



FACULTY OF
MEDICINE,
DENTISTRY
& HEALTH
SCIENCES

MDHS Staff Mentoring Pilot Program Evaluation Report

August 2012

**Prepared by
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Jennifer de Vries**

Acknowledgements

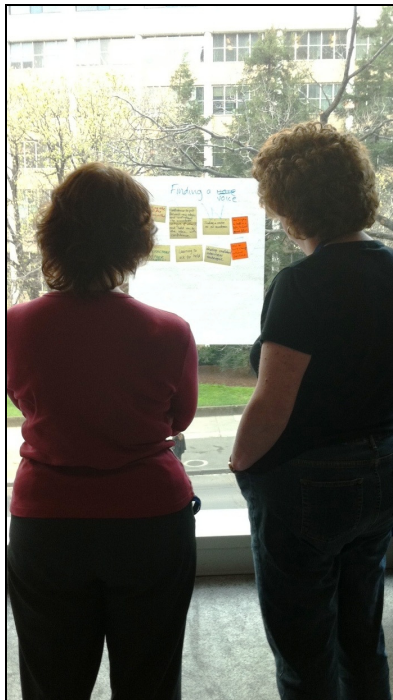
This pilot program has been a collective endeavour. Its success would not have been possible without the work, enthusiasm, and efforts of a number of key contributors. We want to sincerely thank the following:

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Marilys Guillemin
Associate Dean (Equity and Staff Development)

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Program participants at a workshop session

Executive Summary

The development of the MDHS staff mentoring pilot program was an outcome of the Faculty of Medicine, Dentistry and Health Sciences (MDHS) Equity and Staff Development (ESD) report developed in 2010. This was undertaken to provide an evidence base of the current status of the faculty in terms of equity and staff development. Key issues identified in the report included gender inequity, particularly with regard to academic women, and Indigenous staff inequities. One of the recommendations of the ESD report was the establishment of a faculty staff mentoring program. This recommendation was strongly supported by the faculty, and in 2011, a 12 month staff mentoring pilot program commenced. This evaluation report describes the development and delivery of the MDHS staff mentoring pilot program, reports on outcomes derived through evaluation data gathered from participants, and makes recommendations for the future of the program.

The MDHS staff mentoring pilot program started with 25 mentees. The program strategically targeted Level B3 academic staff (48 staff) and HEW 8 professional staff (55 staff). All MDHS staff in these categories were invited to participate in the program. Those participants who chose to participate comprised academic Level B Lecturers (7/25) and HEW 8 professional staff (8/25). 80% (20/25) of the mentees were women. 23 mentees remained at the conclusion of the program, with one male professional staff and one female academic staff leaving the program before its completion. The program also worked with 25 mentors. Mentors comprised 18 academic staff and 7 professional staff; 60% (15/25) of the mentors were women.

The MDHS staff mentoring advisory committee was developed in October 2010, and this committee provided strategic advice on the development and implementation of the program. The program worked closely with Dr Jennifer de Vries, a national leader and consultant in the area of mentoring. Dr de Vries developed the program's conceptual framework, based on her research in the area, namely, the 'bifocal approach'. Dr de Vries was also responsible for undertaking the key development activities of the program. The program was administered by Christine Baddock, and was strongly supported by MDHS Human Resources, under the leadership of its Director, Ann Francis. Associate Professor, Marilyns Guillemain, Associate Dean (ESD) in the Faculty was responsible for overall leadership and guidance of the program.

The MDHS staff mentoring program involved three key elements: one-to-one mentoring; peer learning groups, and professional staff development information sessions. All three elements of the program were evaluated.

The MDHS staff mentoring pilot program was well received by participants and evaluation results indicate that the program has provided many varied benefits to both mentors and mentees. The overwhelming response from both mentor and mentee participants indicated that the staff mentoring pilot program has been a worthwhile initiative, and should continue. Participants reported a number of positive outcomes as a direct result of the program, including changed work habits, new methods of seeking support, expanded professional networks, newfound confidence and agency, as well as the benefits of developing new and valued relationships with colleagues across the faculty. This report recommends that:

1. The MDHS staff mentoring program is continued
2. The structure of the program is retained with emphasis on peer mentoring
3. Structured development workshops are maintained
4. Issues of time commitment and program involvement are addressed
5. Visible faculty support is continued, including adequate resourcing of the program.

Recommendations

Based on the evaluation results from participants, this report recommends that:

1. The MDHS staff mentoring program is continued

The evaluation of the pilot staff mentoring program was overwhelmingly positive and it is strongly recommended that the program continue.

2. Structure of the program is retained with emphasis on peer mentoring

The current structure of the program should be maintained, but the program be centred on peer mentoring in future. Although one-to-one mentoring was found to be beneficial this was not a consistent finding amongst all mentees.

3. Structured development workshops are maintained

Results from the evaluation surveys indicate that one of the most important aspects of the program were the structured workshop sessions. It is recommended that the program continue with the current conceptual framework developed by Dr Jennifer de Vries. Evaluation data indicated that Dr Jennifer de Vries was key to the success of the program, and that her approach and content delivery was found to be useful and inspiring by participants.

4. Issues of time commitment and program involvement are addressed

It is recommended that in the next iterations of the program, the role and expectations of participants, in particular mentors, are clearly conveyed, and that participants are required to attend a set number of workshops. Program dates should be circulated in advance to improve commitment in attending workshops. Further, that matching of mentees and mentors occur only after initial sessions with the mentees, in order to better understand the needs and objectives of mentees.

5. Visible faculty support is continued, including adequate resourcing

A large number of participants reported that the visible faculty support for the program, particularly through the Dean's presence and clear engagement, was a very important aspect of the program. This engagement increased a feeling of personal support from the faculty for many participants, and it is recommended that this level of engagement with the senior leadership of the Faculty is continued.

Based on the findings contained in this evaluation report, it is anticipated that there will be a full roll out of the program in September 2012. It is expected that this next iteration of the program will be open to HEW 7 and Level C5 and C6 staff to increase the range of participants in the program.

Program Overview

Aims

The aim of the mentoring program is two fold: to create an organisational culture and environment where MDHS staff feel valued and nurtured, while at the same time, enabling individual staff to reach their full potential.

Features

The features of the pilot staff mentoring program were that it be:

- Strategic (targeted to key categories of staff)
- Systematic (not a once-off approach)
- Sustainable (appropriately resourced)
- Suitable for the faculty's context (and including a mix of departments and disciplines)
- Available to both men and women
- Available to both academic and professional staff
- Subject to evaluation and review

Objectives

For the mentee

- Improved career strategies
- Extended networks (with both senior scholars and peers)
- Increased knowledge of the field
- Enhanced self-knowledge, confidence and professional identity
- Understanding of ethical practice and decision-making
- Identification of areas for professional growth
- Greater understanding of promotions processes and how to negotiate these effectively
- Greater understanding of the mentoring process and improved capacity to mentor

For the mentor

- The opportunity to extend contribution to the faculty through a new initiative
- The satisfaction of sharing knowledge and experience
- The opportunity to have a formal role in developing the next generation of academic and professional staff in the faculty
- A context for productive reflection on their own leadership and enduring contribution
- A learning opportunity through relationships with mentees whose experience may be very different to their own
- The opportunity to see a familiar world through a different lens
- Greater understanding of the mentoring process and improved capacity to mentor
- Enhanced self-esteem through recognition of continuing professional contribution

For the faculty

- A new avenue for formal support and development of staff and potential leaders.
- Greater potential to attract and retain key staff through increased levels of satisfaction.
- Increased participation and productivity.
- Build a supportive environment in which staff feel included, valued and nurtured.
- Adopt a leadership role in staff development

Developing the Pilot Program

The MDHS staff mentoring pilot program commenced at the end of June 2011 and ran for 12 months. However, development of the program commenced in early 2010. Advice was sought from key experts in the field of mentoring, including Professor Sharon Bell, then based at LH Martin Institute, Professor Carol Nadelson, Harvard Medical School, and Professor Gail Robinson, University of Toronto. Following this, advice from Dr Jennifer de Vries was also sought which formed the foundation for the program.

Development Timeline

The process of establishing the Staff Mentoring Pilot Program included the following steps:

During 2010	Sought and gained advice from Professor Sharon Bell on the development of the mentoring program
Oct 2010	Established a MDHS staff mentoring advisory committee
Nov 2010	Held an ESD Forum: Mentoring to Build Capacity in MDHS The forum's aims were to define mentoring within the context of MDHS; to explore the benefits and challenges of mentoring; to contribute to a faculty-based mentoring scheme; and to meet new colleagues within the faculty. The MDHS staff mentoring program was launched by the Dean at ESD Forum 2010
2011	Gained faculty financial support for the program for an initial 3 years
2011	Appointed an Administrative Officer, Christine Baddock, based in MDHS Human Resources to co-ordinate and administer the program
Mar 2011	At the MDHS faculty retreat: presentation by Professor Carol Nadelson, Harvard Medical School, to MDHS senior leadership. This presentation covered a number of areas which informed the development of the MDHS pilot mentoring program, including an exploration of the North American experience of mentoring programs (particularly focused on mentoring at Harvard), discussion around the MDHS context and the potential similarities and differences to the Harvard context, exploration of strategic approaches to career development and mentoring, and a group discussion to begin shaping the MDHS mentoring program.
Mar 2011	Held a Workshop for potential mentees led by Professor Carol Nadelson, Harvard Medical School and Professor Gail Robinson, University of Toronto.
June 2011	Commenced MDHS pilot staff mentoring program.

MDHS Staff Mentoring Advisory Committee

In October 2010, the MDHS staff mentoring advisory committee was established, with the following terms of reference:

The MDHS Staff Mentoring Advisory Committee will provide advice on the development, implementation and evaluation of the MDHS Staff Mentoring Scheme. In particular, the committee will:

- Advise on the development and implementation of the MDHS staff mentoring scheme
- Assist in the development of a set of principles to guide the mentoring scheme
- Identify strategic staff target groups to participate in the mentoring scheme
- Advise on timeline for roll-out of pilot scheme and designated target groups
- Advise on processes for implementation
- Advise on evaluation framework

- Consider evaluation reports following implementation, and recommend revisions as appropriate.

Membership

- Associate Dean (Equity and Staff Development) - Chair
- Associate Dean (Academic)
- Associate Dean (Research)
- Associate Dean (Research Training)
- Associate Dean (Indigenous Development)
- Associate Dean (External Relations)
- Faculty General Manager
- Director, MDHS Human Resources
- Research intensive academic (non-clinical) staff member
- Clinical academic staff member
- Professional staff member

The committee met 2-3 times per year and proved to be valuable in offering strategic advice and direction.

Conceptual Framework

The conceptual framework adopted in the MDHS staff mentoring pilot program, the 'bifocal approach', was developed by Dr Jennifer de Vries.

Quoting from de Vries (2010: 6):

The bifocal approach, by playfully drawing on the notion of bifocal spectacles, opens up the possibility of focusing on both the close up vision, the shorter-term solution of developing individuals, and the distance vision, the need for longer-term transformational organisational change. As with bifocal spectacles, with practice there is increased ease and capacity to switch focal length, keeping both goals firmly in view.

The bifocal approach provides a practical framework to guide practitioners as they design and implement mentoring programs. It is however, as de Vries notes, the distant vision of organisational transformation that is by far the most challenging aspect of the bifocal approach.

Working with the development of the individual is far easier and rewarding in the short term, but success with individual mentees is ultimately undermined if there is no accompanying longer-term vision. The bifocal approach emphasises that it is not a case of one focus or the other, but that both individual development and organisational change are required.

The concepts presented are discussed more fully in: de Vries, J, (2011). *Mentoring for Change*, paper prepared for UAEW.

Following discussion with Jennifer De Vries, it was decided that the pilot mentoring program would comprise one-to-one mentoring, peer mentoring, as well as provision of information sessions, which would be open to the broader faculty. Structured development workshops were provided for both mentors and mentees.

Participant Recruitment

Mentees

The pilot mentoring program targeted HEW 8 Professional MDHS staff and Level B3 Academic MDHS staff. The rationale for choosing these groups was based on strategic faculty decisions; in addition, these groups provided suitable numbers for a pilot program, and represented an appropriate mix of staff located on and off-campus, discipline breadth, and schools and departments. Prior to participant recruitment, a workshop was held for potential mentees to generate interest in staff mentoring. This workshop was led by Professor Carol Nadelson, Harvard Medical School and Professor Gail Robinson, University of Toronto in March 2011.

One hundred and three Level B3 and HEW 8 MDHS staff were invited to participate in the pilot mentoring program. Twenty-five mentees self-selected to join the pilot mentoring program (24% response), with twenty-three mentees completing the program. The reasons given by the two mentees who withdrew were their contract was due to end and priority needed to be given to securing a new job; and difficulties in the mentoring relationship as the mentor was also their supervisor.

Fig 1. 1 Mentee numbers at the commencement of the pilot mentoring program

Mentees	Women	Men	Total
Professional staff HEW 8	7	1	8
Academic staff B	13	4	17
	20	5	25

Fig 1.2 Mentees numbers at the conclusion of the program

Mentees	Women	Men	Total
Professional staff HEW 8	7	0	7
Academic staff B	12	4	16
	19	4	23

The pilot program was based on mentees identifying their key objectives for the 12 month pilot program, and these key objectives formed the basis of choosing suitable mentors.

Objectives identified by the mentees at the beginning of the program were:

- Strategic planning and implementation
- Effective staff supervision
- Effective project management
- Develop professional identity/confidence
- Developing leadership and management
- Developing research publication record
- Achieving successful research grants
- Effective Higher Degree Research supervision

Because the mentoring partnership focused primarily on the needs and objectives identified by the mentee, the mentee was encouraged to take responsibility for driving the mentoring relationship, for arranging meetings, and for negotiating with the mentor what kinds of things they would like to achieve and how they would like to be assisted.

Mentors

Following the recruitment of the mentees, 25 mentors were selected. As part of the pilot process, selection strategies for mentors were purposely varied; they included mentors who expressed interest in participating, mentors who we selected based on our knowledge of their attributes and match with mentees, and suggestions from the advisory committee. Of the 25 mentors who commenced the program, one withdrew due to illness, one withdrew when their mentee withdrew, and one withdrew due to extended leave (where relevant, the mentees were re-matched).

Fig 1.3 Mentors numbers at the commencement of the pilot mentoring program

Mentors	Women	Men	Total
Professional staff	6	1	7
Academic staff	9	9	18
	15	10	25

Fig 1.4 Mentor numbers at the conclusion of the program

Mentors	Women	Men	Total
Professional staff	6	0	6
Academic staff	8	9	17
	14	9	23

Structure of the Program

The program comprised:

- A welcome session where mentors and mentees were introduced to one another
- One on one mentoring throughout the program
- 3 workshop for mentors
- 2 workshops for mentees
- 2 peer group mentoring workshops for mentees
- Peer group meetings throughout the program
- 2 information sessions, open to the broader faculty
- Presentation by peer mentee groups and finale

Workshops for mentors and mentees were facilitated by Jennifer de Vries and tailored to suit the faculty's needs. Participants also formed small groups for peer mentoring which had a more developmental focus. Information sessions were organised on topics such as gaining knowledge of the university decision-making processes and the academic promotions process. These sessions were also open to the broader faculty. The final presentation was integral to the bifocal design, allowing mentors, mentees and the Dean and MDHS staff mentoring advisory committee to come together to reflect on individual development and organisational learning.

Resources from the workshops and general resources on mentoring were made available to all mentors and mentees and included on the MDHS mentoring website for access by all interested Faculty staff.

Program Components and Key Dates

Date	Focus
2011 Wed 22 June 4pm	Welcome Overview of the program Mentors and mentees first meet and resources provided.
Thurs 4 August 1pm-4pm	Workshop for Mentors: The 'Bifocal Approach' Led by Dr Jennifer de Vries
Fri 5 August 9.30am-12.30pm	Workshop for Mentees: The 'Bifocal Approach' Led by Dr Jennifer de Vries Jennifer encouraged the group to take a 'bifocal approach', where the focus is on both the individual and the organisation (see page 15). Jennifer also discussed the differences between an instrumental and developmental approach in mentoring, and urged us to move towards a developmental approach which also encompassed organisational change. By doing this, both the individual and the organisation benefits.
Tues 20 September 9.30am-3.30pm	Peer Mentoring for Mentees Led by Dr Jennifer de Vries
Thurs 10 November 12.30pm-2pm	Information Session 1: 'Everything you always wanted to know about decision-making and committees at the University of Melbourne but were afraid to ask' (Question & Answer Session) Moderated by Professor Glenn Bowes. Panellists: <ul style="list-style-type: none"> • Professor Ron Slocombe, President, Academic Board, • Professor Pip Pattison, DVC (Academic) • Chris Stewardson, University Secretary Mentees were asked to pose questions beforehand about both the formal and informal University processes. The session was open to the broader faculty.
Wed 23 November Mentors 9.30am-12pm Mentees 12.30pm-2pm	Workshops Led by Dr Jennifer de Vries For Mentors: a) Learning from shared mentoring experiences b) Mentoring for organisational change Networking lunch for Mentees Update on peer mentoring groups for Mentees.
2012 Tues 20 March	Information Session 2: Academic Promotions (Levels B-E) Led by Ann Francis, MDHS Human Resources This session was open to broader faculty.
Fri 23 March 9.30am-4pm	Workshop for Mentees Led by Dr Jennifer de Vries The workshop had a number of aims:

	<ul style="list-style-type: none"> • For peer mentoring groups to meet, review progress and share learning to date with the other groups • To review mentoring relationships, with a view to identifying and sharing good practice and troubleshooting any emerging issues • To begin to identify broader systemic organisational issues, and provide these as input to the mentors' workshop • To explore power and agency and apply this to your own workplace challenges
Mon 26 March 9.30am-12pm	<p>Workshop For Mentors: Mentoring for Organisational Change Led by Dr Jennifer de Vries</p> <p>The workshop had a number of aims:</p> <ul style="list-style-type: none"> • To review mentoring relationships, with a view to identifying and sharing good practice and troubleshooting any emerging issues • To identify broader systemic organisational issues, based on your collective insights as mentors, and input provided by mentees as a group. • To explore organisational change and change agency <p>This was the final workshop of the mentoring program and was designed to give mentors the opportunity to reflect on and review their mentoring experience, and as a group to arrive at some common understanding regarding systemic issues.</p>
Thurs 31 May 9.30am-12pm	<p>MDHS Staff Mentoring Pilot Program: What Have We Learned?</p> <p>9.30-10: Presentations from mentee peer groups 10-10.30: Interactive discussion with mentors 10.30-11: Morning tea with invited guests 11-12 Debrief with mentees</p>
July 2012	Program evaluation undertaken and report completed.

Resources

Resourcing of the pilot program was provided by MDHS. Expenditure for the program totalled approx. \$40,000 for the 12 month program. This comprised:

- Casual administrative officer salary
- Workshop development and delivery, including associated costs
- Catering
- Preparation of evaluation report

In addition, in-kind costs were provided by the MDHS Associate Dean (Equity and Staff Development) and Director, MDHS, HR.

Evaluation

A comprehensive evaluation framework was developed for the pilot staff mentoring program to evaluate: whether the aims and objectives of the program had been met; the mentoring implementation process; structured workshops; information sessions; adequacy of resources; summative participant evaluation via online survey.

Evaluations were completed at each of the information sessions, and each mentor and mentee development workshop; data was collected on whether the session had relevant content, whether it met the needs of the participants and whether the duration of the session was sufficient. The questionnaires also gathered qualitative data on reported highlights of the sessions, recommended changes and identified aspects of the session that were seen as potentially useful in developing the mentor/mentee relationship. Formative evaluation was also undertaken with respect to documentation of 'small wins' achieved (Meyerson & Fletcher, 2000) in the development and implementation stages of the program; these also included reflections of the administration team.

In addition, a comprehensive summative evaluation survey was administered covering participants' reflections as they related to objectives, outcomes and administrative aspects of the entire program. Only 14/23 (61%) mentees and 8/23 (35%) mentors completed the final evaluation survey; the following results need to be interpreted with these in mind. What follows are the findings from the workshop evaluations and final summative evaluation survey. Mentees will be invited to take part in evaluations 12 months and 3 years following the completion of the pilot program to evaluate ongoing personal and professional development outcomes.



Marilyn Guillemain addresses the group, May 2012



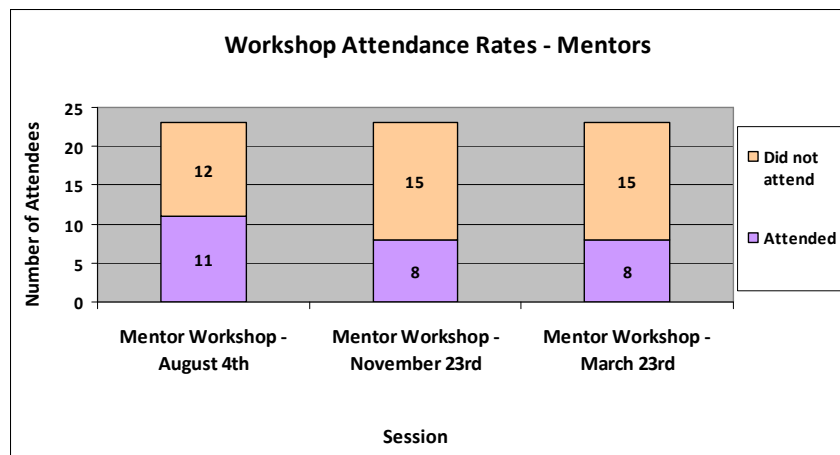
Jennifer de Vries speaking at the final workshop in May 2012

Structured Workshop Evaluations

Workshop attendance

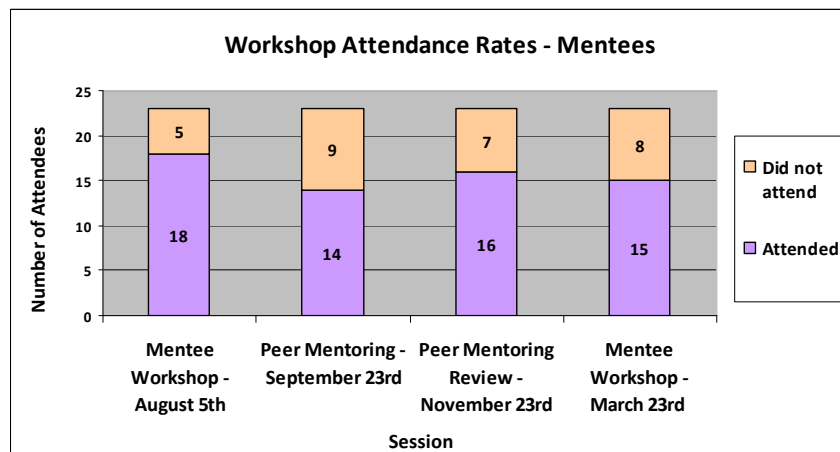
With respect to the 23 mentors, attendance at the workshops varied from 8/23 (35%) to 11/23 (48%). Of the 23 mentors, 7 mentors (30%) did not attend any workshops, 7 attended one workshop, 7 attended two workshops, and 2 mentors (9%) attended all three workshops. From the evaluations, it appears that competing time pressures were one reason offered for the relatively low attendance by mentors. As one mentor noted in the end of program evaluation: “The time commitment for the workshops became a problem as the program progressed”. This low attendance by mentors meant that at least half of the mentors did not learn about the conceptual framework being implemented, or participate in the development opportunities offered in the program.

Fig 2.1 Workshop Attendance Rates - Mentors



Of the 23 mentees, attendance at the workshops ranged from 14/23 (61%) to 18/23 (78%). This was an overall higher attendance rate than that of the mentors. However, one mentee did not attend any of the development workshops, 3 (13%) attended only one workshop, and 2 (9%) attended two workshops. Of the 23 mentees, 12 (52%) attended three workshops and 5 (22%) attended all four workshops. It should be noted that dates for sessions were organised over the course of the program, rather than being predetermined and advertised at the beginning; this may have affected the attendance rate.

Fig 2.2 Workshop Attendance Rates - Mentees



Workshops for mentors

The workshop sessions for mentors combined a presentation of mentoring research and new mentoring frameworks, with opportunities for collegial discussion and time for reflection. Sessions aimed to assist new and experienced mentors to develop, refine and renew their mentoring practice. In the workshops for mentors, two frameworks were presented to assist mentors in developing their mentoring approach. Firstly the bifocal approach extends more traditional approaches to mentoring by including a focus beyond the individual development of the mentee to include a focus on the need for accompanying organisational change. The mentoring continuum was then offered as a second framework to highlight different approaches to the mentoring relationship, ranging from an instrumental approach to a developmental approach. A developmental approach is more aligned with the bifocal approach as it emphasises a two way learning process.

Following the mentor workshops, participants were encouraged to use these frameworks in their next mentor-mentee meeting, in order to prompt discussion about the kinds of approaches they were using currently and would like to use over the course of the mentoring program. This aimed to enable participants to determine supports and constraints in the mentoring relationship, to ensure both parties got the most out of the program.

Evaluation

Highlights reported by mentors after these sessions included: the exploration of different approaches to mentoring; interaction and sharing information with others in the group; the format of the sessions and the amount of time given to contemplate and work through various mentoring issues. Below are combined evaluation results from the workshops for mentors. Suggested changes included encouraging participants to pre-read core material, more condensed information in order to shorten the sessions, and an increased focus on organisational change.

Mentors' comments on the workshops (from the end of program evaluation – see Appendix Final Program Evaluation and Results) included:

"[Workshop sessions were] excellent"

"Attendance became a problem due to competing demands and length of sessions"

"[Workshop sessions were] generally very good, but hard to get to because of other commitments"

Further evaluation results from the individual mentor workshop sessions follow:

Fig 3.1 Mentors' Highlights

Mentor Workshops: Summary of Reported Highlights Across Workshops	Number of Respondents
Interaction with the mentoring group	9
Exploration of different approaches to mentoring and mentoring research findings	6
Format of the session - engaging and well structured	3
Time given to contemplate and work through issues	3

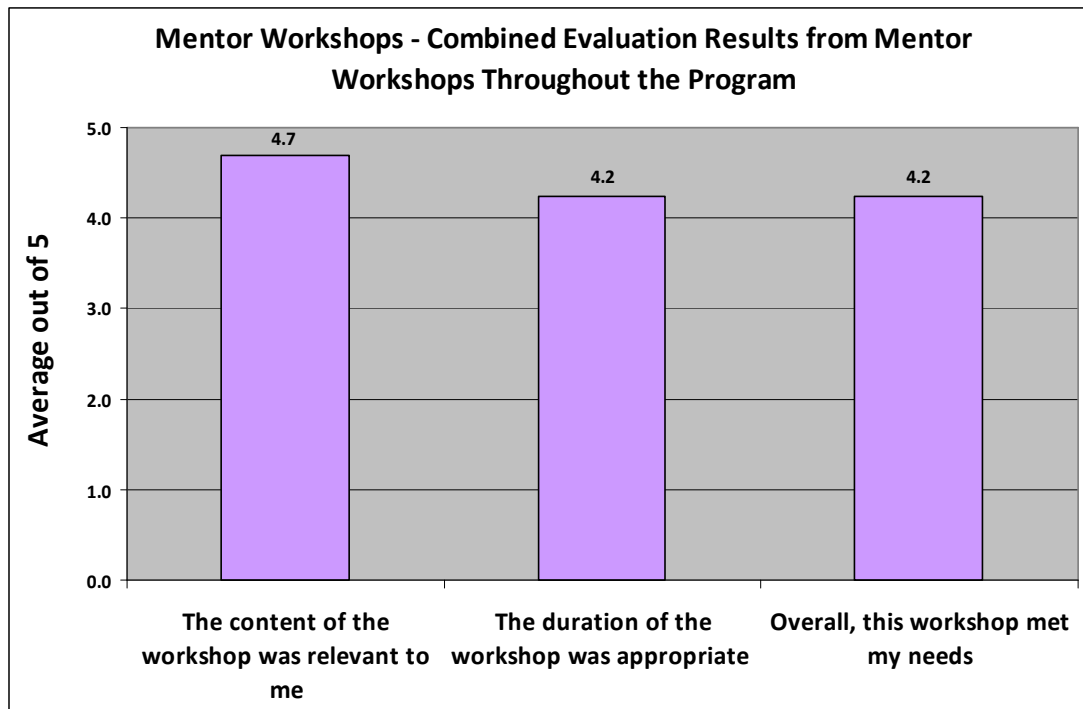
Fig 3.2 Aspects which Could Help in the Mentoring Relationship: Identified by mentors

Mentor Workshops: Summary of Reported Aspects of the Workshop Which Could Help in the Mentoring Relationship	Number of Respondents
Understanding frameworks and concepts of mentoring	8
Sharing of experiences with the group	4
Developing questions and issues to address with the mentee	4
Practicing through role playing	1

Fig 3.3 Recommended Changes from Mentors

Mentor Workshops: Summary of Recommended Changes to the Content/ Presentation	Number of Respondents
None	5
Encourage pre-reading of core material	2
Shorter duration of sessions	2
More focus on organisational change	2
Longer duration of sessions	1
More focus on “plus change”	1
More focus on positive ways forward in the mentoring relationship	1

Fig 3.4 Mentor Evaluation from Workshops



Workshops for mentees

“The workshop sessions were a real eye opener and invaluable, introducing me to concepts I hadn’t thought of, which helped me a great deal to examine my workplace relationships and think about them differently to before” ” - Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

The workshops for mentees also combined the presentation of mentoring research and new mentoring frameworks, with opportunities for peer discussion and time for questions and answers. The sessions aimed to assist mentees to clarify what they wanted to get out of mentoring and identify strategies for getting the most out of their mentoring relationships. In these sessions mentees were asked to consider what mentoring meant to them, what questions they would like addressed in the session, and undertook role-play activities similar to those undertaken in the mentoring sessions, focused on experiencing the difference between the instrumental and developmental approaches to mentoring.

Evaluation

Highlights of the mentee sessions as reported by participants included having discussions with, and meeting, other mentees, learning mentoring frameworks and approaches to developing relationships, Jennifer de Vries as presenter, and the role playing exercise. Suggested changes to the sessions from participants included inclusion of case studies on relationship development, clearer instructions on the PowerPoint presentation, and more opportunities to socialise with other participants.

Comments from participants (from the end of program evaluation – see Appendix Final Program Evaluation and Results) in relation to the mentee workshop sessions included:

“Loved the workshop. Initially I thought the days were too long, but as long as you think about it as an investment, it is worth the time”

“Workshop sessions were very important to the program...they were long but I found that every second was needed”

“The combination of Marilys and Jen was fantastic”

“Jen was fantastic. [It] would have been nowhere near as good without her.”

“I enjoyed the sessions, despite initially feeling guilty about taking the time away from work”

“Some of the earlier sessions were on days that I didn’t work, so I missed some vital information...which I think impacted on my having a clear understanding of what I wanted from my mentor”

Further results from the mentee workshop session evaluations (gathered after each workshop):

Fig 4.1 Mentees’ Highlights

Mentee Workshops: Summary of Reported Highlights Across the Workshops	Number of Respondents
Framework for mentoring processes/ relationship approaches	15
Discussions with, and meeting, other mentees	16
Exploring issues around power and powerlessness	9
The presenter	4
The role playing exercise	4

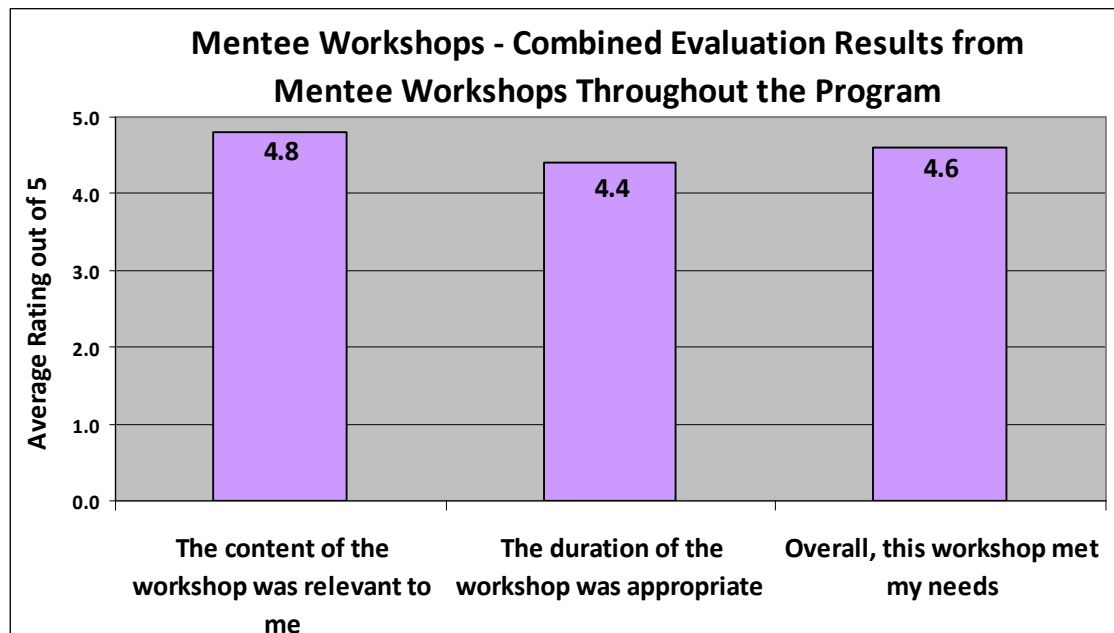
Fig 4.2 Aspects which Could Help in the Mentoring Relationship: Identified by mentees

Mentee Workshops: Summary of Reported Aspects of the Workshops Which Could Help in the Mentoring Relationship	Number of Respondents
Exploration of approaches to relationships	9
Identifying what I want from the relationship	5
Understanding the mentoring process and styles of mentoring	5
Building partnerships with my mentor	3

Fig 4.3 Recommended Changes from Mentees

Mentee Workshops: Summary of Recommended Changes to the Content/Presentation	Number of Respondents
None	13
How "plus change" will be implemented	1
Case studies on relationship development	1
Clearer instructions on PowerPoint	1
Opportunity to socialise with other participants	1
Hearing what other mentee expect and expectations of mentors	1
A workshop that brings mentees and mentors together	1
Some form of recording of training/ circulation of materials for those who miss the session	1

Fig 4.4 Mentee Evaluation from Workshops



Peer Mentoring Workshops

The peer mentoring process, as designed and implemented in the MDHS context, relied heavily on the work previously undertaken by Jennifer de Vries and Maggie Leavitt in the Leadership Development for Women program at the University of Western Australia, and applied since in various university settings (de Vries, 2005).

Peer mentoring (or peer learning groups) is a way of connecting with others and furthers professional development. Formed around shared developmental goals, for example work-life balance, clarifying career direction, strengthening research productivity or a writing circle, peer mentoring provides a supportive environment for stepping outside the comfort zone and doing new things that personal and professional development often requires. Peer mentoring groups, because of their collegial nature, most often adopt a developmental approach that is complementary to the more instrumental one-to-one mentoring commonly adopted by academic mentors (de Vries, 2011).

Evaluation

Evaluations carried out following the final peer mentoring session indicated that peer mentoring had been highly successful, met the needs of participants; there were very few aspects which participants identified to change the format and content of these sessions.

Evaluation results from the peer mentoring workshop sessions (gathered immediately following each session) are as follows:

Fig 5.1 Peer Mentoring Highlights

Peer Mentoring Workshop: Summary of Reported Highlights	Number of Respondents
Meeting, Talking with and Learning from Colleagues	8
Shared Goals and Developing Relationships within the Peer Mentoring Group	4
Balance between Individual Teaching and Group Work	1
Relaxed Atmosphere	1

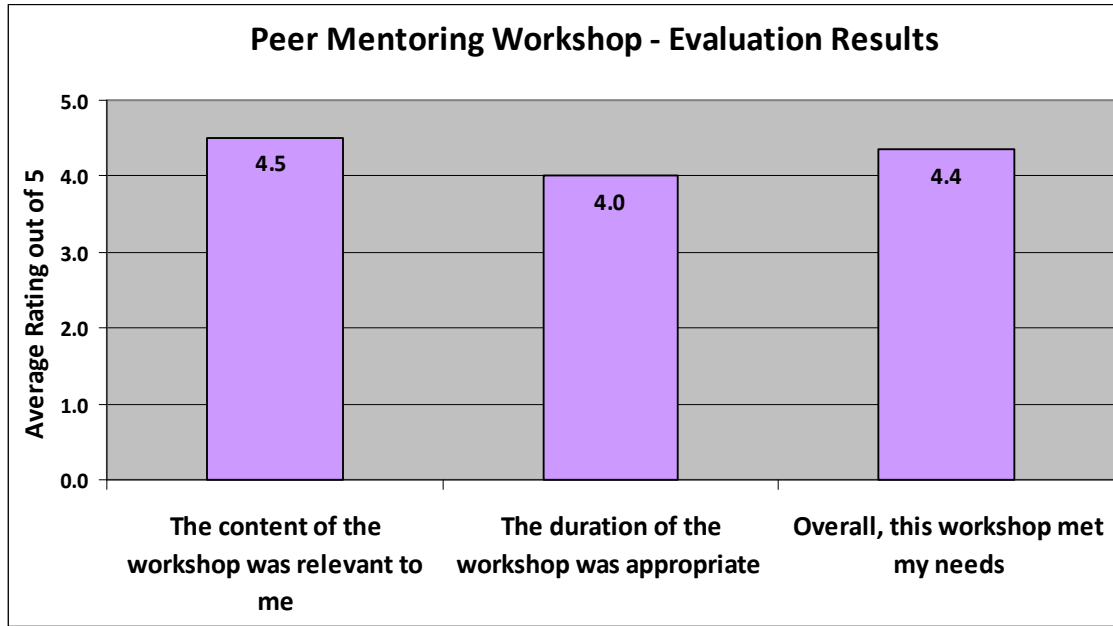
Fig 5.2 Peer Mentoring Aspects which Could Help Mentoring

Peer Mentoring Workshop: Summary of Reported Aspects of Sessions Which Could Help in the Mentoring Relationship	Number of Respondents
Exploring common threads of how other mentees are feeling	6
Exploring concepts and guidelines of mentoring	2
Role play activity for listening, speaking and observing	2
Group activities undertaken	2
Learning to open up in a group setting	1

Fig 5.3 Peer Mentoring Recommended Changes

Peer Mentoring Workshop: Summary of Recommended Changes to the Content/ Presentation	Number of Respondents
None	8
A little long - make the session shorter	4
Reference to more resources for follow up	1

Fig 5.4 Peer Mentoring Evaluation from Workshops



Program participants at a workshop session

Overall evaluation of workshop sessions: mentors and mentees

Results on this page from the end of program evaluation – see Appendix Final Program Evaluation and Results.

Fig 6.1 Overall Workshop Evaluations – Mentees (n=14)

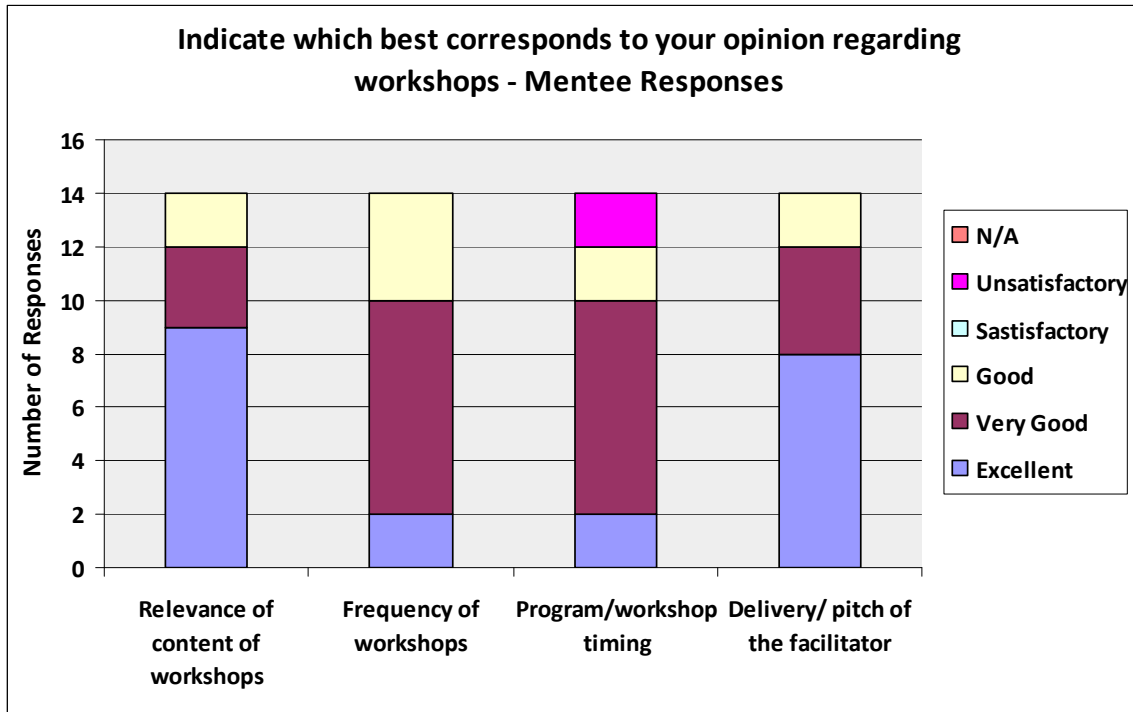
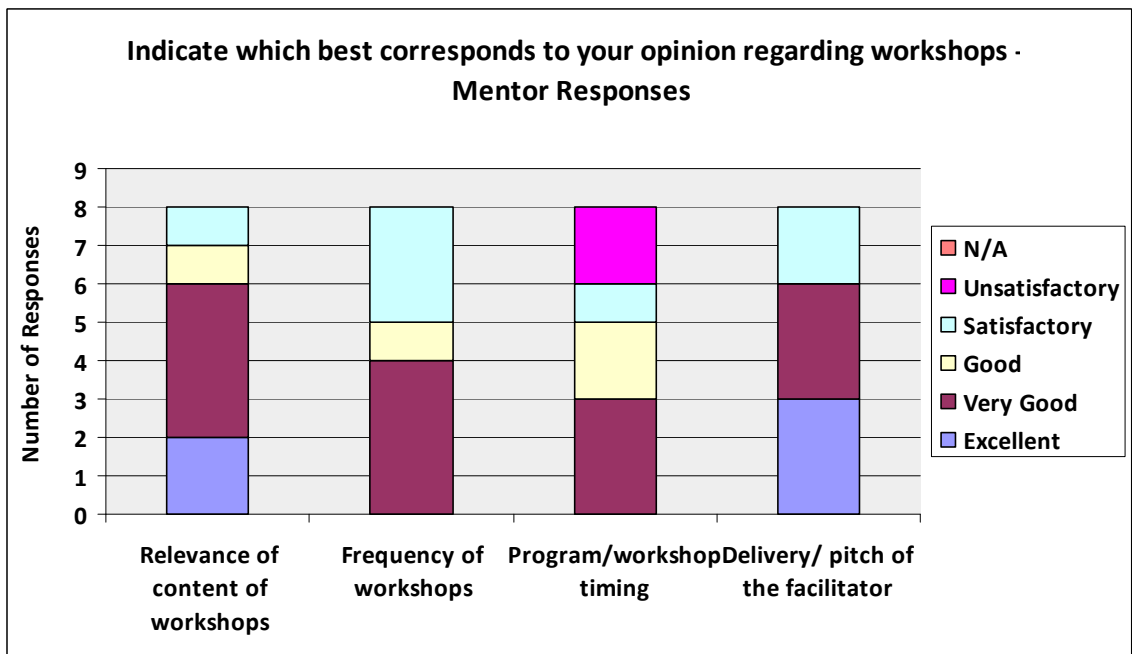


Fig 6.2 Overall Workshop Evaluations – Mentors (n=8)



Self Directed Components Evaluation

One on One Mentoring

A number of mentors and mentees identified their one on one mentoring sessions as extremely useful, and reported the development of strong relationships which are expected to last beyond the life of the pilot program. A number of mentors and mentees reported meeting and working with their matched partner as one of the overall highlights of the program. However, both mentors and mentees consistently reported issues around time commitment and availability in terms of the one on one relationship, and a number of participants felt that their mentor match did not turn into a productive or useful relationship.

Comments from respondents to the evaluation survey (from the end of program evaluation – see Appendix Final Program Evaluation and Results) relating to the one on one mentoring included:

“I love my mentor! She has been very instrumental...she has been very supportive and offered strategies and advice for me to consider” - Mentee

“I felt my match was great and I appreciate the effort taken to match mentors and mentees” – Mentee

“My mentor was a very busy person, however shadowing proved to be effective...She was very generous in describing her own experiences at work and her own career strategies” - Mentee

“[I] always felt the mentor was approachable, but kept it limited due to their busyness” – Mentee

“I loved the opportunity to meet and spend time with such a high profile person” – Mentee

“The match was good and I think we both gained from it” - Mentor

However, the one-to-one mentoring experience was not always successful, as highlighted by these mentees:

“I did not make a strong commitment with my mentor, although all efforts were made by the mentor to maintain contact, and the mentor was forthcoming with advice and guidance...on a personal level we did not connect as well as I would have liked” - Mentee

“My personal mentoring experience was far below expectations” - Mentee

“[The] mentor-mentee relationship did not develop” – Mentee

Mentors also pointed to problems in the one-to-one mentoring experience, particularly time commitments required.

“Timing for mentors [needs to be improved]” – Mentor

“I think I did a disservice to my mentee due to my time commitments” -Mentor

“I don’t think I was a very good mentor in my dedication of time to the task...my mentee was fantastic but I think she could have done better with another mentor” – Mentor

“[Meetings were] hard to get to because of other commitments” – Mentor

Fig 7.1 One on One Mentoring Evaluation – Mentees (n=14)

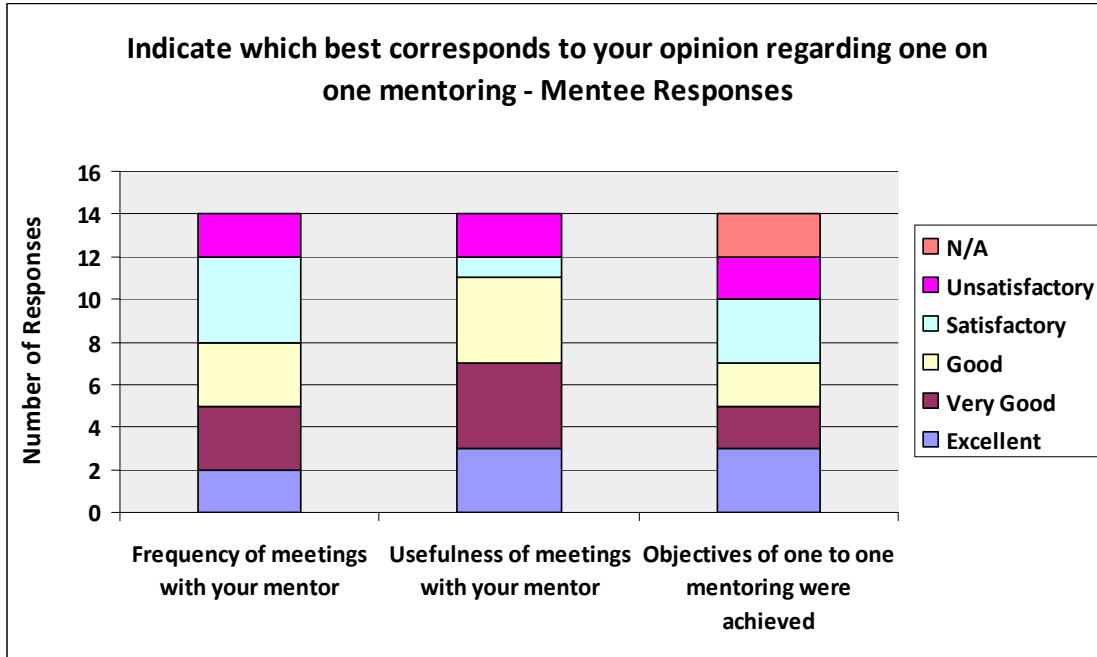
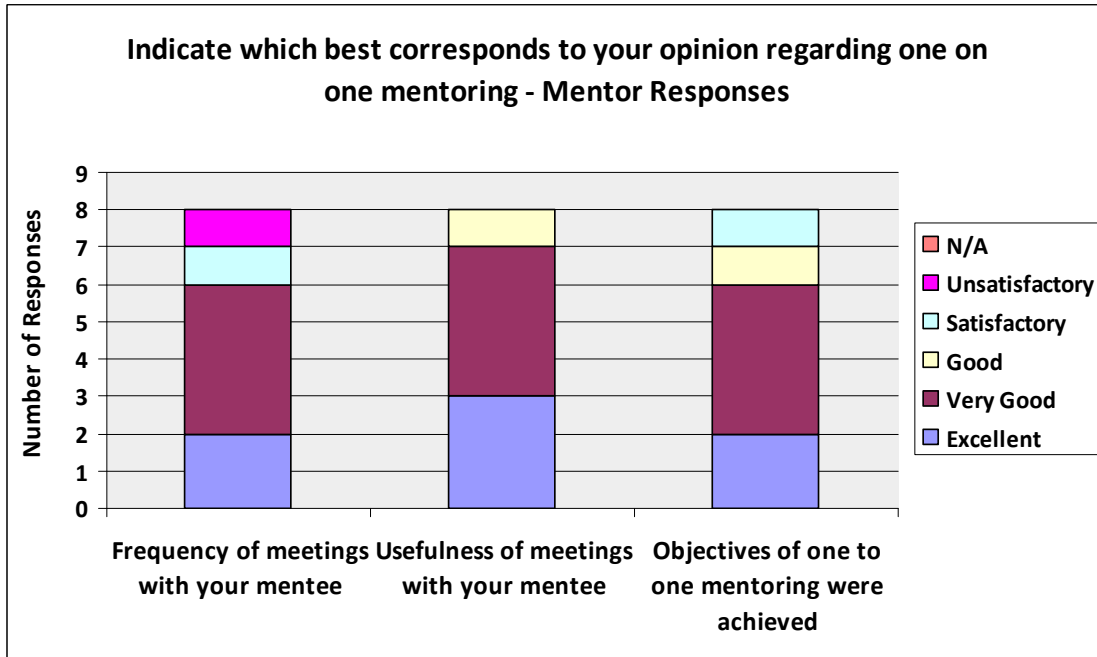


Fig 7.2 One on One Mentoring Evaluation – Mentors (n=8)



Comparing the responses between mentors and mentees on their one-to-one mentoring experiences, as recorded at the conclusion of the program, it appears that there was consistency between the ratings of the meetings as very good-excellent. It needs to be remembered that these results are from 14 mentors and 8 mentees, who are not necessarily matched pairs.

Peer Mentoring Group Meetings

“We really enjoyed the group mentoring and this became a highlight of the mentoring pilot program. We met fortnightly and this experience, along with the workshop sessions, became the most important part of the mentoring pilot program” - Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

An outcome of the peer mentoring workshop was the formation of peer mentoring groups, where participants identified shared goals. Five peer groups were established around the following developmental goals:

- The Writing Process and Me
- Finding a Voice and Influencing Change
- Where to Next? (Career change planning)
- Prioritising and Planning
- Being Strategic in Building My Academic Career

These peer groups met and worked on their identified goal until the end of the pilot program (May 2012), and were encouraged to work beyond the end of the program, if they chose. Each group had a maximum of six people, and each group was asked to keep a journal to note their activities and reflections.

At the final session in May 2012 each of these groups reported on outcomes from their peer mentoring meetings (see Appendix: MDHS Staff Mentoring Pilot Program– Final Session Notes – May 2012 for further information on this session). Throughout this session the groups consistently reported that the peer mentoring was the most important component of the program, and that a number of key factors contributed to the success of peer mentoring, including:

- Finding a safe and private space to conduct group meetings
- Allowing time for relationships to develop
- Listening to, and understanding, shared barriers to career progression
- Offering support and strategies to overcome these barriers

Outcomes of these meetings across the groups included:

- Supporting each other in practical tasks such as reviewing resumes, job applications or grant applications
- Developing strong and trusting relationships over time which are expected to continue
- Increased confidence of participants
- Expanded networks across the university
- Participants feeling valued and supported by the university
- Providing an alternate avenue for support for those whose one on one mentoring relationships were not progressing well
- Increasing off campus staff's sense of being part of the university and knowing other staff

Comments from participants at the conclusion of the program (see Appendix Final Program Evaluation and Results) regarding the peer mentoring group meetings included:

“Peer mentoring... was extremely valuable”

“I was initially sceptical when peer mentoring was introduced, but in the end I found the peer mentoring to be the most valuable aspect of the program”

“Our group started slowly but once established, we had some very useful sessions. Objectives are still ongoing and I think that we [will] continue to meet as a group”

“Trust, confidentiality... openness and willing[ness] to share were all established early on”

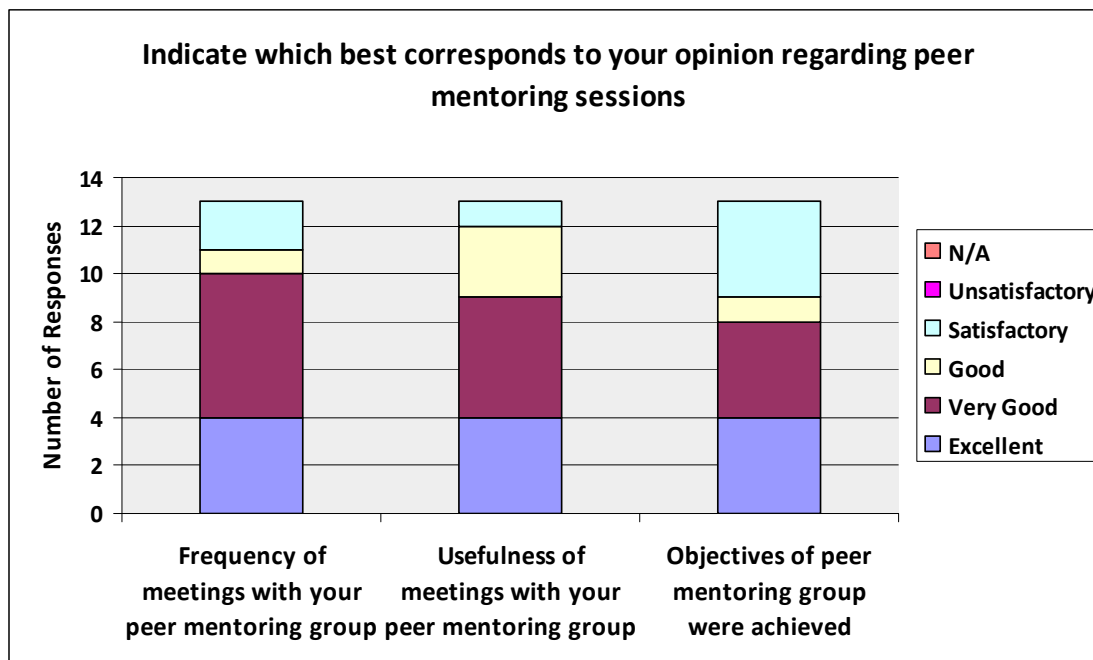
“Sharing experiences, ideas, advice, reviewing grants etc. were all great opportunities which would never have happened any other way [with people] from such diverse disciplines. It was terrific!”

“The peer mentoring sessions were wonderful and quite useful to some of the group members who did not have good relationships with their mentors”

“Our group was quite successful in that we had a number of small wins that came about as a result of group members taking courage/being empowered by the support from other group members”

Further evaluation results relating to the peer group mentoring component of the program, as gathered at the conclusion of the program, are included below:

Fig 8.1 Peer Mentoring Sessions (Self Directed) Evaluation



Please note that only 13 mentees responded to this question, although 14 responded to most other questions in the evaluation.

Faculty Objectives Evaluation and Comments

"I certainly felt supported and nurtured by the faculty, and this has made me a much happier and more productive employee" - Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

As discussed, the program was designed to provide benefit both for the individual participants, and the faculty as a whole. Faculty level objectives for the program were:

- A new avenue for formal support and development of staff and potential leaders
- Greater potential to attract and retain key staff through increased levels of satisfaction
- Increased participation and productivity
- Build a supportive environment in which staff feel included, valued and nurtured
- Adopt a leadership role in staff development

Evaluation results from participants at the conclusion of the program indicate that most felt the program achieved the faculty level objectives (see Fig 9.1). Comments on the faculty objectives included:

"The program also offers an avenue for the Dean to hear from members of the faculty he may never otherwise meet, and hear their concerns and workplace issues" - Mentee

"I know that in our group that some felt more engaged and settled in their positions, and had found a new interest in their role" - Mentee

"Having such high profile mentors made it clear that the faculty was investing in our careers" - Mentee

"Thought my [participation] in the program I felt valued and supported by the faculty, and that the faculty [was] genuinely committed to my development" - Mentee

"I believe as a whole the program will provide an 'avenue for formal support', but it does rely on selecting mentors (and mentees of course) who actually want to engage" – Mentee

Evaluation comments at the conclusion of the program (see Appendix Final Program Evaluation and Results) reflected the appreciation for the Faculty support and in particular, the support shown by the Dean, MDHS.

"Great program overall and I am really glad that the faculty is doing this" – Mentor

"We must keep going and grow this to the advantage of our staff and therefore our future success" – Mentor

"I felt very proud of the faculty for running this program and making us feel so valued and worthwhile." – Mentee

"This program will make a difference and offers a chance for more meaningful, two-way communication between senior and junior members of the faculty" – Mentee

"This has been a fantastic program and initiative by the faculty and I hope it continues" – Mentee

“I was uncertain about the final session and presenting to the Dean, but on hearing his response and the way he really took on board our experiences, I felt heard and I also felt that the Dean genuinely supported the future of mentoring in the faculty” – Mentee

“[I] definitely recommend [this] as an ongoing program for the university” – Mentee

“I am grateful to have had the opportunity to participate in the pilot. Thanks very much for all the work you put in to make this a reality” –Mentee

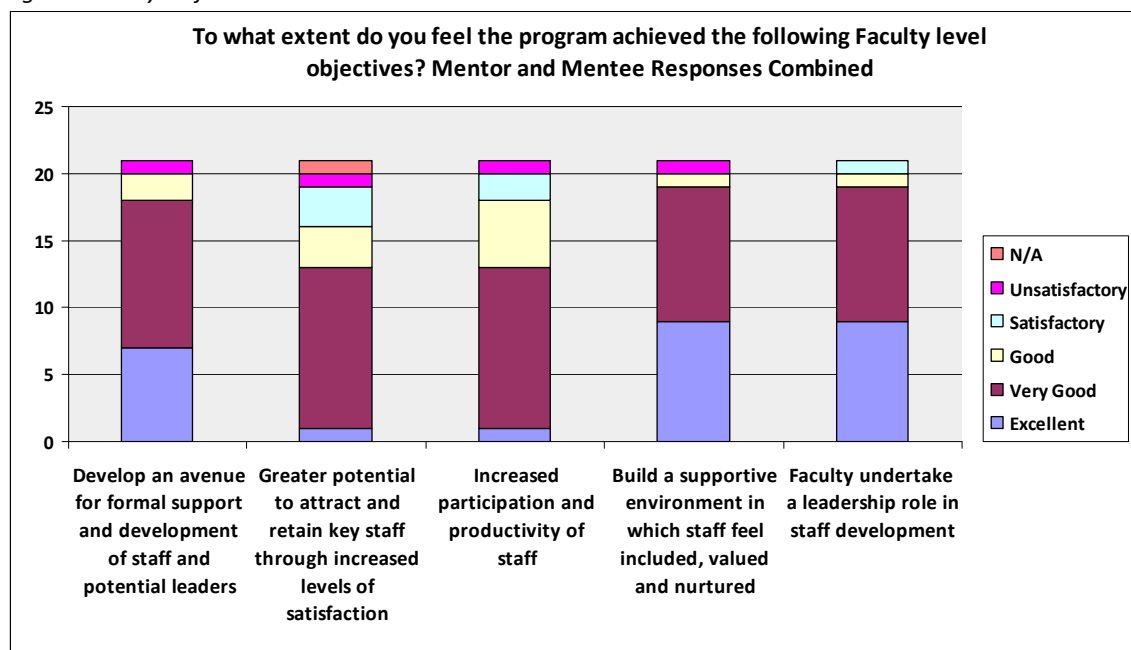
“Thanks for the program. It was the first thing I’ve done at the university that [I] felt was genuinely useful, acknowledged me as an individual with specific needs, and did not shy away from the difficult aspects of [working in] organisations” – Mentee

“Thank you for the opportunity to be involved...I felt valued and connected to the faculty/university” – Mentee

“The enthusiasm and commitment of the leader of the program- Associate Professor Marilyns Guillemain – was a very significant contribution to the interest and participation that people had in this program” – Mentee

“Thank you – I’m very glad to have been part of the pilot and hope to see it continue” –Mentee

Fig 9.1 Faculty Objectives Achieved



With respect to the program objective to ‘adopt a leadership role in staff development’, it should be noted that across the university, MDHS is now perceived to be a leader in this area. This is best illustrated by the inquiries received about the program from other Faculties and Research institutes, with the Faculty of Arts, and potentially Education and WEHI, developing staff mentoring programs, modelled after the MDHS program.

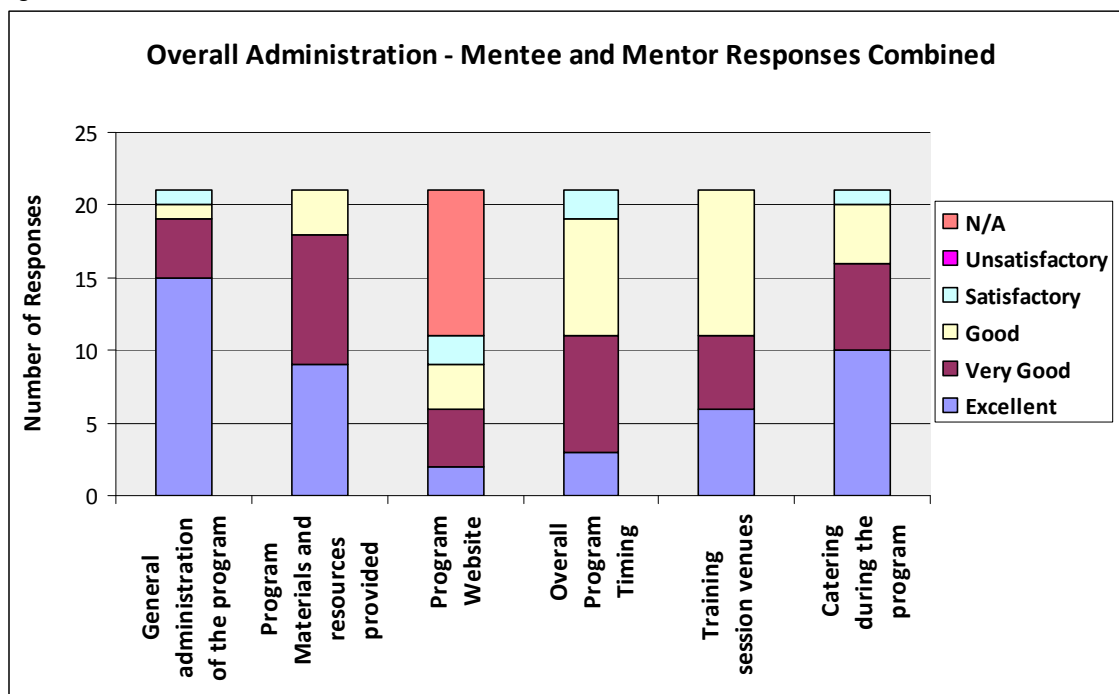
In addition, there have been a number of invited presentations to present on the program: UoM Research Leaders program in May 2012 and the UoM HR mentoring network forum in July 2012.

Administration Evaluation

“I felt that the excellent administration of this program contributed greatly to the overall feeling of being nurtured and supported as mentees, and as valued members of the faculty” – Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

Participants in the program consistently reported that administration of the program was excellent, that the program ran smoothly and the administration contributed to a positive environment. Many participants did not realise there was a web page with information on the program, and suggested that this could be promoted more broadly next time, so that participants can direct interested staff to further information on how to become involved in the program themselves.

Fig 10.1 Administration Evaluation



Participants at the workshop sessions

Highlights of the Program

"[A highlight of the program was] choosing the peer mentoring groups and discovering that there were some fabulous people out there who had the same problems as me" - Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

Mentees and Mentors consistently reported that the workshop sessions, including the teaching on frameworks for mentoring, were a highlight of the program. Many mentees also reported that the peer group sessions were a clear highlight of the experience, as well as increasing networks among the university. A selection of identified highlights from participants at the conclusion of the program includes:

"Excellent workshop sessions with great content" – Mentor

"The initial overview of mentoring theories and the framework adopted was interesting" – Mentor

"Learning about different challenges for Professional staff" – Mentor

"The theoretical aspect of mentoring" – Mentee

"Jen's wisdom" – Mentee

"The workshop sessions by Jen de Vries and the supportive and nurturing environment created by Marilys Guillemin and Christine Baddock" – Mentee

"Being personally challenged in a safe environment" – Mentee

"The collegial environment that was developed" – Mentee

"My peer mentoring group, which really grew and developed in a most interesting way" – Mentee

"Peer mentoring – a semi formal forum to discuss issues that one often can't even raise within one's research group" – Mentee

"Meeting peers from diverse backgrounds" – Mentee

"Getting to know, and receiving advice from such a high profile academic" – Mentee

"Academic networks created in and outside of the organisation" – Mentee

"Feeling more connected to, and part of, the faculty" – Mentee

"Having the Dean present at the final meeting and listening to us and responding to our presentations" – Mentee

"The Dean's support of the program (may it continue!)" – Mentor

"Meeting my wonderful mentor" – Mentee

"My mentee (and her perspective)" – Mentor

Personal Reflections

"I feel more empowered and have more confidence in myself now, thanks to this mentoring scheme" – Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

"I have gained in confidence, which has made my current work more enjoyable and more productive" – Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

"I have learnt that despite all participants being from the same faculty, different departments and teams operate quite differently – it helped me to see what my team does well, but also what we don't do so well." – Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

"I am finding that I am able to function at a higher level, as I am relaxed and happy and stimulated. I feel valued by the faculty, and that my work matters" – Mentee response to the program evaluation, 2012 (see Appendix Final Program Evaluation and Results).

At the conclusion of the program, participants were asked to comment on what they had learnt about themselves through participation in the program, what they had learnt about the organisation, and what, if anything, they were doing differently as a result of participating in the program. A selection of the personal reflections (see Appendix Final Program Evaluation and Results for all responses), are included below.

What have you learnt about yourself through participation in this mentoring program?

"More confidence in myself and the ability to communicate to the university and my peers" – Mentee

"That I am a skilled researcher, with lots of potential for a career in research. I have found the mentoring framework incredibly useful" – Mentee

"That I can be an active peer mentor that others find helpful" – Mentee

"That I can count myself to be pretty fortunate to work in a supportive team/department" – Mentee

"That I like it best and it works best when the mentee is clear about their objectives" – Mentor

"That my personal leadership style (and communication style) is very different to what others think...and that I need to think about the time I have available to me before I say yes to participating" – Mentor

"A better sense of where I am at on the academic career path, and what will be required to move ahead over time" –Mentee

"My career matters to the faculty. There is support from the faculty for my progression." – Mentee

"I feel more confident now than at the start of the program that I am good at my job, and likely to progress to the next stage of my career" – Mentee

"I have learnt that the challenges I face are similar to other colleagues in other departments" – Mentee

"I was able to assist others professionally with their participation and growth through the mentoring program" –Mentee

"I have learnt that I have power, and I can stand up for myself, that I have value." – Mentee

What have you learnt about the organisation through your participation in the program?

"I've seen the clear and strategic support for early career and mid career researchers" – Mentee

"There is a lot of help available if you know where to get it from" – Mentee

"That they do want to invest in early career researchers" – Mentee

"It's big, diverse, bureaucratic and supportive –given the size of the organisation, there often isn't an immediate sense of unity and shared purpose" – Mentee

"It ...highlighted to me the subtle gender bias that continues to occur – specifically there were many more women in the program – which may be that men feel they don't need it or are not as interested in development. However I believe it remains clear that generally speaking, women struggle more in academia than men and we need to continue to be conscious of this" – Mentee

"Networking is essential – there may be opportunities for advancement which I didn't believe was the case due to the internal political environment" – Mentee

"That effecting policy change is difficult" – Mentor

"That the faculty does have areas which are about staff development and finding mechanisms to support its staff" –Mentor

What, if anything, are you doing differently as an outcome of this mentoring program?

"Saying no to opportunities as they arise (if I am already overcommitted)" – Mentor

"I am just more confident in my abilities and this is making me happier and less stressed at work" – Mentee

"Being more aware of development opportunities across the faculty and the university" – Mentee

"Thinking more broadly about how I can support colleagues." – Mentee

"[I am] Scoping grant applications with new academic colleagues in and outside of the organisation" – Mentee

"[I am a] bit more deliberate in planning next career steps" – Mentee

"[I am] attempting to be more strategic in my attempts to change the culture [of the organisation]" – Mentee

"[I am] being more proactive in managing my time and my career generally" – Mentee

"I am certainly thinking about things differently and trying to use the mentoring framework that Jen taught us to reflect on what is happening in my organisation" – Mentee

"I'm taking every opportunity to involve myself in organisational decisions both inside and outside my department. This is something I have always done, but the mentoring scheme helped me to further justify the time and effort such things require" – Mentee

"I have stood up for myself and had difficult conversations with my supervisor and head of department, which I should have done previously, but did not have the courage to do." – Mentee

"I am now happier at the university than I have been for a long time" -Mentee

Areas for Improvement

Participants were asked for suggested changes to the program; most participants did not recommend fundamental changes to the program content or implementation. The suggested improvements were grouped around the following areas: matching of mentors and mentees; timing of sessions, embedding the program in the culture of the faculty, promotion of the program, and resourcing. Suggested changes from participants included:

'A different way to match mentors and mentees'- Mentee

'Halfway through get feedback from mentors – what are they getting out of [the program]?' - Mentee

"The whole mentor allocation process was a bit nebulous to me (and while the outcome worked really well for me, it didn't seem to have worked for a few others)" - Mentee

"I would like to see one on one mentors commit to the process or not do it" - Mentee

"I think having the introduction session and mentoring framework presented by Jen...prior to matching mentees with mentors would have been good, mainly as it might help mentees clarify what they want out of mentoring" - Mentee

"Perhaps more screening of potential mentors is required" - Mentee

"Some sessions could be condensed more and delivered in half day sessions- Mentee"

"Shorter, more punchy later sessions" – Mentor

"[The program] needs to be embedded in faculty culture more" - Mentor

"It may be useful to review strategies for promoting the program to existing staff" - Mentee

"Better resourcing" - Mentor

Future Program Recommendations from Participants

Similarly, responses to the questions "What would you like to see in future programs?" illustrated participants' ideas for minor changes to the program, and desire to see the program continue largely unchanged. Responses included:

"Inclusion [of the program] within [the] core faculty people strategy" – Mentor

"Perhaps a wider group could attend the final workshop presentations, i.e. the next target cohort, so they can catch a glimmer of the types of experiences they soon will be having" – Mentee

"Program available across different HEW levels and academic levels" – Mentee

"Clearer discussion of how existing mentees might become mentors over time" – Mentee

“Staff able to choose whether a mentor would be suitable for them or not, rather than allocating a mentor without enough input from mentees” – Mentee

“[The] ability to self-match [mentors and mentees]” – Mentor

“Advice to mentors about the time commitment expected” – Mentor

Conclusion

The aim of the mentoring program is to both create an organisational culture and environment where MDHS staff feel valued and nurtured, and to enable individual staff to reach their full potential. In keeping with this aim, the program set objectives for mentees, mentors and for the faculty. As reported in the mentoring literature, it is difficult to develop objective metrics to measure mentoring success; rather it is about incremental changes that have a positive influence on both individuals and organisations (Meyerson & Fletcher, 2000). However, evaluation of this pilot program has shown that these objectives have largely been achieved or are ongoing.

Based on the evaluation findings, it can be concluded that the program has been overwhelmingly successful. The pilot program has been a worthwhile endeavour in allowing the program to be trialled and strategies to be refined. Valuable lessons have been learned that will inform the next iterations of the program. These include the following:

- The current structure of the program should be maintained, but the program be centred on peer mentoring in future. Although one-to-one mentoring was found to be beneficial this was not a consistent finding amongst all mentees.
- Attendance at the development workshops needs to be more strongly encouraged, particularly for mentors. Although desirable for both mentors and mentees, it is essential that mentees attend at least the initial development workshops to fully benefit from the program. For the next iteration of the program there will be a two day intensive, and attendance at these sessions will be compulsory for mentees. During these sessions the conceptual framework for the program will be outlined, and the peer mentoring groups will be established. It will also work to actively build a strong network amongst mentees early, as peer mentoring will be a key element of the program.
- The role and expectations of participants, in particular mentors, need to be clearly conveyed.
- Better matching of mentors and mentees needs to occur. Matching of mentees and mentors will occur only after the initial two day sessions with the mentees, in order to better understand the needs and objectives of mentees.

Based on the findings contained in this evaluation report, a number of recommendations are proposed, as outlined in the beginning of this report.

Resources

Resources used in the development and implementation of the Mentoring Pilot Program:

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Appendix: Final Program Evaluation Results

Mentees Evaluation Responses

1.

Please indicate which classification is most appropriate to you:		
	Response Percent	Response Count
Female	75.0%	12
Male	25.0%	4

2.

Please indicate which classification is most appropriate to you:		
	Response Percent	Response Count
Academic Staff	62.5%	10
Professional Staff	37.5%	6

3.

What were your main reasons for participating in the program?		
Answer Options	Response Percent	Response Count
Improved career strategies	81.3%	13
Extended networks (with both senior scholars and peers)	43.8%	7
Enhanced self-knowledge, self-confidence and professional identity	56.3%	9
Identification of areas for professional growth	62.5%	10
Greater understanding of career advancement and promotions processes and how to negotiate these effectively	25.0%	4
Greater understanding of the mentoring process and improved capacity to mentor	37.5%	6
There was an expectation from my supervisor that I should participate	31.3%	5
To learn about the following issue/ topic: (please specify below)	0.0%	0
Any other reasons: (please specify below)	12.5%	2
answered question		16

Other:

Feel more connected to the University and MDHS as a whole.
To learn strategies to help me write papers.

4.

To what extent do you feel you achieved the following objectives through the program?							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Improved career strategies	0	1	1	6	8	0	16
Extended networks (with both senior scholars and peers)	0	0	1	7	4	4	16
Enhanced self-knowledge, self-confidence and professional identity	0	0	3	2	8	3	16
Identification of areas for professional growth	1	0	1	4	9	1	16
Greater understanding of career advancement and promotions processes	3	0	4	3	6	0	16
Greater understanding of the mentoring process and improved capacity to mentor	0	0	0	3	9	4	16
Other objective (please specify below):	11	0	0	2	2	1	16
answered question							16

Other:

supervising skills
Learning and being stimulated
Feel more connected to the University and MDHS as a whole

5.

Overall, were your expectations of the program fulfilled?		
Answer Options	Response Percent	Response Count
Yes	78.6%	11
No	0.0%	0
Partially	21.4%	3
answered question		14

6.

Please indicate what your expectations of the program were, and why they were or were not fulfilled:
To learn strategies to make my work time more effective for career progression and improve my work-home life balance.
I hoped the program would lead to an enhanced professional identity and confidence. I hoped for strategies but instead received insight into the development of an academic 'self', a far more valuable outcome.
I don't know that I had particular expectations for the program- other than generally hoping I would gain insights into further progression/development in my academic position. Certainly as a process (i.e. the workshop sessions on mentoring, individual and peer mentoring and discussions with other participants) helped me think about my position and strategies going forward.
Mentor - mentee relationship did not develop, which in part was my fault for pushing this and being clear about what I wanted to achieve from the relationship
I expected to be matched with an experienced researcher who could provide guidance for my career post PhD. I felt my match was great and I appreciate the effort taken to match mentors and mentees. I expected to meet face to face with my mentor and this also happened when ever I requested it.
<p>The program (including 1:1 and peer mentoring) proved useful in:</p> <ul style="list-style-type: none"> - extending my academic networks - improving my understanding of the academic / University context - allowing me to explore my current place and pathways within the University context - allowing me to develop a better contextual understanding of the academic writing process
<p>Learnt a lot of high quality information about mentoring. And experienced effective peer and one-on-one mentoring. Had the opportunity to reflect in a safe environment about my career strategies, my approach to work, and my role in the organisation.</p> <p>I feel more empowered due to the program</p>
I went into the program with few expectations, except that I might learn something new, which I did. In particular, it gave me a different framework for understanding mentoring and how to be an active agent in my organisation. I was initially sceptical when peer mentoring was introduced, but in the end I found the peer mentoring to be the most valuable aspect of the program.
I came through a greater professional and personal growth phase whilst participating in the mentor programme, but I don't feel the programme itself really assisted in bringing me to that point. I enjoyed the reflection and interaction with the other staff, and particularly the small group meetings, although was hesitant to reveal too much about my career intentions, but that is no fault of the programme.
<p>Peer mentoring (which I wasn't aware would occur) was extremely valuable.</p> <p>My personal mentoring experience was far below expectations and of absolutely no value over the 12 months, but this comment should not reflect on the program as a whole which was clearly a success based on my observations of how others benefited from the mentoring.</p>
I did not have any expectations as I had never been mentored before and didn't know what to expect. I was having a hard time with my supervisor and was just hoping that someone would be able to give me some advice on how to better my situation.

7.

What have you learnt about yourself through your participation in this mentoring program?
I have multiple needs that I can systematically approach and find strategies to meet these needs. That I can be a participant in processes that help others meet their needs.
Very important to maintain continued interest in role at the university by participating in programs/workshop/meetings whenever possible (and not fall into 'same old, same old'). Re-acquainted self with need to 'keep in touch' with a wider context than local work area, as a means to both connect with and validate the work I perform, and also focus on wider purpose. Reminded self that I need to debrief in appropriate forums about the role (being extrovert, albeit a quiet one!); helps to perform role with greater confidence knowing that others experience similar or related environments. This type of semi-external/slightly removed forum allows better perspective on self and role.
The pathways of career development
That I know what needs to be done: to continue to learn how to manage myself in a stimulating, but challenging, environment thereby making the greatest contribution I can while receiving the most benefit.
- I am often so caught up in the "doing" that I don't take the time to see where it is all heading and how I can shape the direction of things.
Gained in confidence which has made my current work more enjoyable and more productive.
More confidence in myself and my ability to contribute to the University and my peers.
That I am a skilled researcher, with lots of potential for a career in research. I found the mentoring framework incredibly useful. That I can be an active peer-mentor that others find helpful.
- that I can count myself to be pretty fortunate to work in a supportive team / department - most things I'm currently doing academically are on the right track (incl. publishing, grant applications, building academic profile, networking) - I am bringing skills (project management etc) to my role that are pretty handy in academia - a better sense of where I am at on the academic career path and what will be required to move ahead over time
My career matters to the Faculty. There is support from the Faculty for my progression. There is organisational understanding of the challenges we face as academics I can be too critical of others, too honest in meetings, and take things that happen in the workplace too personally. I am working on these things. I have the capacity to be a good mentor. I feel more confident now than at the start of the program that I am good at my job, and likely to progress to the next stage of my career.
I have learnt that the challenges I face are similar to other colleagues in other departments, which in a way is comforting, but also that I can take some responsibility for these challenges and look at challenges as not necessarily a reflection of me, but my organisation as a whole.
I was able to assist others professionally with their participation and growth through the mentoring programme, so this indicated to me that it was worth doing from that perspective. I learnt more about myself in respect to learning from others around me with very different jobs, that their insights into the organisation could assist me.
I have learnt that I'm 'on the right track' and that extending my social/professional relationships more widely is beneficial.
I have learnt that I am not in the hopeless situation that I thought I was. I have learnt that I have power, and I can stand up for myself, that I have value. I also learnt that I had given my superiors too much positional power and de-valued myself in the process.

8.

What have you learnt about the organisation through your participation in this mentoring program?
The faculty is interested in improving the skill sets of staff and active in the realisation of this.
Quite surprised on the one hand that the Faculty was supportive of the program given the tight resourcing times. On the other hand it seems quite appropriate and logical for a medical faculty to take on such an endeavour as I think this kind of program makes for healthier, more balanced workers (got no proof, just seems right). Therefore I have learned that in the area of employee's health and well being, this organization is far more forward thinking than I had previously thought. I am not au fait with programs run by other organisations (commercial or not for profit), they may be even better, however this one seems like a 'step in the right direction' for the university. Of course better workers make for better productivity, and I'd call that a win/win all round.
that is great that helpful programs are available to the staff who needed
That senior personnel understand the symbiotic relationship between an organization and its staff; that the University wants to see staff do well and will support them to reach their potential.
-Other staff at similar levels but in different departments experience similar issues/ difficulties. -There is often the "official" way and then the "real" way things happen! Which I sort of knew but has further confirmed this. - I think although day-to-day it doesn't always seem like it but through offering a program like this there obviously is interest at higher levels of faculty/uni in developing and supporting lower level staff.
I have learnt how vast the faculty is and how different it can be in different organisational units also how difficult it is for early career academics.
Very interesting to spend time with early career researchers and hear of their challenges. Also to meet people from across the faculty.
That they do want to invest in early career researchers.
- It's big, diverse, bureaucratic and supportive - Given the size of the organisation, there often isn't an immediate sense of unity and shared purpose in the endeavours of the various parties and departments involved in projects
While it is a greedy organisation in a greedy sector, there is some awareness of this, and this program is an example of the faculty trying to ameliorate the effects of this greediness
I have learnt that despite all participants being from the same Faculty, different departments and teams operate quite differently - it helped me see what my team does well, but also what we don't do so well. I also learned that the Faculty and the Dean is committed to staff development - if I was not part of this program, however, I don't think this information would have been filtered down to me quite so well. It also highlighted to me the subtle gender bias that continues to occur - specifically, there were many more women the program - which may be that men don't feel they need it or are not as interested in development. However, I believe it remains clear that generally speaking women struggle more in academia than men and we need to continue to be conscious of this.
Networking is essential. They may be opportunities for advancement which I didn't believe was the case due to the internal political environment.
I've seen the clear and strategic support for early and mid career researchers, both through the mentoring program and other opportunities to engage with faculty over the past 12 months.
That there is a lot of help available if you know where to get it from.

9.

What, if anything, are you doing differently as an outcome of this mentoring program?
More organised. Thinking of small strategies that help attainment of my larger goals.
Far more relaxed and confident in conducting everyday tasks; and more satisfied in role. More open to a positive outlook on situations/the institution/co-workers situations.
none
Worrying less, knowing that I am continuing to grow professionally, and that this growth will be acknowledged if not with tenure or promotion here, then by a future employer (hopefully, the latter will not need to be the case).
Taking a more strategic approach to thinking about what do in my academic position- and making sure that in the business of doing all that needs to be done to take some time to reflect and act on the overall direction.
I am just more confident in my abilities and this is making me happier and less stressed at work. I am finding that I am able to function at a higher level as I am relaxed and happy and stimulated. I feel valued by the Faculty and that my work matters. This is also contributing to my feeling of well being and has increased my enjoyment of my work.
Being more aware of development opportunities across the faculty and the university
Changed workplaces. Took advice for a postdoc fellowship that was different to my initial approach. Thinking my broadly about how I can support colleagues. Will continue with peer mentoring group.
- Meeting more with people from other departments - Scoping grant applications with new academic colleagues in and outside of the organisation - being a bit more deliberate in planning next career steps ahead
Attempting to be more strategic in my attempts to challenge the culture. Feeling more confident. But hopefully being less abrasive. Valuing myself, being more proactive in managing my time, and my career generally
To be honest, there is nothing concrete to name yet, but I am certainly thinking about things differently and trying to use the mentoring framework that Jen taught us to reflect on what is happening in my organisation (e.g., maintenance of the status quo) and then how I might go about instigating change. I will also talk to colleagues and junior staff about this and attempt to mentor others in a more developmental (as opposed to instrumental) way. Finally, my 1:1 and peer mentoring will continue beyond this program, so more will come out of it in time!
Nothing.
I'm taking every opportunity to involve myself in organisational decisions both inside and outside my department. This was something I have always done, but the mentoring scheme helped me to further justify the time and effort such things require.
I am not crying about my job anymore and feeling that I am trapped. I have stood up for myself and had difficult conversations with my supervisor and Head of Department which I should have done previously, but did not have the courage to do. I am focussing more on my needs and what is best for me to get my career back on track. I am now happier at the University than I have been for a long time.

10.

How many workshop sessions did you attend?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1-3	21.4%	3
4-6	64.3%	9
7-8	14.3%	2
<i>answered question</i>		14

11.

Indicate which best corresponds to your opinion regarding workshop sessions							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Relevance of content of workshop sessions	0	0	0	2	3	9	14
Frequency of sessions	0	0	0	4	8	2	14
Timing of the program/sessions	0	2	0	2	8	2	14
Delivery and pitch of workshop session facilitator	0	0	0	2	4	8	14
<i>answered question</i>							14

12.

Comments on the workshop sessions:
The workshop sessions were open and interactive. Jen de Vries was clear in her presentation and presented the information in a clear manner at a pace I could assimilate.
Very useful to have learned about academic basis of mentoring in conjunction with the 2 types of mentoring applied (individual and peer).
very good
I would have liked more frequent sessions of shorter duration (like a pep-talk on a regular basis).
I think the workshop sessions were valuable and in fact although framed around mentoring in this case the concept of having sessions that staff at a similar level could attend to look at issues in (e.g. when we looked at power and the "tempered radical" in organisations) would be useful to consider over and above the mentoring program.
The workshop sessions were very important to the program as this is where we learnt about mentoring. They were often long but I found that every second was needed as we were learning about things I didn't know about both from the trainer and from the participants in the larger group.
Apart from the first session, which was very focussed on Academic mentoring, I thought the program was very informative. Some of the earlier sessions were on days that I didn't work so I missed some vital information on the Mentoring and the mentor relationship which I think impacted on my having a clear understanding of what I wanted from my mentor.

Loved the workshop. Initially I thought the days were too long. But as long as you think of it as an investment, it is worth the time. I just wasn't able to come to 2 sessions because of work commitments.

The combination of Marilys and Jen was fantastic. I wonder if there has been any workshop done with mentees/mentors together.

- half-day formats should suffice for a number the sessions I attended

Jen was fantastic. Would have been nowhere near as good without her
I enjoyed the sessions, despite initially feeling guilty about taking the time away from work. It was worth the investment made

Couldn't have asked for more.

The workshop sessions were a real eye opener and invaluable; introducing me to concepts that I hadn't thought of, which helped me a great deal to examine my workplace relationships and think about them differently to before.

13.

How many times did you meet with your mentor (one on one sessions)?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1-3	35.7%	5
4-6	35.7%	5
7-9	28.6%	4
More than 9	0.0%	0
<i>answered question</i>		14

14.

Indicate which best corresponds to your opinion regarding one on one mentoring:							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Frequency of meetings with your mentor	0	2	4	3	3	2	14
Usefulness of meetings with your mentor	0	2	1	4	4	3	14
Objectives of one to one mentoring were achieved	2	2	3	2	2	3	14
<i>answered question</i>							14

15.

Comments on the one on one mentoring sessions:
I should have been more pro-active in taking advantage of the opportunity. I enjoyed the mentoring sessions as they gave me the opportunity to air thoughts in confidence and get feedback from someone who had no vested interest in what I said.
I find the last point difficult to answer. Here are some thoughts: Although I found the one to one mentoring an ultimately successful 'journey', I'm not sure I can say 'objectives' were achieved as I think that placing 'objectives' onto such a relationship is possibly almost too much of an expectation. If one of the objectives is that a relationship was established, and different methods of communication were explored, then yes absolutely, the objectives were met. However, as with any 'relationship' I work to achieve the best from it, and it may not be for a long time to come that the work becomes manifest or even rewarded, or that I remember and can apply some of the ideas we discussed; therefore I see it as a 'work in progress' which is an achievement in itself I guess; and even if I only meet with the mentor a few times ever again (although I hope the reverse happens), the positive outcomes will. Definitely I think the one to one mentoring was a great stabilizer for the peer mentoring. One would not work without the other.
very good
I had a wonderfully good experience of mentoring; my only regret is that we didn't meet more often, but we each have busy schedules and did the best we could under the circumstances.
Sessions were useful although probably could have occurred more often over the period of the year which was as much me not driving this as was mentor. Sessions certainly very useful for thinking about broad strategy of progressing career in university. I still am in two minds about the issue of discipline of mentor/mentee- ours was very different and the strength of this was the mentor sometimes asked questions etc that were challenging because they were different discipline- but then also coming from a very different position as far as how you progress things in the university environment.
My mentor was a very busy person however shadowing proved to be effective and we had two lunches. She was very generous describing her own experiences at work and her own career strategies. This generosity and sharing of experiences was invaluable to me and a much appreciated addition to the peer mentoring group. I felt very proud to have a mentor and this stayed with me the whole time. I also observed my mentor acutely when we were both in meetings and counted this as part of our mentoring experience.
As mentioned, for various reasons, my relationship with my mentor did not flourish.
I was overseas for 3 months which probably reflects the number of meetings. Thought it was a great match. Was really motivated and inspired by my mentor. Asked for advice, felt that both of us were very honest and open and I felt it was confidential, and took on board advice to make strategic decisions for my career. Always felt the mentor was approachable but kept it limited due to their 'busyness' however, the balance of regular peer-mentoring worked well. Loved the opportunity to meet and spend time with such a high profile person who shared her networks which have since had an impact on shaping the next stage of my career. It has been a wonderful opportunity!
- very useful as a 'sounding board' and in widening my academic networks
I think we are only just starting to achieve some of the things I would like to achieve. I took a while for trust to build up, to develop confidence in the process, and to get to know each other

I did not make a strong connection with my Mentor, although all efforts were made by the Mentor to maintain contact and the Mentor was very forthcoming with advice and guidance, and although there is respect for the Mentor, on a personal level we did not connect as well as I would have like.

These are valuable, and we will try to continue, but it has been challenging finding time.

My mentor was disengaged and actively disparaging of the whole philosophy of the program. The mentor was certainly kind and supportive, but entirely dismissive of the need to engage in the mentoring process. My last request for a meeting was greeted with "You're doing fine, onwards and upwards, you don't need my help, good luck [and we don't need to meet]..."

I love my mentor! She has been very instrumental which is what I wanted, as I have had quite specific problems to overcome in the workplace and she has been very supportive and offered strategies and advice for me to consider. We will continue our relationship as we both feel that we are learning from it.

16.

How many times did you attend peer mentoring sessions?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1-3	0.0%	0
4-6	53.8%	7
7-9	46.2%	6
More than 9	0.0%	0
<i>answered question</i>		13

17.

Indicate which best corresponds to your opinion regarding peer mentoring sessions:							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Frequency of meetings with your peer mentoring group	0	0	2	1	6	4	13
Usefulness of meetings with your peer mentoring group	0	0	1	3	5	4	13
Objectives of peer mentoring group were achieved	0	0	4	1	4	4	13
<i>answered question</i>							13

18.

Comments on the peer mentoring sessions
Co-ordination of time to all meet was adjusted as time went on. We were able to provide differing points of view to the group and strategies. Feedback to each other was useful. The expectation of feedback provision was an incentive to move forward with plans rather than procrastinate.
As mentioned in the one to one comment box, I don't think one would work without the other. Very interesting that the peer mentoring was not discussed with mentor, but the group intermittently discussed the role of individual mentors. Also interesting to watch the evolution of the group; its dynamics and what it produced as a group. I don't think it would have functioned as well without the framework of the workshop sessions, but we will see. We plan a 'reunion' and planning session in a couple of weeks.
It would have been good to meet more often. It was useful to speak with others facing the same challenges. Although it was very enjoyable, our discussion could probably have been more focused.
Peer meetings were very useful and had different focus than individual mentoring- worked well together. We discussed a lot about the specific focus for our mentoring group but would still need further time to actually achieve some of the objectives.
Our group started off quite slowly but once we got going we worked very effectively at whatever task we set ourselves. We really enjoyed the group mentoring and this became a highlight of the mentoring pilot program. We met fortnightly and this experience along with the workshop sessions became the most important part of the mentoring pilot program
Our group started slowly but once established, we had some very useful sessions. Objectives are still ongoing and I think that we continue to meet as a group.
Trust, confidentiality and openness and willing to share were all established early on. Booking a meeting rooms also helped - rather than public space. A new member interrupted this a little, but was fine once we got to know each other. I wasn't sure if the 'junior' members could support the more 'senior' members but they reported they got a lot out of it, so that was good. Sharing experiences, ideas, advice, reviewing grants etc were all great opportunities which would never have happened any other way from such diverse disciplines. It was terrific!
<ul style="list-style-type: none"> - peer mentoring for me was a bit of an added bonus to 1:1 mentoring - enabled me to liaise with colleagues from other departments, put my own academic endeavours into perspective/develop a contextual understanding of academic writing process
Again, I think the value of the group is probably ahead of us, as we learn more about each other, and how to manage the process of peer mentoring
The peer mentoring group were a good mix of academic and professional staff and the usefulness and coherence of the peer mentoring group progressed as we went along.
Fantastic! Very supportive and focused. A good use of time. We plan to continue.
Self-selected group ensured alignment of goals and interests. We'll continue to meet.
The peer mentoring sessions were wonderful and quite useful to some of the group members who did not have good relationships with their mentors. Our group was quite successful in that we had a number of small wins that came about as a result of group members taking courage / being empowered by the support from other group members. We will continue to meet and look forward to our sessions. Having both academic and professional staff, plus the mix of teaching and research staff with research only staff within our group was invaluable as we were able to learn from each other about resources the University offered but how different departments applied policy etc, and the different expectations our superiors had of us.

19.

To what extent do you feel the program achieved the following Faculty level objectives?							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Develop an avenue for formal support and development of staff and potential leaders	0	0	0	2	7	4	13
Greater potential to attract and retain key staff through increased levels of satisfaction	0	0	3	1	8	1	13
Increased participation and productivity of staff	0	0	1	4	7	1	13
Build a supportive environment in which staff feel included, valued and nurtured	0	0	0	1	4	8	13
Faculty undertake a leadership role in staff development	0	0	0	1	5	7	13
answered question							13

20.

Further comments on Faculty level objectives:
The program needs to be monitored and participants contacted/reviewed to keep momentum and solidify new work/life practices.
Refer previous comments. I just think this is a useful exercise, especially for staff who are interested in self improvement, development, up skilling, career, and generally contributing their best to their role. My only question would relate to, how to convince those staff to attend who may have not ever considered mentoring a helpful exercise.
High level support should increase staff recruitment, retention and productivity; however, it was clear from discussions in the larger group that some staff members grapple with difficult issues in the workplace that the mentoring program may not be able to sufficiently impact due to its scope and purpose.
To some extent these objectives achieved but would take more time and further programs to be implemented to more fully achieve some of this.
At the beginning of this program I really did not understand mentoring at all. I now feel confident enough to take on the role of being a mentor in fact I am looking forward to doing that and hope I get the opportunity. I certainly felt supported and nurtured by the Faculty and this has made me a much happier and more productive employee. The program also offers an avenue for the Dean to hear from members of the Faculty he may never otherwise meet and hear their concerns and workplace issues as for example at the final workshop presentations. This avenue is a two way street, including the mentors and mentees and should be very valuable for senior members of the Faculty to feel more connected and understanding of junior colleagues and their issues.

It is a bit hard to establish whether participation and productivity is increased. However, I know that in our group that some felt more engaged and settled in their positions, and had found a new interest in their role.
By having such high profile mentors made it clear that the faculty was investing in our careers. As well as the support/workshop from Jen and Marilys.
Big tick to all..
This was a very positive initiative of the Faculty, and encouraged staff towards believing that the Faculty is interested in the professional development of staff, in a variety of ways.
I just want to reiterate that the last two objectives really resonate for me - through my invitation and participant in the program I felt valued and supported by the Faculty and that the Faculty were genuinely committed to my development.
On Q18.1, I believe as a whole the program will provide that "avenue for formal support" but it does rely on selecting mentors (and mentees of course) who actually want to engage - some filtering is required to ensure people who are not interested don't sign or have an avenue to not continue in the program. I think a good indication of engagement would be if mentors/mentees bother to turn up to the initial sessions.
The mentoring pilot scheme fulfilled all the faculty objectives and was highly successful.

21.

List three highlights of the program that you found particularly interesting or valuable:
Insight into behaviours. The opportunity to converse with others who have a similar work 'satisfaction' situation. Less 'I'm the only one' perception. That that way to move forward and change can be a stepwise progression and not an overwhelmingly difficult process.
One to one mentoring. Peer group mentoring. Tempered Radical concept.
Getting to know my mentor and hearing their direct experience The luxury of having 'time-out' to consider how I think about and feel in my role Increased confidence that I have what it takes to thrive in this workplace
- The peer group - the individual mentoring in being able to meet with and discuss issues with high level staff member. - Through the various activities the "time" to think about future development in my position.
The workshop sessions by Jen de Vries & the supportive nurturing environment created by Marilys Guillemin and Christine Baddock. My own mentor of whom I was very proud to be a mentee My peer mentoring group which really grew and developed in a most interesting way.
Peer Mentoring session and the groups Use of power discussion, in final mentee session Open and honest sharing of experiences from both Jen and Marilys.
Getting to know and receiving advice from such a high profile academic Meeting peers from diverse backgrounds Learning about the mentor frameworks/approaches
- getting to know colleagues from other departments - finding an open ear with senior mentor to openly discuss and explore academic career stage and progress was very rewarding - academic networks created in and outside of the organisation
Jen's wisdom.

Being personally challenged in a safe environment Feeling more connected to and part of the Faculty.
The theoretical aspect of mentoring. Identifying people into groups with a common interest. Peer mentoring group work.
Peer mentoring Having the Dean present at the final meeting and listening to us and responding to our presentations The mentoring framework presented by Jen
Peer mentoring - a semi-formal forum to discuss truly difficult issues that one often can't even raise within one's research group Peer mentoring - the collegial environment we developed, providing advice, sharing grants Sessions with Jennifer De Vries - all of them!
Jen's information sessions, particularly the information about different kinds of power really resonated with me and made me realise that I was partially responsible for my poor relationship with my boss because I had given him too much positional power over me. Choosing the peer mentoring groups and discovering that there were some fabulous people out there who had the same problems as me. Meeting my wonderful mentor.

22.

Overall administration: please choose which best corresponds to your opinion:							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
General administration of the program	0	0	0	1	2	10	13
Program Materials and resources provided	0	0	0	2	5	6	13
Program Website	8	0	1	1	1	2	13
Overall Program Timing	0	0	1	4	5	3	13
Workshop session venues	0	0	0	4	3	6	13
Catering during the program	0	0	0	2	2	9	13
answered question							13

23.

Comment on any aspect of the pilot program administration
Sorry I must have missed the website...???
Materials provided were interesting: it would have been good to have more of them. Unfortunately, I didn't access the program website. I would have preferred the timing to include briefer sessions more frequently delivered.
Not sure I knew there was program website. Sometimes workshop timing might have included shorter sessions (i.e. not all day or substantial part of day).

I felt that the excellent administration of this program contributed greatly to the overall feeling of being nurtured and supported as mentees, and as valued members of the Faculty. Sometimes the program timing seemed a long time to be away from my desk but each of the workshop sessions required that length of time and I could attend most of them knowing that the Faculty supported the mentoring program and needed me to attend to make it worthwhile. The workshop sessions were extremely worthwhile and essential to the program.
Personally, I find the Executive lounge at the Alan Gilbert a dull space. If you continue to use it, I suggest ensuring that the lights are on. The venue in Pop health seemed to create better cohesion within the group, possibly because it was smaller.
I didn't know there was a website...? Timing just didn't always work because of work clashes - but can't be helped.
- the pilot program was well organised - some workshop sessions could be more condensed and delivered in a half-day format
If anything, some more dense reading matter would have been good, as an option for those interested in following up, I did not see the website, Christine has a very nice style and is generous with staff
It was very well organised and communicated
We had a website? I didn't miss it, I think useful to have one so that others not in the program know it exists, and probably useful to attract people each year, but it wasn't necessary for me as a participant.
I thought it was really well run. I thought the workshop times were fine, but I am a research only academic and thus did not have to worry about the times clashing with meetings etc.

24.

Comment on any aspect of the pilot program that you felt could have been improved
Some people did not take full advantage of peer or one on one mentoring opportunities. Perhaps a confidential email to each participant asking questions that may indicate who could be not fully engaged with the program.
I think my own peer group could have greater utilized the blue book, however that in itself is a learning process.
As mentioned, the sessions could have been briefer and more often. Coming together as a large group more often would have been interesting.
I think as the first run through it worked well. As noted maybe some of the sessions slightly shorter but recognise benefit of having longer sessions and getting it all done at once.
I would not think any aspect could be improved but know that each program will change due to different size groups etc.
A different way to match mentors with mentees. I'm not sure how this would work.
Maybe half way through to get feedback from mentors. What are they getting out of it? - some workshop sessions could be condensed more and delivered in a half-day format - having a reader (collection of key articles and resources) that could either live online or as hard copy - the whole mentor allocation process was a bit nebulous to me (and while the outcome worked really well for me, it didn't seem to have worked for a few others) - some existing colleagues of mine were interested in the program but only heard about it once I got involved (as a new staff member) > it may be useful to review strategies for promoting the program to existing staff
I would like to see the one-on-one mentors commit to the process or not do it. I felt the mentees were encouraged to make a firm commitment, but mentors seemed to be

allowed to make as big or as small commitment as they liked. I think they should have the same pressure on them, and be encouraged to do some peer mentoring around their mentoring skills. There is a tendency with mentoring to think you know what you are doing, even if you do not...
More theoretical information on mentoring, case studies on successful organisation-wide mentoring programmes in Universities, and in other large organisations. Information on different initiatives of mentoring that other organisations have had.
I think having the introduction session and mentoring framework presented by Jen to mentees and mentors PRIOR to matching mentees with mentors would have been good. Mainly as it might help mentees clarify what they want out of mentoring, but also to ensure mentors are open to the philosophy of this approach and it may be easier for mentees and mentors to discuss the approach and use it in their mentoring sessions.
Selection of mentors - but that's easy to say, and hard to achieve!
Two members of my peer mentoring group had bad relationships with their mentors, including one where the mentor would not turn up to meetings because they were just too busy to take it on. Where there has been a problem, these mentors seem to have been clinicians in different fields, but they were so busy that they couldn't partake properly in the scheme, so perhaps more screening of potential mentors is required.

25.

Would you recommend this program to your colleagues?		
Answer Options	Response Percent	Response Count
Yes	100.0%	13
No	0.0%	0
Maybe	0.0%	0
answered question		13

26.

What would you like to see in future programs?
The opportunity for people to enter new peer mentoring groups as their needs change. Perhaps set up an interest group registration site so that when 3-4 people sign in a new group is formed? Some basic tips for how to progress - as it is the groups have to work out their own answers (initially the blind leading the blind).
Guest speakers in a later session, e.g. a passionate mentor from another institution; a mentee keen to tell their 'story'. Greater gender balance (is that possible?). A reading list (I may have forgotten if I received one). No videos (I liked the fact that Jen read out aloud comments of mentors she had previously worked with; it gave greater credence than presenting videos as some programs do).
Greater duration.
I think some aspects of the program (i.e. meeting with other staff at similar stage, sessions around working at uni etc) could be more widely adopted without necessarily the need for the high resource matching of individual mentors/mentees.
I am standing by hoping I will be involved myself as a mentor. Perhaps a wider group could attend the final workshop presentations, i.e. the next targeting cohort so they can catch a glimmer of the types of experiences they soon will be having.
Program available across different HEW levels and Academic levels

All comments were in group presentation.
- clearer discussion of how existing mentees might become mentors over time
As above, but no other major changes. It was very good!
Staff able to choose whether a mentor would be suitable for them or not, rather than allocating mentors without enough input from mentees on what they believe would assist them in this type of programme.
As described in number 23. More males would also be good, but I realise this is hard to achieve.
Post pilot, I think the greatest challenge is to find out how to encourage mentor-mentee pairs to continue for the long term. If cohorts go through a 1 year starter (like the pilot) it is important to find a way to encourage the pairs to continue on (if mutually desired).
A program for early career researchers who may be facing their first instances of pressure from supervisors over authorship or grant writing etc. If they can learn how to handle difficult situations early and learn what resources are available to them, then they can progress in their careers without setbacks that may otherwise affect them.

27.

General comments:
Thank you for an enlightening and positive experience, which I hope is evidenced in a refreshed approach to my role; and I hope this Faculty is able to continue the program.
I would like to thank the University for its commitment to staff development. I thoroughly enjoyed the program and now feel less anxious about the future.
Overall a valuable experience and thank you to Marilys and Jen for all their work on the program and to faculty for providing it.
I felt very proud of the Faculty for running this program and making us feel so valued and worthwhile. This program will make a difference and offers a chance for more meaningful, two way communication between senior and junior members of the Faculty. Thank you so much for introducing this program into MDHS.
This has been a fantastic program and initiative by the Faculty and I hope that it continues. I was uncertain about the final session and presenting to the Dean, but on hearing his response and the way he really took on board our experiences. I felt heard and I also felt that the Dean genuinely supported the future of mentoring in the Faculty
Definitely recommend as an ongoing program for the University.
I am grateful to have had the opportunity to participate in the pilot. Thanks very much for all the work you put in to make this a reality.
thanks for the program, it is the first thing I have done at the university that felt was genuinely useful, acknowledged me as an individual with specific needs, and did not shy away from the difficult aspects of organisations. all involved should be commended
The enthusiasm and commitment of the leader of the programme - Associate Professor Marilys Guillemain was a very significant contribution to the interest and participation that people had in this programme.
Thank you for the opportunity to be involved. As I said, I felt valued and connected to the Faculty/University. I work offsite and it can be quite isolating at times.
Thank you - I'm very glad to have been a part of the pilot and hope to see it continue.
I feel empowered and have more confidence in myself now thanks to this mentoring scheme and I am extremely grateful to the faculty and Marilys for the opportunity to participate.

Mentors Evaluation Responses

1.

Please indicate which classification is most appropriate to you:		
Answer Options	Response Percent	Response Count
Female	75.0%	6
Male	25.0%	2
<i>answered question</i>		8

2.

Please indicate which classification is most appropriate to you:		
Answer Options	Response Percent	Response Count
Academic Staff	50.0%	4
Professional Staff	50.0%	4
<i>answered question</i>		8

3.

What were your main reasons for participating in the program?		
Answer Options	Response Percent	Response Count
The opportunity to extend your contribution to the Faculty through a new initiative	100.0%	8
The satisfaction of sharing knowledge and experience	50.0%	4
Opportunity to have a formal role in developing the next generation of Faculty academic and professional staff	37.5%	3
A context for productive reflection on your own leadership and enduring contribution	37.5%	3
A learning opportunity through relationships with mentees whose experience may be very different to your own	25.0%	2
The opportunity to see a familiar world through a different lens	0.0%	0
Greater understanding of the mentoring process and therefore improved capacity to mentor	50.0%	4
Enhanced self-esteem through recognition of continuing professional contribution.	12.5%	1
To learn about the following issue/ topic: (please specify below)	12.5%	1
Any other reasons: (please specify below)	0.0%	0
<i>answered question</i>		8

Other

To see how mentoring can be used as a tool for organisational development

4.

To what extent do you feel you achieved the following objectives through the program?							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
The opportunity to extend contribution to the Faculty through a new initiative	0	0	1	2	2	3	8
The satisfaction of sharing knowledge and experience	0	0	0	1	4	3	8
The opportunity to have a formal role in developing the next generation of academic and professional staff in the Faculty	1	1	0	2	2	2	8
A context for productive reflection on their own leadership and enduring contribution	1	0	1	0	5	1	8
A learning opportunity through relationships with mentees whose experience may be very different to your own	1	0	1	0	4	2	8
The opportunity to see a familiar world through a different lens	1	0	1	1	5	0	8
Greater understanding of the mentoring process and thus improved capacity to mentor	1	0	1	1	4	1	8
Enhanced self-esteem through recognition of continuing professional contribution.	1	2	1	3	1	0	8
Other objective (please specify below):	2	0	0	0	0	1	3
answered question							8

Other:

The use of mentoring to promote organisational change

5.

Overall, were your expectations of the program fulfilled?		
Answer Options	Response Percent	Response Count
Yes	75.0%	6
No	0.0%	0
Partially	25.0%	2
<i>answered question</i>		8

6.

Please indicate what your expectations of the program were, and why they were or were not fulfilled:
I was interested in formal workshop for being a mentor, even though I have participated in formal and informal mentoring previously. I found the mentor sessions interesting and the bifocal approach fascinating - these sessions helped me clarify my role(s) as a mentor. I have found the experience (workshop sessions and discussions with my mentee) illuminating and enjoyable. In my view it has been a valuable reciprocal experience.
Expectations have been fulfilled and above that the success of peer mentoring has been a real bonus
A well thought out program, however, in the end it comes down to the individuals involved. The time commitment for the workshop became a problem as the program progressed. Mentoring
I expected to be able to assist more than I did (the person I was mentoring), I don't think I was a very good mentor in my dedication of time to the task, you get what you put in so it was to be expected. My mentee was fantastic but I think she could have done better with another mentor.

7.

What have you learnt about yourself through your participation in this mentoring program?
That my career as an academic has given me a wealth of experience that perhaps I had taken for granted. It is gratifying to share these experiences and find that, as the mentor-mentee relationship developed, together we drew on these to formulate different strategies. It actually made me feel more empowered!
I am too busy. I enjoy mentoring if the fit is right.
that really enjoy sharing experience and interacting with young faculty
The need to be more open to different ideas and strategies
That I like it best and it works best when the mentee is clear about their objectives.
That my perspective of my leadership style (and communication styles) is very different to what others think (I received positive feedback which was not what I expected!) and that I really need to think about the time I have available to me before I say yes to participating (as it effects others)
challenge of working across the academic/professional staff domains

8.

What have you learnt about the organisation through participation in this program?
I have learnt more about decision-making within the organisation. I have learnt that there is a huge variation in how people progress (or not) through the organisation - but often this is less to do with organisational structure and more about individual personalities within the organisation. I have learnt that the Dean is very positive about ensuring the Faculty is proactive with regard to mentoring and gender equity - this is very pleasing to see.
University life rarely affords the time to do mentoring properly.
very traditional - bound by an outdated committee structure which compounds conservatism and mediocrity
Number of people contributing to the faculty who don't always get the opportunity to shine
That effecting policy change is difficult and that the changes of this sort of program generating change is slim.
That the Faculty does have areas which care about staff development and finding mechanisms to support its staff
it is not investing enough in such programs

9.

What, if anything, are you doing differently as an outcome of this mentoring program?
I have always thought that networking is critical to establish and maintain relationships that are important in career development. I am even more mindful of this now - so I'm not doing this differently but am more aware of its value. I have also been approached by others since to mentor them, and I have agreed as I have found the formal mentoring program rewarding. I feel more confident now and really believe in the value of mentoring - I might have otherwise declined, due to work pressures etc, but I know think that mentoring is too important for it not to be a priority.
Not sure
watching my time a little more carefully
Utilise more developmental strategies in my mentoring of others
Nothing, except that I have a greater appreciation of another area.
Saying 'no' to opportunities as they arise (if I am already over committed)

10.

Indicate which best corresponds to your opinion regarding workshop sessions:							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Relevance of content of workshop sessions	0	0	1	1	4	2	8
Frequency of sessions	0	0	3	1	4	0	8
Timing of the program/sessions	0	2	1	2	3	0	8
Delivery and pitch of workshop session facilitator	0	0	2	0	3	3	8
answered question							8

11.

How many workshop sessions did you attend?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1-3	87.5%	7
4-6	12.5%	1
7-8	0.0%	0
<i>answered question</i>		8

12.

Comments on the workshop sessions:
I had to miss one session and could attend only part of another because of prior commitments. This will always be problematic, especially with higher level academics as mentors - I don't think there is much that can be done about it, apart from ensuring that the dates/times are given as far in advance as possible.
Difficult to find the time and very hard to rearrange diary. Sessions too long
not all that helpful
Some of the workshop sessions could have been condensed to accommodate very busy people
Attendance became a problem due to competing demands and length of sessions. There was the perception (valid or not) that each one returned less for the investment of time.
Generally very good but hard to get to because of other commitments
Excellent

13.

How many times did you meet with your mentee (one on one sessions)?		
Answer Options	Response Percent	Response Count
0	0.0%	0
1-3	12.5%	1
4-6	75.0%	6
7-9	12.5%	1
More than 9	0.0%	0
<i>answered question</i>		8

14.

Indicate which best corresponds to your opinion regarding one on one mentoring:							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Frequency of meetings with your mentee	0	1	1	0	4	2	8
Usefulness of meetings with your mentee	0	0	0	1	4	3	8
Objectives of one to one mentoring were achieved	0	0	1	1	4	2	8
<i>answered question</i>							8

15.

Comments on the one on one mentoring sessions:
I had a change of mentee shortly into the program. I have included the total number of times I met with both of them: twice with the first and 7 times with the second mentee
Very enjoyable. I feel we both benefitted. Feel I helped mentee find good career direction.
very helpful - to both of us –I think
Wonderful to see the growth in my mentee. She has really gained so much from the program and has more job and self satisfaction than she had a year ago.
The match was good and I think we both gained from it.
I think I did a disservice to my mentee due to my time commitments
Timing a challenge

16.

To what extent do you feel the program achieved the following Faculty level objectives?							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
Develop an avenue for formal support and development of staff and potential leaders	0	1	0	0	4	3	8
Greater potential to attract and retain key staff through increased levels of satisfaction	1	1	0	2	4	0	8
Increased participation and productivity of staff	0	1	1	1	5	0	8
Build a supportive environment in which staff feel included, valued and nurtured	0	1	0	0	6	1	8
Faculty undertake a leadership role in staff development	0	0	1	0	5	2	8
answered question							8

17.

Further comments on Faculty level objectives:
It is important the Faculty continues to support the program - financially as well as in principle. While the current Dean is in place I am confident that will be so, but there needs to be some process of ensuring longer term sustainability. Participating in mentoring (formal or otherwise) perhaps should be linked into performance evaluation.
Need to have it broader and more valued and normalised. Shorter more frequent sessions say over breakfast or lunch might be better.
it should be mandatory - and accrue 'brownie' points
I think some of the faculty objectives will be achieved to a greater degree as the mentoring

program grows.
I don't feel that this program alone would help attract and retain key staff
Organisational change needed to embrace goals of the program and enhance impact

18.

List three highlights of the program that you found particularly interesting or valuable:
Learning about the bifocal approach. Meeting with the range of mentors and mentees at the various sessions Learning about processes and situations in other departments
My mentee; The theory presentation; Time out
learning about new fields of research; seeing how hard it is for young academics to 'break into the system ; learning of my own biases
Peer mentoring success; Jen de Vries; Marilyns' enthusiasm and leadership
The initial overview of mentoring theories and the framework adopted was interesting. Meeting with the mentee.
My Mentee (and her perspective) The sessions describing what mentoring actually is and its many different forms The Dean's support of the program (may it continue!)
Excellent workshop sessions with great content Learning about different challenges for professional staff Excellent faculty leadership from Associate Dean

19.

Overall administration: please choose which best corresponds to your opinion:							
Answer Options	N/A	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Response Count
General administration of the program	0	0	1	0	2	5	8
Program Materials and resources provided	0	0	0	1	4	3	8
Program Website	2	0	1	2	3	0	8
Overall Program Timing	0	0	1	4	3	0	8
Workshop session venues	0	0	0	6	2	0	8
Catering during the program	0	0	1	2	4	1	8
answered question							8

20.

Comment on any aspect of the pilot program administration
Notification and choice of meeting length and time
Christine has done a great job!
Very well run
Great start

21.

Comment on any aspect of the pilot program that you felt could have been improved
Perhaps there needs to be greater commitment from some of the mentors. I noticed that there seemed to be an absence of these at the workshop and other sessions.
I felt that the mentors were less engaged than I would have liked.
shorter more punchy later sessions
Timing for mentors
Needs to be embedded in faculty culture
Better resourcing

22.

Would you recommend this program to your colleagues?		
Answer Options	Response Percent	Response Count
Yes	87.5%	7
No	0.0%	0
Maybe	12.5%	1
answered question		8

23.

What would you like to see in future programs?
A greater emphasis on trying to encourage males to participate as mentees
More flexible workshop times; More high level faculty mentoring
same
More participation by all mentors so that they get to know what the program is about and not rely on their perceived views of what mentoring is about.
ability to self match
Advice to mentors about the time commitment expected (I don't know now, but assume that I did not devote enough time)
Wider reach; Commitment to ongoing program; Inclusion within core faculty "people" strategy

24.

General comments:
I would suggest that we should still emphasise the importance of one-on-one mentoring - it is still valuable for pairings that seem to work well
Great work
very good
The program has been successful - now it needs to be embedded in the faculty and into the culture.
A good program, but not necessarily one that I think warrants continued investment. Something shorter and less laboured might work just as well.
Great program overall and I am really glad that the Faculty is doing this
We must keep going and grow this to the advantage of our staff and therefore our future success

