



Mentoring Program

2025 Handbook

Make it matter

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Introduction

The Griffith Student Academy of Excellence (SAE) aims to provide personal, academic and career development support to high achieving students during their undergraduate degree program. Whilst it is anticipated that many SAE students will have carefully considered specific career goals or study pathways, over time some may realise that they are no longer interested in their current program of study or may wish to expand upon their original choice of study. To assist in their decision making and as part of their unique educational experience, SAE students take part in regular sessions with a mentor who can provide guidance towards their career goals.

The purpose of the SAE Mentoring Program is to facilitate a relationship with an experienced academic, researcher or industry partner who can offer knowledge, insight and resources to promote the career and skill development of the student mentee.

Mentoring Program Overview

Our Academic Mentors should be able to provide mentees with:-

- Practical guidance on studying in their field
- Clarification of career direction
- Encouragement towards self-exploration and development
- Advice on relevant professional organisations
- Access to professional knowledge and skills.

Our Research Mentors should be able to provide mentees with similar experiences as above as well as an insight into relevant research areas supported by the University which may assist students to clarify career direction.

Our Industry Mentors are supplied by Griffith Careers and Employment Service and should be able to assist the mentee's transition from study to graduate work by providing an in-depth understanding of potential employing organisations, work roles and workplaces relevant to their degrees.

It is expected that our academic or research mentors and their partnered students will meet at least 4 times per year to discuss expectations and to check progress against agreed goals. We suggest meeting at the beginning and end of each trimester.

Industry Mentors will work with their mentees for a shortened period, but will meet more frequently.

Griffith Student Academy of Excellence Research Bursary

Trimester 1 (over winter break) and Trimester 3 (over summer break)

Research bursaries are offered to active SAE members to undertake a short-term supervised research experience within their chosen discipline. Whether you're interested in science, engineering, humanities, or the arts, these bursaries provide the financial support and resources you need to experience a research project which will potentially contribute to a larger research project.

You can either negotiate a research opportunity with your mentor or visit the [Research Bursary Hub](#) where SAE team will be posting research projects opportunities that you can apply for.

Code of Conduct

Ensuring Respectful Practice

Both parties:-

- Recognise that the nature of each partnership will vary according to the needs of the mentee and the mentor's capacity to assist
- Are courteous in their communication with each other
- Observe boundaries that are consistent with the professional nature of the partnership
- Respond to their mentoring commitments in a timely and professional manner
- Are committed to open and honest communication
- Respect each other's privacy
- Maintain confidentiality in regard to information obtained in the course of the partnership
- Are mindful of each other's particular skills and abilities

Mentors

The mentor's role is to facilitate the ongoing development of the mentee by providing learning opportunities that will enhance knowledge, insight, skills, wisdom and confidence.

Mentors:-

- See potential in other people
- Are patient and show tolerance for mistakes
- Engage in behaviour that helps a mentee plan useful pathways towards a rewarding future
- Give feedback that is clear, concise, constructive and confidence-building
- Are objective and non-judgemental

A mentor may perform one or more of the following roles during the relationship:-

As SUPPORTER, the mentor acts as a sounding board and assists the mentee to gain self confidence as a learner and member of the university community.

As COUNSELLOR, the mentor builds initial rapport with the mentee, helping to define and clarify issues. The mentor also listens and tries to understand the perspective of the mentee, providing insights from their own experience where appropriate.

As SPONSOR, the mentor introduces the mentee to people and experiences that may exert a positive influence on the mentee's future career.

Code of Conduct

Mentees

Mentees are:-

- Equally responsible for making the mentoring relationship work
- Positive and enthusiastic
- Respectful and appreciative of the time their mentor gives them
- Reliable (punctual for all appointments)
- Responsive to suggestions and constructive feedback
- Willing to learn new things
- Follow through on their commitments

Getting the most out of Mentoring:-

- Be prepared for meetings – bring questions, notes and topics to discuss. While at the meeting take notes so you can refer to them later. We have supplied space for you to write notes and reflections (pages 7-17).
- Think about what interests you have that your mentor can assist you with
- Think about what you want to do better and talk with your mentor about how to make that happen
- Draw on your mentor's experience to clarify your career direction and how you will get there
- Ask your mentor what the options are at the end of your program and if they have any suggestions for pursuing them
- Ask your mentor if they have suggestions for activities you can get involved in as an undergraduate student which will help you with your career development
- Remember to thank your mentor for supporting you and for being involved in the program
- Initiate discussion of when the next meeting could be held and offer to contact your mentor

Establishing Expected Outcomes

Together with your mentor, you should establish shared expectations of the relationship. After your first mentoring meeting, check that you have discussed and agreed on the following:-

- Responsibilities and expectations of the mentor and mentee
- Availability of the mentor (workload and personal commitments)
- Level of mentee commitment (study timetable and work requirements)
- Confidentiality
- Preferred method of contact (e.g. phone, email, in-person)

Be professional when contacting your mentor – use this relationship as an opportunity to practice professional conduct.

Support and Services at Griffith



Student enquiries

Student Connect is an all-inclusive service point for course and program advice, changes to study pattern, enrolment, fees and general requests or enquiries.

griffith.edu.au/student-connect



Health, counseling and wellbeing

The Online Health and Wellness Centre offers tools to help you stay happy and well while studying. You can also book counselling, medical or pastoral care appointments.

griffith.edu.au/student-mental-health-wellbeing/wellness-centre



Financial support

Explore our financial support services, including scholarships, bursaries and budgeting workshops.

griffith.edu.au/scholarships/student-financial-support



Career support

It's never too early to start planning for your career. Our Careers and Employment Service can help.

griffith.edu.au/careers-employment/students-graduates



International student support

Get advice on issues that can affect your life in Australia, as well as help with your English.

griffith.edu.au/student-support/international



IT support

Get tech support for online issues, email, connecting your device to Griffith wifi, Canvas and Lecture Capture, plus information on student printing.

griffith.edu.au/student-computing



Disability and accessibility support

We can customise reasonable adjustments to meet your particular study needs.

<https://www.griffith.edu.au/support/student-disability-accessibility>



Study skills

Access study, assignment and exam tips, including how to reference correctly.

griffith.edu.au/library/study



Equity and diversity

Equity, diversity and inclusion support for LGBTIQ students, Aboriginal and Torres Strait Islander students, Pacifica students and students from refugee backgrounds.

griffith.edu.au/equity



Student mentoring

Mentoring at Griffith connects student mentors and mentees via a wide range of programs that facilitate mutual learning, reflection and growth.

griffith.edu.au/student-mentoring

Suggested Discussion Topics

Listed below are discussion topics that you may want to consider before each mentoring activity.

Professional Development

- How should I go about setting short and long-term career goals?
- What skills should I look at developing during my undergraduate studies?
- Are there any personal skill sets I should work at enhancing?

Professional Association and Organisations

- Are there professional associations or institutes I should join?
- Are there journals I should subscribe to?
- Are there contacts I should make now?

Career Opportunities

- What do employers in this field expect of new graduates?
- What employment options are available to me as a graduate?
- Are there overseas opportunities I should be aware of?

What is happening in our field?

- What has happened in the last 10 years?
- What are the major changes taking place now and what are the foreseeable future trends?
- What are the current and projected employment opportunities in this field?

Mentor's own experience?

- Employment history
- Career history
- What would they have done differently?

Notes and Reflections Journal

Notes

Trimester One | Meeting One | Date:

[illegible]

Reflection

It is important to keep a record of useful information arising out of discussions (i.e. suggested activities and relevant books, journals and articles suggested by your mentor).

Mentor Name: _____

Date: _____

- ☐ Face to Face meeting
- ☐ Email Exchange
- ☐ Telephone Conversation

What was beneficial?

What was missing?

What did I learn?

Other thoughts and issues:

Things to follow up and prepare for next meeting:

When will I initiate the next meeting?

Notes

Trimester One | Meeting Two | Date:

[illegible]

Reflection

It is important to keep a record of useful information arising out of discussions (i.e. suggested activities and relevant books, journals and articles suggested by your mentor).

Mentor Name: _____

Date: _____

- ☐ Face to Face meeting
- ☐ Email Exchange
- ☐ Telephone Conversation

What was beneficial?

What was missing?

What did I learn?

Other thoughts and issues:

Things to follow up and prepare for next meeting:

When will I initiate the next meeting?

Notes

Trimester Two | Meeting One | Date:

[illegible]

Reflection

It is important to keep a record of useful information arising out of discussions (i.e. suggested activities and relevant books, journals and articles suggested by your mentor).

Mentor Name: _____

Date: _____

- ☐ Face to Face meeting
- ☐ Email Exchange
- ☐ Telephone Conversation

What was beneficial?

What was missing?

What did I learn?

Other thoughts and issues:

Things to follow up and prepare for next meeting:

When will I initiate the next meeting?

Notes

Trimester Two | Meeting Two | Date:

[illegible]

Reflection

It is important to keep a record of useful information arising out of discussions (i.e. suggested activities and relevant books, journals and articles suggested by your mentor).

Mentor Name: _____

Date: _____

- ☐ Face to Face meeting
- ☐ Email Exchange
- ☐ Telephone Conversation

What was beneficial?

What was missing?

What did I learn?

Other thoughts and issues:

Things to follow up and prepare for next meeting:

When will I initiate the next meeting?

Mentoring Options for 2026

In 2026 you can choose to stay with your current mentor or if you would like to broaden your professional network you may switch to a new mentor by completing the [Change your Mentoring option](#) online form. the options are:

OPTION 1 - MENTORING by an ACADEMIC

You can learn about the academic staff in your specific School by visiting griffith.edu.au/about-griffith/structure-and-governance/academic-groups.

OPTION 2 - MENTORING by a RESEARCHER

You can learn about Griffith Research Centres at griffith.edu.au/research/centres-institutes.

OPTION 3 - MENTORING by an EXTERNAL INDUSTRY PROFESSIONAL

The Industry Mentoring Program run by Griffith Careers and Employment Service is an award winning program. This program is most appropriate for students in their final year.

The Program entails two mentoring sessions annually, in Trimester 1 and 2, with each session lasting 3 months. Participation includes specialised Program training, a structured mentoring arrangement with your chosen mentor, and attendance at a range of networking events, including a large function in November where you will engage with fellow Program participants, University senior leadership and key industry partners.

To be eligible, students must have completed at least 80 credit points of their undergraduate degree, have a GPA of 4.0 or greater, and submit a current resume with at least two professional referees.

Once accepted into the cohort, students will be given access to search the database of over 1000 mentors. Students request the mentor who best matches their learning goals, and can begin collaborating with the mentor as soon as the mentor agrees to the match.

You can learn more about the Industry Mentoring Program griffith.edu.au/careers-employment/industry-mentoring-program.

OPTION 4 - NO MENTORING

You may wish to opt out of our mentoring program in 2026.

Additional Notes

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Additional Notes

[illegible]

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Contact Us

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