Program Coordinator Handbook

10 December 2024

Prepared by Student Transition and Mentoring

Mentoring at Griffith

This handbook has been developed by Griffith's Mentoring and Orientation Hub to support the activities of Program Coordinators across Griffith University.

This resource brings together information that may be useful for Program Coordinators to assist with the planning and implementation of their respective mentoring programs.

Student Transition and Mentoring
Student Success
Griffith University
December 2024
https://www.griffith.edu.au/student-mentoring

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Why Peer Mentoring?

Anthropological research and social experience tell us that students relate well to information and support being provided by their peers, namely other students. By incorporating peer mentoring activities in your school or program, you are better positioned to leverage and establish positive relationships between students with their peers and their academics.

Just some of the many reasons why peer mentoring programs are a worthwhile investment of resources include:
- Aiding the development of high-quality learning environments with vibrant communities
- Assisting mentees to feel more connected and engaged with their program
- Providing mentors with an opportunity to develop confidence and leadership skills
- Having multiple bodies and minds to assist commencing students
- The potential of insight to course convenors on issues of student adjustment, transition, and engagement.

Note that your school may also be eligible for funds to support mentoring activities.

University Success

The Five Senses of successful transition is a useful framework for thinking about the role of mentoring in the student life cycle (Lizzio 2006). The more the University, school, or program can increase the students' five senses of success during their transition into tertiary education, the more likely they are to persist and succeed.
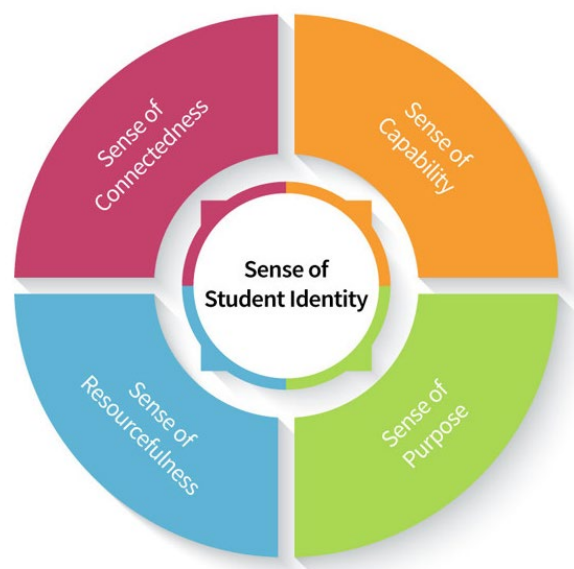

Figure 1: The 'Five Senses' of Successful Transition (Lizzio 2006).

Policy

Purpose

This policy has been developed to support effective and sustainable mentoring activities across the University.

Scope

This Policy applies to all Mentoring Programs at Griffith University and should be read in conjunction with other Griffith policies, including those specific to individual Mentoring Programs.

Related Griffith Policies and Procedures

- The Griffith Graduate
- Student Charter
- Staff Code of Conduct
- Griffith Personal Information Privacy Plan
- Mentoring Code of Conduct (pg. 9 of this handbook).

Definitions

Note that the terms used to refer to Mentoring Programs and participants at Griffith may vary from the standard terminology used below:
- 'Mentoring' refers to any formalised process where one or more members of the Griffith community (internal or external) has a defined role in assisting another member or future member develop their awareness, understanding, confidence, skills, or networks to enhance the likelihood of success in academic study, or advance career pathways
- 'Mentor' refers to a person who is formally assigned a leadership role in assisting a less experienced person, or group of people, develop their capabilities
- 'Mentee' refers to a person who is formally linked with a Mentor for a specific period under explicit conditions of engagement, which work to enhance the Mentee's capabilities and likelihood of success
- 'Mentoring Program' refers to a school sponsored activity where Program Coordinators arrange for a form of prescribed mentoring engagement between mentors and mentees.

Peer Mentoring Aims

Mentoring Programs at Griffith University are established and maintained with the view to assisting participants in developing and modelling their leadership skills, building mutually beneficial learning relationships, and creating opportunity to benefit from the expertise of the wider Griffith community.

Outcomes for Mentors are expected to include:
- Developing skills in coaching, modelling, and listening
- A recognition of their professional abilities and cultivation of self-esteem
- Increasing their interpersonal skills
- Developing group facilitation and leadership skills
- Service learning, in line with the Griffith graduate attributes
- A sense of increased connectedness with other students and the University
- Other benefits relevant to the program may include things like course credit, recognition certificate, honoraria etc.

Outcomes for Mentees are expected to include:
- Developing new skills to better equip themselves for university study, and thus their likelihood of success
- Developing new networks and contacts, and therefore an increased sense of connectedness with other students and the University (both essential markers for successful transition)
- Support in increasing their confidence and resourcefulness
- Personal development through observing role models
- General development for individual self-efficacy.

Outcomes for schools and programs are expected to include:
- Improved student engagement (academic and social)
- Development of student leadership capacity
- Enhanced mechanisms for student feedback for continuous improvement.

Outcomes for the University include:
- Demonstrated commitment to developing student leadership
- Demonstrated commitment to student engagement and retention throughout the lifecycle
- Demonstrated commitment to continuous improvement through supported learning communities.

Peer Mentoring Expectations

Expectations of participants, including mentors, mentees, and program coordinators, in any Griffith Mentoring Programs will be explicitly stated, and accessible in hard copy and online.

As stated under Policy, all participants in mentoring relationships are expected to agree to and abide by the expectations outlined in the Mentoring Code of Conduct (see page. 9).

Complaints and Grievances

Procedures for raising concerns or making a complaint in relation to specific programs are included in the policies of these programs.

Where a matter cannot be resolved by the Program Coordinator it can be referred to either the Manager or a Coordinator of the Mentoring and Orientation Hub for review, advice, or action.

Contacts

Student Transition and Mentoring (STAM)
Web: www.griffith.edu.au/student-mentoring
Email: transition@griffith.edu.au

What Makes a Good Peer Mentor?

As the Mentoring Coordinator for your program, you are the best placed person to select the students who you believe are best matched as suitable mentors for new or commencing students. Ideally, you will want to ensure your mentoring team reflects the diversity of your students. The following checklist may prove useful in your recruitment and selection processes.

Essential
- Currently enrolled (second or third year)
- Has experience of successful study
- Good interpersonal communication skills
- Has time to devote to mentoring other students and is available to participate as a mentor for the entirety of the program (generally weeks 1 – 2 of Trimester but varies program to program)
- Confidence and an outgoing personality
- A positive attitude
- Respectful of diverse range of backgrounds, views, and the potential nuances of intercultural communication
- Current Blue Card (requirement for some programs)
- Completion of application and provision of requested documentation
- Is willing to share their own knowledge, expertise, and experience with others to help them get the most out of their time at Griffith University.

Desirable
- Prior experience as a mentor or mentee
- A strong networker
- Good knowledge of university facilities and services
- Referee's reports (especially related to leadership or mentoring).

Applicants may not be effective Mentors if they:
- Are performing poorly at their studies
- Are disorganised or unreliable
- Express very strong views or convictions (religious, political, personal)
- Are overcommitted
- Will complete their studies or leave before the program finishes
- Request particular Mentees.

Screening Potential Mentors

You may choose to advertise mentor positions and then select mentors based on their application and associated paperwork.

Positives	Cautions
• Objective – based on selection criteria • Can accommodate large numbers of applicants • Less time intensive	• Difficult to assess interpersonal skills and personality without face-to-face contact • Works better when cohort is small, and candidates are known

You may choose to shortlist based on candidates' applications and documentation, then interview.

Positives	Cautions
• Can reduce large number of applications to a few interviews • Increases ability to screen personal attributes in a face-to-face setting	• Time intensive for face-to-face aspect of process • May need to perform interviews across multiple campuses

You may approach individuals or call for recommendations from other staff.

Positives	Cautions
• Smaller pool of applicants to interview and thus less time intensive • Applicants already have endorsement	• May not reflect the diversity of the student group • Very high achieving students are not necessarily always the best mentors • Nominated individuals may be overcommitted

Mentoring Code of Conduct

This Code of Conduct applies to mentors and mentees in mentoring programs at Griffith University.

Mentors will:
- Attend any mentor training or professional development required
- Act professionally and ethically at all times in relation to their mentoring role
- Keep commitments made with mentees for meetings or events
- Maintain open and timely communication with mentees
- Observe boundaries regarding their role
- Maintain confidentiality regarding mentee and mentor (other) information
- Refer any unresolved concerns or conflicts arising in the mentoring relationship to the Program Coordinator in a timely manner
- Disclose any actual or potential conflict of interest relating to their mentoring role to the Program Coordinator as soon as it arises
- Not seek any form of remuneration from mentees in their role as a mentor
- Advise the Program Coordinator in a timely manner of their need to change their involvement in the program if such a situation arises.

Mentees will:
- Keep commitments made with mentors for meetings or events
- Alert their mentors to any issues likely to impact on their ability to stay in their study program
- Respect the role of the mentor, not expect them to exceed this, and therefore seek professional help if needed (e.g., counsellors, learning advisers)
- Not offer any payment to mentors in their role as a mentor
- Disclose any actual or potential conflict of interest relating to their involvement in the program to the Program Coordinator as soon as it arises.

Suggested Protocol for Mentor-Mentee Contact

These protocols are provided as a guide only, to assist Program Coordinators establish the most effective and sustainable contact arrangements between mentors and mentees throughout their contact during the program. Program Coordinators are encouraged to consult with participants in previous cohorts, where applicable, to adapt these to suit the requirements of their program.

Purpose of Mentor - Mentee Contact
Think carefully about what the aims of the contact are:
- To get students connected with other students
- To get staff connected to other staff
- To get staff connected with students

- To link students initially with their mentor
- To have the mentor impart knowledge
- To engage the mentor and mentee in an activity together
- Other.

Be sure that all participants understand the purpose of the contact.

Form of Contact
How do you want mentors and mentees to interact? Will this be left to them to decide, or will it be prescribed and guided?
- Face-to-face, at activities arranged by the Program Coordinator
- Face-to-face, whenever the mentee and mentor want to
- Email, moderated
- Email, unmoderated
- SMS
- Phone
- Online – Blackboard Collaborate, Microsoft Teams, etc.

Frequency of Contact
How often do you want mentors to be in contact with mentees?
- Every few days
- Weekly
- Fortnightly
- Specific dates in the trimester
- Less often.

Duration of Contact
Is your Mentoring Program:
- "Book-ended" i.e., a specified start and finish time
- "Open-ended" – once the relationship is established it may extend to a "natural" conclusion
- "Tiered" – Mentees – Mentors – senior/industry Mentors.

Outcomes of Contact
What is the ideal outcome as a result of the mentor-mentee relationship contact?
- Strengthened relationships
- Social engagement
- Reporting /feedback (what information do mentors need to collect/do you need to collect to gather meaningful report data and/or feedback)

Etiquette and Ethics

A few things to think about and discuss with your mentors (some of these points are mentioned in the Mentoring Code of Conduct):

- All contacts should be mutually respectful (polite, pleasant, positive)
- All contacts should recognise the value of people's time and acknowledge other competing commitments (reliability, promptness, timeliness of scheduled meetings)
- All contacts should reflect the nature and purpose of the mentoring relationship – if this begins to move into another realm (friendship, romantic relationship), mentors should discuss this immediately with the Program Coordinator
- All contacts should observe the agreed terms of confidentiality, except where there is a real or perceived risk of harm to self or others

Once the Mentoring Program is concluded, mentors should not retain mentee contact details (phone number, email etc.) unless with the agreement of the mentee.

Program Resources and Funding

Resources

The *(name of Mentoring Program here)* offers the following resources: *(edit as appropriate for your program)*

For Mentors

- Student leadership and Mentor training (*xxx hours*)
- (*Name of Mentoring Program here*) Mentor Handbook

For Lead/Senior Mentors (if applicable)

- Coordination training (*xxx hours*)
- (*Name of Mentoring Program here*) Lead/Senior Mentor Handbook

For Mentees

- (*Name of Mentoring Program here*) Mentee Handbook (not compulsory to provide)
- 'Freebie' resources such as pens, USB sticks, etc.

For Program Coordinators

- Mentoring and Orientation Hub Program Coordinator Handbook
- Mentoring and Orientation Hub Mentor Training Manual
- Mentoring and Orientation Hub Program Coordinator Toolkit
- Mentoring and Orientation Hub online templates

Funding
Funding to support the (*name of Mentoring Program here*) is/may be available from the following sources: (*edit as appropriate for your program*)
- University level:
- Group level:
- School level:
- Other:

Funding (budget)
Funding is required for this program as follows: (*edit as appropriate for your program*)

Events	$ _____
Promotion/marketing	$ _____
Certificates	$ _____
Honoraria/Payment for Mentors	$ _____
Other	$ _____
Total Funds	$ _____

Mentoring and Orientation Coordinators

The Mentoring and Orientation Coordinators are here to support you in your role as mentoring program coordinator for whichever program you are running.

Assistance can be provided in the following areas:
- Recruitment
- Training
- Models of best practice
- Pairing mentees and mentors
- Data collection and reporting
- Assistance establishing programs
- Ongoing maintenance of programs
- Resource support.

Please contact transition@griffith.edu.au to find out who your Mentoring and Orientation Coordinator is for your school.

A Five Step Process for Coordinating a Mentoring Program

Resources to assist program coordinators plan and manage each stage

Phase		Steps
1. Clear Statement and Purpose of Mentoring Program	1a. Goals, objectives and structure of program	The first thing you will need to decide is which students you are targeting with your mentoring program; this will help you create clear objectives and goals. You may choose an opt-in model, where students register their interest in joining a mentor group, or an opt-out model where your target students are automatically registered for the mentor program and need to opt-out if they do not want to be a part of it. Both have their merits, so it is about deciding what is going to be best for your school/cohort of students. Here is an example of an objective statement: [Name of program] aims to provide continued peer-led mentoring to [specify student cohort e.g., first year, low SES, specific school, etc.] to support retention, reduce isolation and reinforce through peer experience the availability of support services. This is part of a three-pronged mentoring strategy, which gives students access to peer-led mentoring at all phases of the student lifecycle. This will be achieved through weekly meetings of one hour duration between a mentor and their mentees. Mentors will be a high-achieving student from course/program/school that demonstrate an ability to lead and facilitate effectively.
	1b. Funding and resources necessary	Mentors will be paid for their time; they will receive X for completing training, X per hour for each session/meeting with their mentees, X for completing administration tasks. The resources required include one handbook per mentor, pens to hand out to new mentees, etc.
2. Recruitment Plan for Mentors	2a. Choose which option(s) you will use to recruit mentors	If you have specific students who you know might make great mentors, you can contact them directly via email or a phone call. If you do not know of any students or wish to cast a wider net, advertise via official avenues such as Careers and Employment. You could also use an expression of interest form. Other options include putting posters up around campus or organising functions/activities to recruit.
	2b. Role description/responsibilities	Refer to Appendix A to see example. Another example can be found here.

	2c. Key accountabilities, level of time etc., commitment necessary, benefit and rewards	**Key accountabilities:** ● Adhere to the [program name] Mentor Role & Responsibilities provided in the handbook at all times ● Plan, lead and facilitate weekly/fortnightly, half hour/one-hour meetings for the duration of the [program name] program and submit a weekly review form and pay claim after each study group session ● Monitor and respond to matched study group enquiries ● Assist in the promotion of [name of program] where required ● Act professionally, as part of a team, and provide high quality service to mentees ● Ensure compliance with relevant legislation and University policies and procedures, including equity, health and safety, and exhibit good practice in relation to the same ● Ensure fair, ethical and professional work practices in accordance with the University Code of Conduct. **Key benefits:** ● Free training and professional development opportunities ● Opportunities to enhance intercultural leadership, communication, teamwork, problem solving and group facilitation skills ● Being a part of a fun and diverse team.

	2d. Description of eligibility and screening	To be considered for the position you must have:
		● GPA of 5.5 or above as of 20XX
		● Be in at least the second year of study or be a postgraduate student as of Trimester X 20XX
		● Must be able to commit to the role for [all year/one trimester/weeks of trimester/etc.]
		● Excellent communication and interpersonal skills
		● Successful applicants must be available to attend mentor training on one of the following dates:
		  – Date 1
		  – Date 2

	2e. Application process	This will depend on which approach to recruitment you have chosen; if you have approached specific students; or used Unitemps. You may find google forms a handy resource for

		collecting information on candidate availability for interview dates, selection criteria, key accountabilities, and additional details.
	2f. Guide to interviewing if face to face selection occurs	You will need to plan in advance: • What type of interview are you going to do – one-on-one, group interviews, or a combination? • Where will you hold the interview(s) – do you need to book a room? If so, for how many? Will you hold interviews at multiple campuses? • What questions are you going to ask / if it's a group interview, what activities will you do? (see Appendix B and C) • Once candidates have been chosen, you will need to advise them via email or phone and confirm attendance at the training day.
Training for mentors	3a. Choosing the training format	Now that you have chosen your candidates, you will need to decide on the best method for training them. There are two options: 1) Utilise the Central Mentor Training; the CMT uses a combination of face-to-face and online approaches to ensure mentors have knowledge of all aspects of being a peer mentor. It is delivered by either the Senior Mentor Coordinator, the Mentoring and Orientation Coordinators, or a high-achieving student as selected by the Senior Mentoring Coordinator. 2) Design your own training; you will need to consider if this is a more appropriate option for your mentees. If you decide to design your own training you will need to ensure students have knowledge of: - role/position description including frequency of meetings - services available to students and how to make referrals - group facilitation techniques and communication skills - cultural awareness - how to plan for their sessions - how to maintain mentee engagement - referral procedures and pathways - privacy and confidentiality policy - general administrative tasks that are required of them (do they need to submit weekly

		reviews/attendance/pay claims/etc.). You will also need to consider where you will hold the training, for example, you may choose to run it at one campus or multiple campuses. You will also need to plan for resourcing the training day(s) including catering (be sure to cater for dietary requirements), handbooks, Griffith merchandise (pens/notepads), etc.
	3b. Registrations	Once you have decided on the format of your training, you will need to decide how you are going to track the registrations, especially if you are holding multiple training days. Google forms are one way to do this, alternatively you could create an excel spreadsheet to track registrations and attendance.
	3c. Evaluation	If you decide to run your own training it is best practice to gather feedback from students. This will help with future planning of your mentor training. Questions could include: - Overall, how would you rate the [program title] training? (Use a liker scale from 'poor' to 'excellent') - Do you feel the training has adequately prepared you for the role as a mentor? If no, what further information should be provided? - What were the most useful aspects of the training to you? - Is there anything you would have liked more information on - Do you have any other comments or suggestions?
4. Matching mentors to mentees, and ongoing support and monitoring.	4a. Mentee registrations	At the start of this process, you would have decided which students you are going to target with your mentoring program. If you are going to use an opt-in model then you need to decide how students will register; you could use a link from your program or school website and direct all traffic through the CRM, or you could use google forms for this too.
	4b. System for tracking registrations and attendance	The next thing to decide is how you are going to track registered students; an excel spreadsheet is probably the most efficient way to do this. Important information will be their personal details, what they are studying, the specific areas they would like help with (which can be a question on the registration form), and a column to track which mentor they are matched with and their attendance. Tracking attendance is important so you will need to create a system for mentors to report back to you; Microsoft Forms are useful for this purpose.

	4c. System for tracking mentor payments/activities	An excel spreadsheet is useful for this purpose as well. You will need to track the hours each mentor is working (whether they are paid or not), if they have submitted the required administration tasks, and you could track the topics they covered in their meeting with mentees. The information you collect will depend on what data will be helpful for your program's future planning and reporting.
5. Close and recognition	5a. Feedback from mentors and mentees	At the close of your mentoring program, it is useful to gather feedback from mentors and mentees to assess the effectiveness and perceived value of the program. Questions for mentors could include: • Did you enjoy being a mentor this trimester? • If not, please provide more detail. • What did you find most beneficial about being a mentor? (This can be an open-ended question, or you can provide multiple choices such as hanging out with like-minded people, being able to share my knowledge, the satisfaction of helping others, being able to expand on my knowledge and skills, having access to professional development opportunities, feeling more connected to the Griffith community, having the opportunity to develop my leadership skills) • Tell us a story that showcases your experience as a mentor this trimester. You could also ask if they wish to be a mentor in the next trimester / the next time you are running the program. Questions for mentees could include: • How has [name of mentoring program] affected your studies/experience this trimester? (Some choices could include reduced stress levels, increased confidence, felt more connected at university / made new friends, improved my grades, better understanding of resources I can access if I need assistance) • Did your mentor cover topics that you needed help with? • I most enjoyed: (hanging out with my group, learning different study skills, having regular contact with a peer mentor, receiving general support about life at Griffith, creating new friendships and peer connections at university) • If you could suggest one thing that [name of program] could change, it would be…

		• How would you rate your mentor? (Use a Likert scale from 'not that good' to 'outstanding' • Would you recommend [name of program] to other students? Your questions for both evaluations will depend on the cohort you are targeting and the data you want to gather and report on.
	5b. Recognition for mentors	Many students will, with good reason, expect some sort of recognition for their time with your program. This can be done via a certificate, recommendation on LinkedIn, or written reference. It will depend on the scale and structure of your program, and what you feel will work best for your group of mentors. You may also wish to plan an end-of-program event; this could be something as simple as cake and coffees at the café on your campus, or you could book a tutorial room and organise catering.
	5c. Analysis of processes, feedback, and future planning of program	At the closure of the program, you will need to analyse the feedback and decide how best to use that feedback; it may indicate changes you need to make in the future, or the aspects of the program that were useful and could be expanded upon. It can be useful to complete a summary report for the program that includes information such as overall attendance, number of mentors, number of meetings run, final costings, and future recommendations. The Mentoring and Orientation Hub Coordinators can help provide guidance and support regarding this if need be.

Appendix A – Roles and Responsibilities

Purpose, Engagement, and Roles within Mentoring Groups
- Ensuring in the first session that students understand the purpose of the Mentoring Groups, and that the roles of the Mentor and the mentees are clear and agreed on by all.
- Helping group members to clarify their needs and expectations of the group.
- Building a safe and trusting environment for learning.

Conducting Presentations to Promote the Program
- Organising and conducting presentations (5-10 mins) to second year cohorts, between weeks 1-4.

Planning for Sessions
- Planning a framework and activities for each session, even though the plan may change depending on the issues that students raise for discussion. Flexibility is also important.

Task Facilitation
- Ensuring that each group session has a specific task purpose, which is clear and agreed on by all members, through the creation of a group agenda at the outset of each session.
- Responding to issues or concerns identified by group members, and problem-solving issues where possible.
- Understanding and explaining University language and academic discourse or jargon, so that participants can engage more effectively with the culture of the university and their discipline.
- Promoting an understanding of academic standards and academic integrity through ensuring student familiarisation with, and understanding of, Griffith policies on academic misconduct and plagiarism, and the use of SafeAssign.
- Encouraging effective study habits for academic success.

Group Process and Relationship Facilitation
- Ensuring that all participants can share their thoughts, ideas and concerns equally, so that no single person/s is able to regularly dominate group discussions.
- Managing student difference and diversity by being accepting and valuing of individual student differences (e.g., age, gender, race etc.).
- Sensitively managing cultural differences and diversity in the study body (e.g., Indigenous, and international students, students with refugee backgrounds) to ensure equal and valued participation by all members.

Student Referral
- Referring students to counselling, welfare, learning services, course convenors and other key services where appropriate. When in doubt, it is best to discuss concerns with your Coordinator

Review and Evaluation
- Tracking student attendance and participation by keeping a note of attendance at each session (student names and numbers of students attending).
- Evaluating each session through a quick reflective process.
- Completing the end of trimester evaluation survey.

Managing Ethical Issues and Group Boundaries
- Understanding the principles and policies surrounding privacy and confidentiality and ensuring they are applied with each study group.
- Redirecting inappropriate discussion about staff and other students, where necessary.

Being Professional and Managing Yourself Effectively in the Leader Role
- Being professional in the leadership role, by reflecting on the group process in each session to determine what you can change to make the group process more effective.
- Understanding that group processes can be affected by a range of issues which may not be directly related to the leader of a group. Not personalising issues for the leader is important.
- Asking your Coordinator for help and assistance if in doubt. It is important not to feel alone in the role.

Appendix B – Group Interview Resources

SELECTION PROCESS

- Group based selection activity – you will be working with others to show your skills.

- You will be notified within a week of the selection process outcome.

- If successful you will be invited to complete Mentor Training. You must successfully complete the training to receive a positon with the [program title] team.

- Online training modules:
Must be completed by Friday 3 February

- On campus training:
Nathan - Thursday 9 February OR
Gold Coast - Friday 10 February

OVERVIEW OF THE ROLE

- Adhere to the Mentor Leader Role & Responsibilities provided in the handbook at all times.

- Plan, lead and facilitate weekly study group sessions for the duration of the program, and submit a weekly review form and pay claim after each study group session promptly.

- Assist in the promotion of the program where required.

- Act professionally, as part of a team, and provide high quality service to mentees.

- Monitor and respond to matched study group enquires.

- Ensure fair, ethical and professional work practices in accordance with the University Code of Conduct.

A FEW TIPS

- We are looking for good facilitators – it is not necessary to get the most airtime.

- We are looking for people who work well with other facilitators – let others shine too.

- Sometimes less is more.

- Feel free to be creative.

- Take the opportunity to learn something too.

ACTIVITY ONE

1. Introductions: Name, what you are studying, why you want to be a mentor.

2. Brainstorm – Break into groups of 4 and discuss the following three questions:
   1. What sort of challenges do you think continuing students (those in their second year or above) may face at University?
   2. What services around Griffith are you aware of? Think about where you could refer students facing the challenges you discussed above.
   3. You are facilitating a study group session, and there is a dominant student in the group who is not allowing others to speak. They are obviously keen to get involved. How could you handle this?

   We will then discuss each question as a larger group.

ACTIVITY TWO

- Get into groups of 4.

- Pick **one** each of the following topics for group discussion.
   1. Time Management
   2. Exam Stress
   3. Note-taking Strategies
   4. Exam Preparation

- Take turns facilitating a group discussion as a mentor.

- Each discussion will last for **3 minutes**.

Group Selection Criteria

Selection Criteria 1 - *Communication skills*
- Delivers information clearly and articulately
- Is succinct when delivering information (doesn't waffle on)
- Actively listens to others and uses summary statements (paraphrasing) to ensure mutual understanding
- Ability to use more than one method of communication to ensure the message is understood
- Asking one question at a time (e.g., Not two questions in one sentence)

Overall Score out of 5

Selection Criteria 2 – *Leadership*
- Evidence of problem-solving ability
- Able to manage time effectively
- Actively listens to group members ideas and other points of view
- Able to resolve conflict (clarifying the issue, seeing the others perspective, identifying common ground, and showing a rational, problem-solving approach)
- Respecting diversity (different viewpoints, tolerating all differences including gender, age, race, cultural backgrounds etc.)

Overall Score out of 5

Selection Criteria 3 – *Initiative*
- Sees opportunities to add value and does so
- Able to keep group members on task
- Able to solve minor problems on the spot
- Walks up to students and doesn't wait for the student to approach them first
- Asks questions to clarify understanding

Overall Score out of 5

Selection Criteria 4 – *Facilitation Skills*
- Can gain the attention of a group of students
- Can keep the attention of a group of students throughout a set activity
- Does not dominate conversation
- Contributes ideas to the group
- Is diplomatic when providing negative feedback on others' ideas

Overall Score out of 5

Selection Criteria 5 – *Public Speaking/Confidence*
- Speaks clearly and can project their voice according to the situation
- Seems comfortable and happy to lead/talk to a group of students
- Makes eye contact with each group member
- Can speak up and be heard as a group member
- Presents information clearly

Overall Score out of 5

Total Score out of 25

Applicant	SC1	SC2	SC3	SC4	SC5	Total /25	Notes
E.g. John Smith	*3*	*4*	*1*	*4*	*2*	*14*	*Arrived 10 minutes late.* *Friendly and approachable. Quiet to start but relaxed as the session progressed.*

Appendix C – One-on-One Interview Questions

Intro about program – why it has come about, what the program involves, who signs up etc.

1) Can you tell me what interested you about becoming a [program name] mentor?
2) What do you see as the difference between an effective mentor and a tutor?
3) Mentoring, facilitation, and leadership skills are important for this position. Out of these three skills, which do you think you already have?
4) What sort of problems do you think continuing students (those in their second year and above) may face at university?
5) Study groups are focused on the academic skills of the degree, not the course content; mentors are not tutors. How might you handle a situation where a group member keeps asking for assistance about a specific subject? Off the top of your head – what might you do?
6) As a [program name] mentor you need to facilitate study groups making sure one person doesn't dominate. How would you handle a situation where one student is dominating, keeping in mind that they are obviously a keen participant? You can relate this to any experiences you have previously had, such as group work at Uni.
7) Can you tell me what you know about the support services on offer at the University? Where might you refer a student for assistance? *(If not sure, try prompts such as, what if they were feeling stressed, or if they had financial difficulties etc.).*

Where to from here – if successful placed in Talent Pool, if matched will undertake then commence as mentor.