

## CASE STUDY: Mentoring

### Description

Mentoring provides an opportunity for the sharing and development of work related skills and experience, the development of personal, academic and work related goals, and career development.

Mentoring can range in practice, from a formal structured program through to an informal relationship, including peer support. Mentoring can occur as a one to one relationship, in small groups, face to face or via the web. Informal or formal mentoring can also occur on work placements, internships or practicums.

University students can be involved as mentors - providing support, advice or guidance to others or can participate as the mentee - the person who is being mentored.

### Formal mentoring

Formal mentoring programs vary in the numbers of participants (40 up to 500 plus) and lengths of time (3 months to the full length of the student study pathway). In the case examples detailed here mentoring can involve a University student receiving advice and coaching from an industry professional through to the student providing support to others whilst developing their communication, leadership and teamwork skills.

For example:

- discipline specific programs matching students nearing completion of their studies with successful professionals in their industries of choice
- near completion students acting as peer mentors to newly admitted students within their learning environments
- higher education students acting as peer mentors to primary and secondary students in schools
- female students being mentored by successful women leaders in business and law disciplines.

Career Mentor program	Matching university students with industry mentors. Students gain access to advice and support from an industry professionals to provide advice and support in their career transitions. Programs are run at a variety of Australian Universities.
Inspire	The Inspire Mentoring Program seeks to increase school retention rates in Adelaide's southern suburbs and develop a stronger learning culture by placing University students in selected schools. University student mentors gain skills in facilitation, teamwork and interpersonal communication. They acquire valuable community experience to enhance their CV while

	assisting primary and secondary students at risk of disengagement along their pathway to education and employment.
Lucy Mentor program	The Lucy Mentoring Program is an innovative leadership program with a primary focus on women in University studying business, finance, economics, accounting and law. The Program inspires, motivates and educates women about the opportunities available for employment and leadership in major corporations and the public sector.

Mentoring has the potential to:

- develop students' transferable employability skills, self-awareness & decision making
- provide the opportunity to develop relationships with employers and industry
- enhance personal development, including developing stronger learning cultures, teamwork and interpersonal skills
- develop professional career goals
- enhance career progression
- develop leadership skills
- develop relationships with organisations that may lead to employment, and
- enhance the generic and transferable employability skills of graduates.

**Personnel involved and roles/positions**, include Project officers and Career Development staff in University Career Services, Alumni, Faculties and/or topic coordinators.

### Assessment

Examples of assessment of mentor programs have, up to this point, been limited. There are examples of successful assessment processes within mentoring, but this needs to be explored further.

### Inspire Peer Mentoring

An example of successful assessment integration includes a program that is delivered as an elective in an education degree. The topic has assessment specific requirements that include:

- Students' reflective summary, including program participation, reflection on individuals learning and evaluation of own performance.
  - Mentor/supervisor-produced report, which includes, professional commitment, generic employability skills evaluation, understanding of the profession (including understanding of the needs of the professional environment), the students' ability to reflect upon, analyse and evaluate their own performance.
- Assessment is either given a NGP (non-graded pass) or F (fail).

### Career Development Learning Elements

CDL elements are active in mentoring programs, but in many instances not formally undertaken as part of the program.