetings - consider individual schedules to determine when both mentors and mentees can reasonably meet. It is a good idea for mentors and mentees to use the first session together to diarise future meetings together.
- *Location:* Will meetings be held at the mentor's workplace and/ or in other locations?
- *Communication:* What is the best way to contact each other - phone, email? How will problems be resolved between parties?

The Mentoring Agreement should include some objectives to provide a focus for the mentoring relationship. For example, the mentee may aim to learn career management skills such as:

- Lifelong learning
- Developing career pathways to reach career goals
- Career enhancing activities, such as networking
- Mentors' successful strategies for overcoming key challenges
- Building a profile and gaining visibility in the organisation and industry
- Managing competing demands (balancing work and family)



LUCY MENTORING PROGRAM AGREEMENT

[FOR USE DURING PROGRAM]

As Lucy Mentors/Mentees, we are participating in a mutually beneficial relationship in which we are clear on our objectives and responsibilities. Through this relationship, we anticipate personal and professional development.

Features of the mentoring relationship will include:

1. Communication (e.g. phone, email)

2. Structure of meetings

3. Frequency and dates of meetings

4. Length of meetings

5. Location of meetings

6. Mentoring activities and projects

Workplace Responsibilities for the private and public sector

Both public and private sector organisations are required to adhere to legislation that ensures fair, equitable, safe, healthy and ethical workplaces. As part of the conditions of employment both employers and employees are expected to observe some basic principles and adhere to relevant legislation.

Lucy Mentoring Program students may frequent their mentor's organisation and prior to visiting the mentor's workplace, students are encouraged to familiarise themselves with some of these basic principles and legislation. While students are not placed in organisations as employees, this information may be useful as a guide to professional practice in both the public and private sectors.

We have discussed the basic principles underlying our mentoring relationship as a motivational and educational experience. We agree to maintain flexibility within the Lucy Mentoring Program and ensure confidentiality.



Contact Details

Mentors Name: _____ **Title:** _____

Organisation: _____

Mentor's e-mail _____ **Phone:** _____

Student Name: _____

Student's e-mail _____ **Phone:** _____

Signatures

Student _____ **Date** _____ **Mentor** _____ **Date** _____



GETTING THE MOST OUT OF MENTORING

- Schedule regular contact and set aside the time
- Create an appropriate professional relationship
- Establish rapport
- Agree on ground rules
- Identify objectives
- Engage in productive conversation
- Ask for and provide feedback on the process

If you experience ANY problems please contact the Lucy Program Team as soon as possible.

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ADDITIONAL MENTORING RESOURCES

Mentoring Skills: Using Your Knowledge and Experience to Help Others
http://www.mindtools.com/pages/article/newCDV_24.htm

The Mentoring Mindset

<http://mentoring-works.com/?s=th+mentoring+mindset&submit.x=0&submit.y=0&submit=Go>

“Tell me and I forget, teach me and I may remember, involve me and I learn.” - Benjamin Franklin

“The mind is not a vessel to be filled, but a fire to be kindled.” - Plutarch

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” - William Arthur Ward





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