Academic Mentoring Handbook
Mentoring@BOND

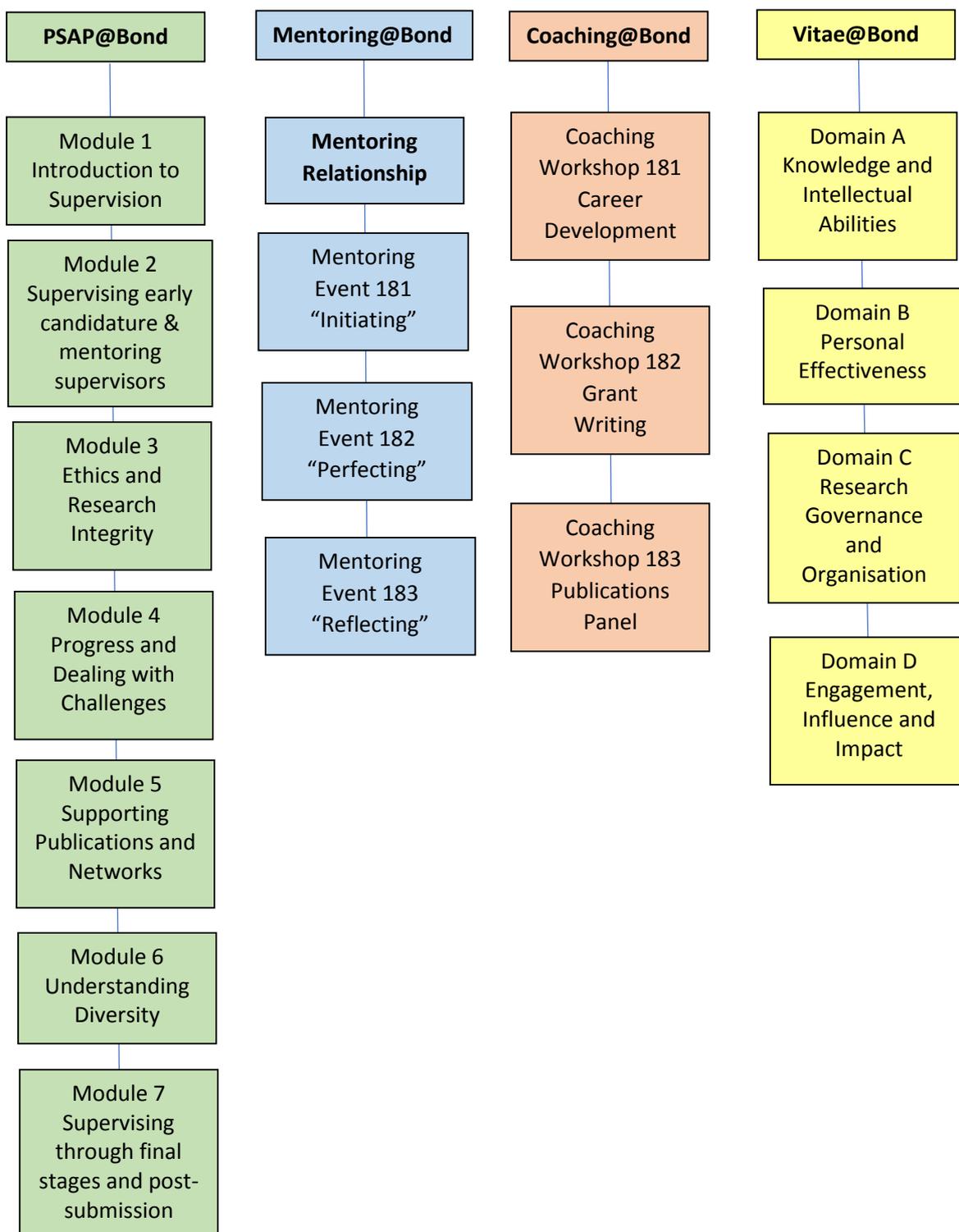BOND
UNIVERSITY
BRINGING AMBITION TO LIFE

Contents

Capacity Building at Bond University

The Researcher Development and Mentoring Scheme at Bond University seeks to empower every member of the scholarly community to reach their potential as a thriving, successful researcher and educator. The mentoring scheme seeks to achieve this objective through a network of supportive relationships that focus on collegiality to bring about professional and career development among scholarly academics. It is one of four parts of the capacity building program at Bond University.

PSAP@Bond	**Mentoring@Bond**	**Coaching@Bond**	**Vitae@Bond**
Module 1 Introduction to Supervision	**Mentoring Relationship**	Coaching Workshop 181 Career Development	Domain A Knowledge and Intellectual Abilities
Module 2 Supervising early candidature & mentoring supervisors	Mentoring Event 181 "Initiating"	Coaching Workshop 182 Grant Writing	Domain B Personal Effectiveness
Module 3 Ethics and Research Integrity	Mentoring Event 182 "Perfecting"	Coaching Workshop 183 Publications Panel	Domain C Research Governance and Organisation
Module 4 Progress and Dealing with Challenges	Mentoring Event 183 "Reflecting"		Domain D Engagement, Influence and Impact
Module 5 Supporting Publications and Networks			
Module 6 Understanding Diversity			
Module 7 Supervising through final stages and post-submission			

Introduction

Bond University is a scholarly community with demonstrated capacity in a wide range of disciplines, many different methods, high levels of effectiveness, strong research governance and international impact that often belies our small regional presence.

Embedded in our scholarly community is a natural desire to share, educate and mentor as well as a natural curiosity and interest in personal and professional growth. Achieving professional development naturally depends on the character of an organisation. Bond University may be well served by a growing network of mentors and mentees to achieve professional development from the ground up rather than from the top down.

The Benefits of Mentoring

Effective mentoring increases confidence, productivity and success of the mentee and enhances career satisfaction of both mentors and mentees.[1]

The Benefits for Mentees

- increasing productivity by developing skills and knowledge in research and teaching for greater academic self-efficacy
- improving personal effectiveness by increasing self-awareness, confidence and job satisfaction
- assistance with career planning and progression - identifying areas for professional growth with planning and guidance to set and achieve goals
- enhancing career opportunities with support in managing relationships with people, and access to new networks, contacts and future collaborations
- gaining greater insight into university culture, structure and operations

The Benefits for Mentors

- developing interpersonal skills in listening, coaching, and mentoring
- increasing job satisfaction by providing an opportunity to contribute to the career success of a mentee
- raising your profile, extending your professional network and contacts, and increasing opportunities for collaboration
- developing and demonstrating management and leadership skills
- an opportunity to critically reflect on current practices and career progression, and to gain insight from the experience

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[1]

Straus, S.E. & Sacket, D.L. (2014). *Mentorship in Academic Medicine*. West Sussex, UK: John Wiley & Sons.

Mentoring Principles

Mentoring is a process whereby a more experienced person offers guidance and advice to someone less experienced to achieve their career aspirations.

The mentor encourages the mentee to identify their goals and aspirations, then empowers the mentee to pursue and achieve them.

- Mentoring offers a reflective space where the mentee can take responsibility for and discuss their development.
- The mentor will provide guidance and feedback to help the mentee achieve their goals.
- The primary aim is to build capability and self-reliance in the mentee.
- The mentee drives the mentoring agenda.
- Mentors are responsible for *advocating for what is best for the person* rather than advocating for the person.
- Involvement in mentoring is voluntary and is available to all Bond academic staff.
- The mentoring relationship is private and confidential; it is built on trust and mutual respect.
- Mentoring is supportive and non-directive in its approach.
- Mentoring is non-reporting and separate from the Performance Management.
- Information sessions, training workshops and support are available for all participants.
- Valuable informal and less structured mentoring currently occurs in some faculty areas, this mentoring partnership is initiated by the mentor and/or mentee.

An effective mentoring relationship requires a personal connection; shared values; mutual respect; clear expectations and reciprocity in efforts and rewards.

The following is OUTSIDE the scope of a mentoring relationship:

- Supervising with direct lines of reporting and a focus on academic achievement
- Counselling to deal with personal issues
- Dealing with underperforming individuals
- Taking on the problems or work of the mentee
- Promoting, sponsoring or advocating for the mentee

An Overview of the Mentoring Program

The structure will be scaffolded but not controlled – it will be *flexible and appropriate* to the mentee and mentor relationship.

The Mentoring@Bond program will be supported with guidance from Faculty Mentoring Advocates.

Participation in the program will be recognised as a contribution for the Research Activity report which is used for Performance Development Reviews and Academic Promotions.[2]

Bond Pure, a research management system, will be used to record participation in the program – membership lists of mentors and mentees, their connections and recording attendance at workshops and events.

A Mentoring Community will be established where you can join as a mentor and/or mentee.

- There will be formal recognition of participation – even without a mentor.
- Support is available to all academic staff.
- Mentoring workshops and social events supplement the program.

Roles and Responsibilities

The Role of the Mentor
- Share expertise and experiences
- Be a good listener and act as a sounding board
- Be committed, accessible and available
- Provide alternative perspectives and suggest solutions to problems
- Exchange in constructive feedback and encourage the mentee
- Challenge and explore the mentees ideas
- Introduce the mentee to new networks and contacts
- Be genuine, understanding and accepting
- Mutual respect, trust and confidentiality

The Role of the Mentee
- Take responsibility for identifying, setting and achieving their own goals
- Initiate and coordinate mentoring meetings
- Be open and honest in communication
- Seek and accept feedback - both positive and negative
- Be reflective and willing to learn
- Appreciate the commitment from the mentor
- Regard this as a professional relationship
- Mutual respect, trust and confidentiality

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[2] Pending approval of the forthcoming Research Active Policy.

Establishing the Mentoring Relationship

Selection of a mentor should be initiated by the mentee based on a potential fit to their needs – with consideration of skills, networks, knowledge areas, career experience, personality and mentoring requirements of both mentors and mentees.

The first meeting is an opportunity to get to know each other, establish expectations, set goals and agree on ground rules.

1. Rapport Building: introductions and getting to know each other
   - Career history and how did you get to this point?
   - What are your interests outside of work?
   - What are the greatest achievements and disappointments in your career?

2. Establish Expectations
   - As Mentee - what do you expect from your Mentor?
   - As Mentor - what do you expect from your Mentee?
   - What areas of discussion fall within and outside the Mentoring relationship?
   - What will make this a satisfying and useful relationship for both parties?

3. Direction Setting: Development Goals
   - What are your current priorities?
   - What would you like to improve in your current role?
   - What and where do you want to be in 3-5 years' time?
   - What does your picture of success look like?
   - What would the mentee value most - guidance, advice or a sounding board?

4. Setting Ground Rules
   - Where will you both meet and for how long?
   - How frequently will you meet?
   - Do you both want or need to set an agenda for the next meeting?
   - Are there any issues you want to start on now?
   - Can you be contacted at any other time, through email or phone?
   - Will you document anything throughout the process? For example, goals, action plans.

Mentoring Support

A community portal and social events will also be used to facilitate connections between mentors and mentees. All participants will be supported with guidelines, resources, information sessions and workshops.

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