School of Public Health
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THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Mentee Handbook: SPH Mentoring Program

1.0 Welcome

Thank you for signing up to be a mentee in the 2022 School of Public Health's Early Career Academic (ECA) Mentoring Program.

While focussed on Early Career Researchers (ECRs) any academic within the School of Public Health can be involved as either a mentor or mentee.

Our mentoring program runs for approximately one year in duration.

2.0 The principles underlying our program

The principles upon which the program is based include:

1. Mentoring is a positive support mechanism to assist early career academics to take ownership of their own career development and is optional.

2. Both mentees and mentors are willing to invest their effort and time to positively contribute to an effective mentoring partnership.

3. There is an effective working relationship based upon mutual respect and trust with a focus on an open, honest and constructive dialogue around development.

4. The program fits into and around the performance appraisal process to guide the professional development of ECAs.

5. Mentors have a focus on the mentee which is driven by areas for continued professional development and a view to overcoming any challenges in achieving performance objectives.

6. Mentors are not expected to be the only source of career or research advice to mentees. Mentees should also seek additional advice, particularly in areas of specialism/expertise. Mentors and supervisors may be able to assist with identifying opportunities to obtain this advice. Plans for accessing additional advice may be included in the mentee's professional development plan.

3.0 What makes an ideal mentee?

Preparation
To get the most out of a mentor mentee relationship, it is important it is driven by the mentee. Each academics' career and aspirations are unique, so it is important that you understand what it is you would like to get from this relationship and lead discussions about specific areas of focus. This may include, how to best apply for and be successful in gaining grants, balancing a teaching and research workload or how to better build international relationships.

Self-driven
The success of a mentoring relationship is improved when mentees are self-driven. Taking actionable steps on advice is important. Mentors are able to provide guidance, but moving projects and ideas forward is the responsibility of the mentee.

Committed
Participation in this program requires some extra work and time commitment in an already busy academic workload. Given our program runs for approximately one year, we would expect that mentees could commit to a mentor-mentee relationship over the space of a year, though the total time commitment is not expected to be onerous, as per our sample schedule of commitment in section 4.0 below.

Reflective
Ongoing reflection throughout the program will help you to get the most out of the program, as well as identify any issues early on. Things to think about as you work through the program may include: do my initial goals need to be amended?; if goals are not being met, why not?; what am I learning about myself as an academic?

4.0 Mentoring Program sample schedule of commitment

At this stage, we would expect mentees to meet with mentors at least four times during the space of the program.

Date	Task	Details
July/August 2022	Start of program check-in	This is a meeting held for mentees in July/August to discuss the program and develop a personal values proposition.
August 2021	Initial group check-in	This is a meeting held for mentees and their mentoring team where mentees give a brief presentation, the mentoring teams provide feedback to guide their development, and the opportunity to identify an ongoing mentor is provided.
As soon as you are matched with a mentor	Introductory meeting	This is your opportunity for an informal meeting with your mentor to get to know each other. Potential introductory questions are listed in section 6.0 below.
July 2022	End of program check in	This is a meeting between the mentor and mentee, providing an opportunity for targeted guidance, and to review progress over the previous year.
Monthly	Regular capacity building workshops	These workshops are run by the ECR committee and will cover topics such as budgeting, writing for impact, IP, media training, the art of pitching, building your personal value proposition and more.

5.0 How are mentees matched with mentors?

The SPH Mentoring Program Coordinator will work with the SPH Research Support team, with guidance from Division leaders, to match mentees and members of your group mentoring team who nominate for the program.

After the initial group check in, you will have the opportunity to establish an ongoing relationship with a mentor.

6.0 Getting to know each other

We will provide you with information about your mentors' background and experience after you have been matched. Below are some suggested topics to focus on with your mentor:

1. Your goals for being involved in the program.

2. Identifying your strengths.

3. What are the areas you most want to improve?

4. What are your short- and long-term career goals?

5. Further developing your current research area of interest.

6. How to develop and move forward your own research and/or teaching ideas and projects.

7. How does your career development plan fit with UQ's criteria for academic performance?

8. How can you better link grant applications to research priorities?

9. Strategies for identifying grants to apply for (i.e. scanning lists in newsletters to identify opportunities and develop ideas).

10. What grants are you eligible for in the next 1-5 years?

11. What grants are you planning to apply for in the next 1-5 years?

12. Who should you be linking in with (i.e., other UQ staff working in a similar area)?

13. How can you better build stronger networks including international collaborations?

14. How can you best balance a teaching and research workload?

15. How can show your leadership in teaching?

16. Supervision of students undertaking postgraduate research.

17. Are there current gaps in your experience you would like to address (e.g., if you are research focused but would like to teach, how do you build teaching experience?).

18. Are you aware of relevant professional development opportunities and/or conferences?

19. Which professional associations or networks may be relevant to your interests and needs?

7.0 One-year plan

We recommend that following your initial meeting with your mentor you develop a one-year career development plan. We will provide a template to assist with this. The one-year plan may include the development of a three-five year research plan in conjunction with your supervisor.

8.0 Problem solving

If for some reason, you have concerns with any aspect of the program, please contact Amanda.Lee@uq.edu.au as soon as possible so that we can assist.

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