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Mentor Job Description

JOB TITLE: SIGN Mentor

POSITION TYPE: Voluntary

HOURS OF WORK: Flexible. Mentors have estimated that it takes around 1-3 hours a week for the first few weeks. However, this will depend on your group of new students as some new students sign-up but find that they don't need a mentor after all. Mentors are encouraged to work SIGN in with their timetables.

DUTIES:

- ✓ To contact new students that are allocated and inform them of SIGN events.
- ✓ To assist new students with matters related to settling in at the ANU.
- ✓ To inform and refer new students to student services and facilities as appropriate.
- ✓ To assist with the promotion of SIGN and recruitment of new students where time permits.
- ✓ To attend debrief sessions/see senior mentor/ SIGN co-ordinator as arranged to provide update on new students.
- ✓ To assist with SIGN events as time permits.
- ✓ To inform the Co-ordinator in the event of any difficulties, concerns or queries.

Our mentors are expected to act professionally towards their new students. You are not expected to be a counsellor or tutor and should instead refer students to existing student services. The program does not endorse the use of alcohol and an accredited instructor is required if you are taking any students on high-risk activities. Mentors should not engage in activities that places any new student at risk.

ESSENTIAL: An interest in working with people from diverse backgrounds. Completed application form and constructive participation at training. Mentors are also required to maintain at least a pass average and to respect the ANU's equity and diversity policies. It is also important that you have a functional e-mail address and regularly check for messages as SIGN information and student details are disseminated via e-mail.

WHAT WE CAN OFFER YOU: An opportunity to be part of a dynamic team where you will have the opportunity to be meet lots of new people across campus. Free training in skills that many employers want such as problem solving, communication, leadership, group facilitation and interpersonal skills. All Mentors receive a free t-shirt and there is always lots of free food. Our mentors receive a certificate for their resume from the Vice Chancellor. We also have a morning/ afternoon ceremony to thank all our mentors.

SPECIAL CONDITIONS: Unfortunately at this stage we cannot pay for out of pocket expenses incurred whilst mentoring. (Eg. If you send student a sms message we will not be able to pay for it). You can however make phone calls to mobiles from the Co-ordinator's Office to your new students and we do provide a special gift voucher at the end which we hope compensates you.

LINE OF REPORTING: Contact either your senior Mentor or the SIGN Co-ordinator. For any emergencies please contact the SIGN Co-ordinator immediately. **The SIGN Coordinator can be contacted on phone 6125 6551 or via e-mail at sign@anu.edu.au**

From time to time there are changes to the program. Should there be any changes to the above job description you will be advised.

The Purpose and Goals of SIGN

Students' social introduction and integration into university plays an important role in their well-being and academic success. Students' first year experience of the transition to university life is correlated with their academic progress and attitudes about university. The ANU Commencing Cohort study indicates that students believe they need social support and that lack of social integration is a key reason for students dropping out.

The objectives of SIGN are:

- To provide commencing students with an informed source of information about the university and its resources by matching them with a more experienced student who acts as a guide
- To reduce commencing students' social isolation by introducing them to a small group of peers who are intending to do the same major or degree program
- To raise commencing students' awareness of the range of student services and resources available and how they can access them
- To give new students a personal connection with the university.

It is also hoped that a **positive initial experience of a Mentoring program** will act as a starting point for multiple Mentoring programs that cater for different needs such as academic and career advising programs.

The Structure of the Program

The general features for Mentors are

- Mentors are later year undergraduate students
- Mentors are trained in the goals of their role, the resources at the ANU and in skills such as communication, group facilitation & leadership
- Mentors are allocated a group of around 6 new students who share the same field of study as them
- Mentors and new students meet up regularly throughout the program
- Mentors help new students learn about and use the facilities on campus and share their experiences of Uni life
- Mentors are able to debrief their experiences and seek support from senior Mentors, the Program Coordinator and other Mentors.

The general features for Senior Mentors are

- Senior Mentors are later year student who have received additional training to give support and guidance to new Mentors.
- Senior Mentors have a group of 6-8 new Mentors that they support throughout the programs
- Senior Mentors support new Mentors through group meetings, individualised advising, individual debriefs and group debriefs

- Senior Mentors help facilitate the training and group debriefing of new Mentors
- Senior Mentors help organise social events throughout the program
- Senior Mentors are able to debrief their experiences and seek support from other senior Mentors and the Program Coordinator.

The **length of the program** is six to eight weeks.

The **level of interaction between a Mentor and a student** will vary over the course of the program. It is likely that students will require a lot more guidance, or just friendly interactions, in the first few weeks of semester. As they settle in to their timetable, study schedule and build their own network of friends they will need less and less support from their Mentor.

In practical terms this may translate to a couple of meetings each week for the first two to four weeks of semester, with trips to useful places such as Academic Skills or Student Administration. In later weeks you may need to meet only once a week or fortnight for coffee and a catch up, so that students can debrief their latest experiences of Uni life or get a chance to meet again with other new students.

The **level of interaction between a Mentor and a Senior Mentor** will depend on your needs as a Mentor. You are encouraged to seek assistance from the SIGN Coordinator at any stage throughout the program.

<p>SIGN Coordinator Email: sign@anu.edu.au Ph: +61 2 6125 6551</p>
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What is a Mentor?

The Mythology

Mentor was the trusted counsellor of Odysseus. Before Odysseus set sail for the Trojan War he made Mentor guardian to his son Telemachus. Mentor was friend, advisor and teacher to Telemachus, helping him grow into a noble hearted, clear thinking prince.

Mentor also advised Penelope, Odysseus' wife. With Odysseus gone twenty years, many men tried to woo Penelope and take over the kingdom of Ithaca. It was Mentor who came up with the plan – Penelope insisted to her suitors that she must first weave a sacred cloth for Artemis, goddess of the moon, and only once she had completed her task could she choose among them. But every night, once they had fallen into a drunken sleep, she would unravel what she had woven that day.

Mentor also helped Odysseus reclaim his kingdom when he returned from the war.

How did Mentor know what to do and what to advise? Mentor was Athene, goddess of wisdom, in disguise

To this day a **Mentor** is a guide, someone with wisdom and foresight who helps another find their path. A Mentor is generally a more experienced person. Most are informal, the sort we wouldn't think to call a Mentor, like an older brother, an aunt or an older kid at school.

Mentoring can be **informal**, in which the Mentor and student form a relationship through mutual interest and friendship. These relationships usually endure over time.

Formal Mentoring is becoming more common both in the business world and in programs like peer support in schools. It doesn't rely on luck or circumstance, instead it is organised by a third party who matches up Mentors with students. The aim is to help the mentee succeed at something specific. It is a process of establishing links between people that may, one day, lead to a longer lasting, deeper relationship.

New students are told that their Mentor will be

- knowledgeable about campus resources and how to access them
- a friendly, approachable person who treats them as individuals
- able to help them initiate social contact across campus

Key Competencies for Mentors

A Mentor has

- a clear understanding of the goals of SIGN and their reason for committing to those goals
- the ability to create a personal and genuine connection between themselves and their new students and to create warmth and a sense of inclusiveness between the new students in the group
- the ability to facilitate group interactions to create a cohesive, warm and democratic environment for each group member
- the ability to 'interview' each new student to determine what that student wants from their University experience and how best to help them meet their goals
- the ability to give constructive feedback to new students and to help them facilitate their own problem-solving process by fostering their sense of independence
- the ability to manage themselves – to be aware of their own needs, goals and support structures
- a willingness to learn from their own experiences, the program, other Mentors and their new student

What is a Senior Mentor?

A Senior Mentor is a Mentor to the Mentors. They have Mentored before and have received additional training so that they can best listen to your experiences of Mentoring, share their experiences, affirm, support, encourage and help you with strategies for problem-solving, resources and any niggling concerns you may have.

A Senior Mentor is a guide, a supporter and a wall for Mentors to bounce ideas off.

A Senior Mentor can

- help you **articulate** your experiences
- **share** their experiences and knowledge of Mentoring
- give you **reassurance** and genuine affirmation of your achievements
- give you constructive, gentle **feedback**
- help you **strategise** based on your competencies and experiences

Senior Mentors also

- facilitate large groups for training and debriefing
- organise social functions
- seek help and further debriefing opportunities.

You will each be allocated a Senior Mentor at the start of the SIGN Program. Your Senior Mentor will be available to you throughout the program and is willing to assist you with any Mentoring matter, even the little ones.

The Mentor / New Student Relationship

There are a number of things you need to remain aware of as you develop and maintain a Mentoring relationship. These include the expectations, limits and communication skills of both you and your new student, as well as the common difficulties encountered in such a relationship. The following are some suggestions to keep in mind.

Guidelines for Mentors

SIGN is an excellent opportunity for you **to have a positive, beneficial and lasting impact on someone else's life**. This is most achievable if you clearly communicate and negotiate with your new students both your role and theirs. Positive feedback, acknowledgment of achievements and a lot of patience and tolerance will all help a new student feel more comfortable approaching you for advice and guidance. Senior Mentors are given these same guidelines for their relationship with you.

1. Discuss issues of *confidentiality* with your students. While it is important to keep things private, you also need the option of being able to talk to someone about your Mentoring experience.
2. Have *reasonable expectations* of the person you are Mentoring – remember they are strangers in a new land!
3. *Acknowledge their achievements* – positive encouragement is a much stronger motivation than criticism.
4. Remember to *respect other people's opinions, ideas and cultures*, even though they may be divergent from your own. Tolerance and open mindedness are challenges you can meet.
5. *You cannot solve all your mentee's problems* and that's not your job. You can help them, guide them and make recommendations but you are not their fairy godmother!

6. *Be careful when establishing your relationship* with new students, you want them to go to you for guidance but not become dependent.
7. *Be careful when advising* new students about degree structures, requirements and other administrative details. Check with official University staff or documents. If you're not sure how to help your students you can always help them find out who can.
8. Always *be positive* – try to avoid using negative phrases. 'Don't call me after ten' can be reworded to 'I'm here for you but please call before ten' or 'I'm not your tutor' can become 'I can help you hook into the Study Skills Centre'
9. Remember this is not a normal social interaction, you will have to *take the initiative* and work hard to maintain the relationship.

Key Interaction Skills

The University of Western Australia has a handy do/don't list, which you might like to use as a checklist. It includes:

Do	Avoid
Communication <ul style="list-style-type: none"> ▪ listen ▪ keep in touch ▪ discuss and negotiate boundaries & limits of the relationship ▪ discuss yours and their expectations ▪ encourage them to come and see you and arrange regular meetings 	<ul style="list-style-type: none"> ▪ imposing yourself on your students, or being imposed upon by them ▪ allowing your students to take up too much of your time ▪ being commanding or patronising ▪ feeling hurt or rejected if they no longer need you
Emotions <ul style="list-style-type: none"> ▪ be approachable ▪ be genuine ▪ be responsible and reliable 	<ul style="list-style-type: none"> ▪ encouraging dependence ▪ getting over-involved ▪ getting emotionally attached
Study & Settling In <ul style="list-style-type: none"> ▪ provide advice and options ▪ direct your students to where help is available – help if appropriate ▪ encourage them to study ▪ give hints on how to study ▪ encourage them to work in groups 	<ul style="list-style-type: none"> ▪ passing on bad habits and prejudices ▪ doing your students' work for them ▪ being a parent

What else? Some more practical "Don'ts" are:

- Don't **date** your New Students during the SIGN program. If this is going to be an issue for you – speak with the Coordinator. **Remember – you are in a position of power. Don't abuse it!**
- Don't make your meetings at a pub or club: **Alcohol is not endorsed by SIGN.**
- Don't encourage your new students to drink or take drugs. Just because you might drink, or everyone drinks at your Hall/College/ group of friends doesn't mean you need to pressure your new students into drinking.

- Don't pass on **bad study habits** – eg: If a student comes to you and says she's unable to hand in her essay don't tell her that 1st year marks don't count or to go to the doctor and fake sickness!
- Above all, don't stress about making mistakes. It's going to happen. You can learn for next time!

Guidelines for New Students

New students also have responsibilities and will be presented with a more detailed version of the guidelines below when they sign up for the program. Discuss these in your first meeting. It will help them establish for themselves what they want and expect from the relationship and give you an opening to share your ideas and negotiate your limits.

- *Your Mentor is not a psychic!* You need to articulate what you want.
- Take some *responsibility and initiative* in contacting your Mentor. Keep them up to date with how you are doing, use them as a way to debrief your experiences here.
- Have *reasonable expectations* of your Mentor. They are students too and they will have other demands on their time.
- *Acknowledge their achievements*.
- *Make sure your Mentor has your contact details.* Tell them if you can't make a meeting.
- *Provide feedback* to your Mentor, this will help you both create a successful and rewarding relationship.

Characteristics of a good relationship

A good relationship between a Mentor and a new student is characterised by

- a good rapport
- enthusiasm, interest and initiative
- clear objectives and goals
- mutual respect and trust
- clear communication and feedback
- shared experiences
- fun
- acknowledgment of achievement
- helping the new student explore their own self rather than creating a clone of the Mentor

Key Ingredients of an Effective Helping Relationship¹

The Contributions of the Mentor	The new student's experience
<ul style="list-style-type: none"> ▪ reassurance ▪ confidentiality ▪ protective measures ▪ calmness 	Feeling safe and secure
<ul style="list-style-type: none"> ▪ friendliness & warmth ▪ attention & interest ▪ concern/compassion/sympathy ▪ sensitivity ▪ a focus on win-win, mutual gain 	Feeling nourished, nurtured and supported Confidence that needs will be met

¹ Thanks to Geoff Mortimore, Visiting Fellow, Centre for Educational Development and Academic Methods, the Australian National University, for allowing this use of this table.

<ul style="list-style-type: none"> ▪ not judging/preaching/lecturing/chiding ▪ reassuring about 'normality' ▪ respecting their concerns and taking them seriously ▪ showing acceptance and unconditional positive regard ▪ validating/appreciating 	Feeling valued/valuable
<ul style="list-style-type: none"> ▪ empathic understand and reflective listening ▪ openness ▪ matching ▪ support for person's goals ▪ responsiveness to the person's experience 	Feeling a sense of connection/rapport
<ul style="list-style-type: none"> ▪ making clear what is being offered ▪ clarity about goals, process and roles ▪ providing a basis for informed choice 	Having a sense of control over the communication process
<ul style="list-style-type: none"> ▪ a collaborative, rather than a one-up/one-down relationship ▪ not interrogating/advising/lecturing ▪ affirming the person's resources ▪ encouraging the person to take some risks & make choices ▪ honesty 	Feeling empowered
<ul style="list-style-type: none"> ▪ humour and playfulness ▪ focussing on the desired future, and on solution ▪ strengthening a sense of direction ▪ affirming the person's resources 	Enjoyment and pleasure Feeling hope for a positive future
<ul style="list-style-type: none"> ▪ <i>Most of the above</i> 	Trust

Mentoring pitfalls

Some of the difficulties you may encounter throughout your relationship are listed here. Most can be overcome by clear and positive communication between you and your new student.

If you do encounter any of the problems, or others not here, please speak to your senior Mentor or to the SIGN Coordinator. They are always available for you to talk to and will help you come up with strategies for approaching the situation.

The most common difficulties are:

- not having goals and agreement about how the relationship will work
- not listening to one another
- not allowing enough time to meet (and being impatient about it)
- telling the new student what to do rather than advising. E.g. 'you should' rather than 'have you considered'
- destructively criticising
- not giving the new student space and confidence to try things out
- being too quick to give advice on what to do/how its done
- being too protective and too willing to 'rescue'

Most difficulties arise from people making **assumptions** about the relationship, its purpose and its process. Assumptions are based on our **beliefs** about the world.

Beliefs are an important vehicle of our social inheritance. Many of them are about the social structures and relationships that are important to our culture.

We have deep-seated assumptions about how people ought to interact with each other, the way organisations ought to be structured and what's 'normal' in our world. We have this mental picture (conscious or not) about what the world 'should' look like. We "know" the "right way" for people in various roles should relate to one another...

These are mental constructs. They exist more in the minds of people than in the objective world. And we all have them.

That's not a problem. If we didn't have any structure to what's in our head, we'd spend all our time in a dribbling little heap on the floor. But it's important to be aware of how these assumptions effect the way we perceive and interact with the world. It's important to stop and ask 'what's in her head? what is filtering the way she perceives the world?'

Take something simple like 'the older you are the more you know'. Fine, fair enough. But that doesn't mean someone older than you knows more about everything than you do. As a later year Uni student you might know more about surviving Uni, interacting with lecturers and how to study than a 45 year old new student. The insecure part of yourself might think "They must know more than me" and the new student may have a world picture in which they know more than you..²

What assumptions are you making about your new students? What assumptions may they have about you? What is the idea of a 'new student' that you have when you imagine being a Mentor? How might that effect your relationship with this strange new person?

The "3 Strike Rule"

One of the greatest challenges Mentors have faced each year is being stood up by new students. This is very common so if it happens to you do not take it personally.

We have a 'three strikes and you are out' system. If you have made a reasonable attempt to contact the new student three times and you have had no response you may assume that they do not require the program at this stage. You may still want to keep them on your address book particularly if you are letting students know about certain campus events and services. **Please make sure you have contacted the Coordinator to clarify the accuracy of personal details before discontinuing contact.** We might be able to write your new students a letter if e-mail and phone contact are not successful.

² From Dick, B. (1997) Action learning and action research [On line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/bwr.html>

Caring for Yourself

It is important as a Mentor to look after yourself. You are balancing your academic load plus Mentoring and a whole host of other commitments.

Danger Signs for Mentors

It is possible that you might feel burnt out, exhausted or just a little too overtaxed by the experience. Sometimes it's difficult to realise that this is happening to us.

If you feel:

- overwhelmed
- drained by your new students
- apprehensive or stressed about meeting up with a new student
- overly responsible for a new student
- or even a weird 'something' that you can't quite articulate

then please talk to the Coordinator.

Blocks to self-caring

- 'putting too much out': no boundaries on availability, emotional over-involvement
- 'taking insufficient in': not looking after your own health, nutrition, exercise and wellbeing

Things you can do

- Go for a walk
- Listen to your favourite music
- Catch up with a friend
- Go for a bike ride
- Use the SIGN Co-ordinator and Senior Mentor
- Use the ANU student services
- Meditate
- Exercise
- Try to eat healthy foods
- Do something fun like going to the movies
- Learn how to set limits.
- Learn to say no to additional commitments.
- Read an enjoyable book

Other ACT organisations that may be helpful:

- Mental Health Crisis Assessment and Treatment Service (CAT) is part of the Canberra Hospital Mental Health Services. The Crisis Team operates two telephone services 1800 629 354 (24 hour service), and 6206 1065
- Lifeline Canberra's 24 Hour telephone help line number is 131114

- The Moodgym Training Program. Its aims are to “help identify and overcome problem emotions” and “show you how to develop good coping skills for the future so that you can enjoy good mental health”. Check it out at: <http://moodgym.anu.edu.au/>

A little activity you could try is to rate your self on a scale of 1 to 10, as to how stressed you feel at the moment. If you are up around the high scale then you should look at the things you can do list.

1(Low)_____10 (High)

Incompatibility

It is always possible that an unresolvable incompatibility may arise between a Mentor and a new student. While we would encourage you to explore all avenues before asking to be reassigned, there is no blame attached to incompatibility.

The most appropriate way to deal with a mismatch is to get in touch with your senior Mentor or with the SIGN Coordinator.

Support for Mentors

There are several different forms of support for Mentors.

Your Senior Mentor

This person will help you plan and practice your first phone call and meeting. IT IS MANDATORY that you debrief with your senior Mentor after your first group meeting. They are there for you throughout the whole program and will help you in any way they can.

The Program Coordinator

You are encouraged to talk with the SIGN Coordinator about any Mentoring matter. Just call beforehand on + 61 2 6125 6551 or email sign@anu.edu.au to make sure they're in the office!

Other Mentors

We have set up a discussion board at <http://webct.anu.edu.au> and you can post thoughts, ideas or chat at this site. It is password protected and only Mentors and the program coordinator have access to this site.

Don't forget - the facilities and services on campus are there just as much for you as the new students. If you need help accessing any thing your senior Mentor and the SIGN Coordinator are always there to help.

The First and Ongoing Meetings

The general structure of a meeting

All your meetings, whether they are with new students, your senior Mentor, or group debriefs will follow a general structure. This includes³

1. Building a rapport with and between the new students
2. Explaining the goals and processes of the meeting
3. Explaining the role of the facilitator (e.g. what you have to offer and how you can give it to them)
4. Asking group members what they might need from you in relation to the meeting's 'topic' and how you can best provide support (i.e. new students initial experience of University).
4. Reviewing group members' experiences so far and the resources they have used. What challenges or particular issues would they like to discuss further? What are some of their strengths and skills they can further develop? What support and resources do they think they will need?
5. Closure of the meeting

The first group meeting between you and your new students will probably be a little nerve racking for everyone. It's always scary meeting new people! It is good to have a meeting plan that you can refer to, and some techniques to get the group sharing with each other. Below are some ideas that might help you through the first (and later) meetings.

You will meet with your senior Mentor beforehand to help plan, practice and consider the possibilities that the first meeting can involve.

The First Telephone Call Checklist

It is your responsibility to make the first contact with your new students. In the pilot program we found that Mentors who had made actual personal contact (rather than leaving a message on an answering machine or emailing) were more likely to have ongoing contact with their new students. It is your responsibility to keep taking the initiative - if you left a voicemail message and your new students have not rung back, ring them again.

³ Thanks to Geoff Mortimore, Visiting Fellow, Centre for Educational Development and Academic Methods, the Australian National University, for allowing this use of this information.

Some helpful hints from past Mentors include:

- Practice the phone call beforehand
- Have a checklist of things to discuss with them (their course, their availability for meetings, their contact details, to call you if they can't make a meeting)
- Express yourself clearly
- Ask about them - what are they studying, when did they move here, do they know anyone else on campus?
- Ask them for what times they are free to meet the group and call them back as soon as possible with a confirmed group meeting time

Email "Etiquette"⁴

There aren't any "official rules" for email, however I have put down some guidelines for you to help you with emailing your new students.

- **Subject line to summarize the message.** Make the Subject line summarize the info in your email. E.g.: SIGN BBQ
- **Don't assume the recipient knows the background.** Include enough contextual information at the beginning of the e-mail for the recipient to know what the matter is about. If in doubt, put background information in. Eg: If you are referring to meeting up with your students don't just write in an email "How about 2.30pm at Sullies for coffee?" But instead include details on who you are, mention the SIGN program, and include more info on venue, time, date etc and **always include your full name** (and nickname if you have one) as not everyone will recognize you from an email address like sexylegs89@hotmail.com or ending your email with "Cheers, John!"
- **Appropriate Email Address:** If you use an alternative email account to your ANU email make sure that it is not offensive or impossible to remember or type.
- **Use the BCC field when sending bulk email.** That way your new students privacy is respected.
- **Don't shout at people.** Don't use all capital letters, (UPPERCASE) or overdo punctuation!!!!!!.
- **Avoid angry outbursts..** Don't send or reply to email when you are angry. Wait until you have calmed down, then compose the email.
- **Layout message for readability.** Use spaces and breaks between paragraphs and long sentences to make it easier on the reader.
- **Keep the thread.** When replying to an e-mail, use the reply option. This will keep the message in the "thread", and make it easier for the recipient to follow.
- **Allow time for a reply.** E-mail messages are not usually required to be answered immediately. Before sending a reminder, allow some time for a response, some times even a few days. Not everyone is online 24 hours a day. There is also no need to call someone 5 minutes afterwards to check if they received your email. It is definitely worth checking with your new students at your 1st meeting how often they check their email – as some will check hourly and other will check once every 2 weeks.

⁴ Adapted from email etiquette (Netiquette) http://www.cit.gu.edu.au/~davidt/email_etiquette.htm

- **Spelling.** Check your spelling!
- **Acronyms, abbreviations, and emoticons** – keep within reason. Not everyone will understand SRIE (Student Recruitment & International Education), Sullies (Sullivans café) or BTW (By the way) or 8) (person with glasses smiling).
- **Forwarding funny messages / Chain Letters** What is funny to you might be confusing or misleading to someone else. Chain letters are also considered very annoying by many people. Don't annoy your new students by filling up their inboxes with junk – you might find your emails blocked by them!
- **Don't be over-familiar with the recipient..** Eg: Don't immediately assume that John likes to be called "johnno" or end your emails with "Love Shelley" or XXX (kisses)
- **Don't attach large files** Big graphics can make e-mails take a long time to load. If you have an attached file, the recipient will often have to wait for your full message to load before they can retrieve it. Some students use a graphic in their signature attached to each message they send – this can be hard for others to open.
- **Correct priority.** Avoid marking an email 'high priority' when it is really 'normal' priority.

Mobile Phone "Etiquette"

- Don't assume everyone has a mobile.
- If you are concerned about the costs of calling mobiles – you can always use the phone in the SIGN office to call your new students.
- Advise your new students right at the start what your preferred mode of communication is. Eg: If you don't want new students calling you after 9.00pm or during certain days – let them know. If you don't have the cash to be making lots of text messages let your new students know that you will email them instead. If you hardly ever turn your mobile on or always leave it at home – warn new student of this so they are not offended if you do not instantly reply. Everybody uses mobiles differently and to ensure that you don't disappoint your new students – you need to be clear about your preferred modes of contact. If you feel embarrassed bringing this up say that you have to do it as part of the SIGN program.
- Advise new students that mobiles can't be used during lectures, tutorials or in the libraries or computer labs. It is also illegal to use a mobile and drive.
- If texting, identify yourself to the new student – don't assume your new student will know your mobile number.
- Don't use too many emoticons (eg: : 0) or acronyms **IKWUM** (I know what you mean) unless you are sure your new students use them regularly themselves.
- Don't be overfamiliar in texting: Eg: using ;* (kiss) or Luv Shelley XXX

Where to meet

Somewhere non-threatening and easy to find. Some places you might consider are:

- one of the cafes on campus
- a study room in the library
- the quiet room at the chaplaincy
- a spare tute room

A pub or bar is not such a good idea. It is noisy and might seem quite frightening to some new students. Also, they might be underage or do not drink alcohol by choice. In the first meeting you can discuss where to meet regularly.

Mentors from previous programs found it important to:

- have a 2 hour meeting period, so that students who could not attend the first hour could come to the second hour
- have a timetable with everyone's unavailable times crossed off - an easy way to find out when the whole group is available
- meet somewhere sheltered like a coffee shop
- have something else to occupy yourself with (homework, a book) until people turn up
- tell your new students how long the meeting will go for and ask them to be prompt
- ask your new students to let you know if they can't make the meeting
- have a checklist of things you'd like to cover in the meeting

Icebreakers and Warm-Ups

The purpose of icebreakers and warm-ups is to break down the initial fear students may have about interacting with strangers. Ice-breakers may help students introduce themselves into the group. Warm-ups help create a sense of warmth, inclusiveness and openness between you and your group members, and also between the group members themselves.

Warm-ups in particular can be a subtle way of focusing the group on their needs as new students. They are a useful beginning to EVERY meeting (just make sure you use different ones each time!).

Icebreakers can include silly name games, a scavenger hunt, a tour of campus or a chance for each group member to talk about things ranging from what their name means to discussion of their Uni experiences such as

- why they came to ANU
- the most famous person they've ever met
- the funniest experience they've had since arriving at the ANU

Conversation starters might include why new students chose the ANU, degree or major that they did. Maybe debriefing what they thought of the 'Welcome and Orientation' lecture or the fun of O-week would be an icebreaker too!

Negotiating the Relationship

Since new students choose to sign up for this program, it is unlikely that you will have to convince them that you can be an asset in their transition to University life.

However, it is still useful to demonstrate your credentials as a Mentor. It might be useful to tell them about your university experience, the good, the bad and the humiliating! It may also be useful to talk about your experiences of previous courses you have taken. These topics can also be a useful tool for initiating conversations about your new students goals & expectations of SIGN & University.

You could use the response to the Orientation lecture or your discussion about your credentials as a lead into what they are hoping to get out of the SIGN experience. You could find out what their

expectations are, share your own and negotiate limits – e.g. ‘I want to help you, but I’d prefer if you called me before 10 at night’. This is an opportunity for you to raise the guidelines for Mentors and new students, and to clarify roles, limits, and the dynamics of the relationship.

After a week or two new students may feel they don’t need you any more. That is their prerogative. Still let them know that you are there for them if they need you, need to blow off steam or debrief. It never hurts to let them know that, until the end of the program you are available just so they know that option is not closed off to them.

Time-line of Needs

In all likelihood what new students will want from you as a Mentor will change as the focus of their concern shifts from settling in to surviving assessment. There seems to be a basic time-line of new student (and generally all student) concerns.

0-2 weeks

Students are concerned about settling in, finding their way around, organising their timetable and work commitments, understanding admin procedures

2-4 weeks

Students start to consider impending assessment deadlines, how to access information, use computer packages

4-6 weeks

Students become more concerned with meeting the demands of different academic presentation/argument styles, procedures around extensions, handing in essays

6-8 weeks

Students are more likely to ‘hear’ about student services they don’t currently need (e.g. Careers, Study Skills)

Throughout you may need to talk about counselling, student welfare (do they have financial problems), the health service and so on.

Remember, initially students will focus on basic needs, and may not ask or require your help with further integration into the University. At this point establishing a rapport, warmth and the trust with students takes more than one meeting. Even knowing they have someone on campus who cares about them is an excellent achievement in itself.

Information For New Students

There are a number of things you could share with your new students ranging from simple **information about the University**, to emphasizing the **importance of learning** or helping them **clarify their goals** for their University experience.

Information Starters

Here's the beginning of a checklist of information about the Uni you could share with your new students.

Orientation

A tour of campus covering libraries, relevant lecture theatres, faculty & departmental offices, ATMs, the Students' Association, 2nd hand bookshop, the Co-op Bookshop, and services such as Student Welfare Officer, Counselling, Health, Sports Union etc

Starting

Where to pay fees, change units, get a timetable, sign up for tutes, buy books, set up an email account, link it to an existing email account, computing labs

Joining

Clubs & societies, the Sports Union, where to find out what's on on campus

Student Services

Hook them up to a library tour or info session, find out if they need help using computers or specific programs and tell them about the Info Literacy Program. Inform them about upcoming Careers, Academic Skills & Learning Centre and Counselling seminars.

Social Life

A tour of Civic, info on how to find out about movies, plays, galleries etc, joining up for clubs & societies again, tell them about Market Day, O-week activities and so on

Anecdotes

Stories to share about the first year experience, how to help articulate students needs, when a co-Mentor has been useful, etc

Clarifying new students' goals

You can also help new students clarify their aims and objectives about Academia. Questions about their experiences could be based around this table from the London Guild University :

Self-Appraisal	Understanding the Learning Environment	Personal Development
<ul style="list-style-type: none"> ▪ Making a realistic evaluation of my level of ability ▪ Relating my abilities to course requirements ▪ Reviewing my learning style and skills; study skills; potential 	<ul style="list-style-type: none"> ▪ Keeping abreast of changes in the climate of opportunities ▪ Recognising University processes and standards as requirements of progression, learning, 'hoops' ▪ Exploring what my course has to offer ▪ Finding out what support services are available for <ul style="list-style-type: none"> ▪ *getting through hoops ▪ *acquiring skills ▪ Using my transferable skills in different settings <ul style="list-style-type: none"> ▪ Utilising course support available for <ul style="list-style-type: none"> ▪ *following instructions ▪ *using handbooks & outlines 	<ul style="list-style-type: none"> ▪ Relating my aims and expectations to my environment, ability & potential ▪ Keeping my aims relevant ▪ Developing my abilities, styles & skills to fit course requirements

You could also encourage new students to consider what skills they want to have at the end of their degrees.

Resource List

It is a good idea for you to show your new students where important resources such as the Academic Skills & Learning Centre, Counselling, the Careers Centre, etc are on campus and to encourage your students to pick up a brochure from their offices or look up their services online.

Take the time to **read the resource list** below so that you can best advise new students about what services can help them with their transition to university life. **Keep updated** about what workshops, seminars and self-help courses are available, by checking the ANU website <http://students.anu.edu.au/>

Get new students to *brainstorm* their possible needs *together*. Part of being a Mentor is facilitating new students to help and bond with each other. Try to take the backseat as much as possible.

Facilities & Services on Campus

<p>Academic Skills and Learning Centre Phone: (02) 612 52972 www.anu.edu.au/academicskills/ Email: Stephanie.Fadini@anu.edu.au</p>	<p>Assistance with academic skills and learning, including academic writing skills, for all ANU students.</p>
<p>University Accommodation Services Phone: (02) 61251100 http://accom.anu.edu.au/HomePage.asp Email: uni.accom@anu.edu.au</p>	<p>Accommodation on campus - any halls, residence, Liversidge Street Apartments</p>
<p>Student Administration and Support Services Phone: (02) 612 53339 www.anu.edu.au/sas</p>	<p>Fees Student Cards Course changes PAC (Personal Access Code)</p>
<p>The Careers Centre Phone: (02) 612 53593 www.anu.edu.au/careers Email: careers@anu.edu.au</p>	<p>Careers advice Careers fairs Casual work Recruitment</p>
<p>University Chaplains Phone: (02) 612 54246</p>	<p>Emotional and spiritual support, confidentiality, bible discussion & a place to</p>

<p>http://www.anu.edu.au/chaplaincy/Index.htm. E-mail: c.team@anu.edu.au</p>	<p>get away from it all</p>
<p>Childcare <u>Acton Early Childhood Centre</u> Phone: 612 55554 <u>Heritage Early Childhood Centre</u> Phone: 612 52976 <u>University Preschool and Child Care Centre</u> Phone: 612 54113 Central Canberra Family Day Care Phone: 612 52000</p>	<p>There are four childcare centres on campus.</p>
<p>Clubs and Societies http://clubs.anu.edu.au/</p>	<p>Everything from language and international societies to sporting clubs, from Buffy, Star Trek and film clubs to debating, departmental and activist societies</p>
<p>Counselling Centre Phone: (02) 612 52442 http://www.anu.edu.au/counsel</p>	<p>Individual counselling for a range of interpersonal issues. Group programs (such as assertiveness, procrastination, exam anxiety and so on). Free and confidential.</p>
<p>There is also a Psychology Clinic Phone: 612 50412 Ground Floor, Building 39 Division of Psychology</p>	<p>Staffed by a clinical psychologist and intern psychologists (who have done four years study). The clinic does charge fees for service.</p>
<p>Countrywide Scheme www.anu.edu.au/psi/admissions/countrywide.html Email: countrywide.office@anu.edu.au Phone: 612 54893</p>	<p>An access scheme for applicants with strong academic potential who have been disadvantaged during high school. (e.g. low family income, geographical isolation, lack of school facilities, emotional trauma)</p>
<p>Disability Services Unit Phone: (02) 612 55036 www.anu.edu.au/disabilities Email: disability.adviser@anu.edu.au</p>	<p>Can help with any disability-related problems, e.g. exam arrangements, tutoring, note taking & act as an advocate for you</p>
<p>Student Enrolment and</p>	<p>A handy guide to enrolments, course</p>

<p>Administrative Procedures (SEAP) Guide www.anu.edu.au/enrolments/seapguide or drop by the Chancelry Annex</p>	<p>changes, deadlines, and your responsibilities. If in doubt, ask the <u>Student Administration and Support Services</u> for help</p>
<p>Examination Timetable timetable.anu.edu.au/exams/</p>	<p>Exam timetable</p>
<p>Faculties Arts arts.anu.edu.au Phone: 612 52898 Email: enquiries.arts@anu.edu.au Asian Studies www.anu.edu.au/asianstudies Phone: 612 50515 Email: Executive.Officer.Asian.Studies@anu.edu.au Economics & Commerce ecocomm.anu.edu.au Phone: 612 53807 Email: info.ecocomm@anu.edu.au Engineering & Information Technology feit.anu.edu.au Phone: 612 58695 Email: student.services@feit.anu.edu.au Law law.anu.edu.au Phone: 612 53482 Email: enquiries.law@anu.edu.au Science anu.edu.au/science Phone: 612 52809 Email: faculty.secretary.science@anu.edu.au</p>	<p>Academic advisory services relating to degree courses (structure, classes, etc).</p>
<p>University Health Service Phone: (02) 612 53598</p>	<p>Male and female doctors A nurse available for health advice & to attend accidents on campus Physiotherapy</p>
<p>InFlite inflite.anu.edu.au Email: Library.info@anu.edu.au or drop by a library information desk.</p>	<p>InFlite is a learning tool to assist you with the development of the knowledge and skills you require to find, use and evaluate information</p>
<p>Information Literacy Program ilp.anu.edu.au/training/student.html Email: Library.info@anu.edu.au</p>	<p>Help with using computers and finding info for uni study. Free training in finding and managing information & information technology.</p>

<p>International Education Office Phone: + 61 2 612 50679 ieo.support@anu.edu.au</p>	<p>For international students. Covers a range of things including courses, costs, admission, accommodation and living in Canberra.</p>
<p>International Student Services of the ANU (ISSANU) Phone: (02) 6125 8003 Fax: (02) 6248 7438 Email: issanu@student.anu.edu.au</p>	<p>Represents international student concerns (individual and group) to relevant body, facilitates cultural exchange, assist in general welfare of international students.</p>
<p>The Jabal Centre Phone: (02) 612 53520 www.anu.edu.au/jabal Email: Head.Jabal@anu.edu.au</p>	<p>A first point of contact for all inquiries about Indigenous Australian student matters in the University. A place for study and social support</p>
<p>Libraries anulib.anu.edu.au drop by a library information desk</p>	<p>Catalogue for all libraries on campus, opening hours, links to other libraries in ACT and electronic journals, and so much more</p>
<p>Map of the ANU campus www.anu.edu.au/facilities/anumap/ Or drop by <u>ANU Security</u></p>	
<p>PARSA Postgraduate & Research Students' Association Phone: (02) 612 54187 www.anu.edu.au/parsa Email: parsa@anu.edu.au</p>	<p>Welfare for postgraduates, particularly with respect to their studies</p>
<p>ANU Safety Bus (Brian's Bus) www.anu.edu.au/facilities/security/unisafe/safety_bus.html</p>	<p>A <u>free</u> bus service around campus. Check out the route and timetable at the website or call the bus direct on 0428 632 201.</p>
<p>ANU Security Phone: (02) 612 52249 www.anu.edu.au/facilities/security/unisafe/ Police are 1-000 on an internal phone</p>	<p><u>Brian's Bus</u> - a free bus service around campus Security escorts Safety initiatives Report a security incident</p>

ANU Students Association Phone: (02) 612 52444 http://sa.anu.edu.au/ Email: sa.admin@student.anu.edu.au	Sexuality, women & welfare officers 2nd Hand Bookshop, academic advocacy Woroni - the student newspaper
Student Welfare Officer Phone: (02) 612 55849 sa.welfare@student.anu.edu.au	Youth Allowance, Austudy, emergency and student loans
Timetable timetable.anu.edu.au	Find out when and where your classes are or build your own timetable. Exam times and places are also here

Faculty Contact List

Below are the contact details for each of the faculties at the ANU. We recommend that you become familiar with the staff on these lists so that you can refer your new students where necessary. If you would like a formal introduction to any of the staff listed please contact the SIGN Coordinator to arrange a meeting.

The Faculty of Engineering & IT

It is recommended that all mentors contact Jill Mayo in person or by email jill.mayo@anu.edu.au prior to SIGN program commencing.

Webpage: <http://feit.anu.edu.au>

Faculty of Engineering & IT – Faculty Office

General enquiries

Helen Shelpher 6125 0677

E-mail: student.services@feit.anu.edu.au

Manager, Student Services - Paul Melloy 6125 0677

Student Advisor A/g - Jill Mayo 6125 8870

Marketing & Events Officer - David Byrne 6125 6512

Department of Engineering

Webpage: <http://engn.anu.edu.au>

General/Student enquiries

Phone: 6125 5130

E-mail: student.services@feit.anu.edu.au

Associate Dean - Dr. Adrian Lowe 6125 4881

Student Administrator - Pam Shakespeare 6125 5130

Department of Computer Science

Webpage: <http://cs.anu.edu.au>

General/Student enquiries

Phone: 6125 4043

E-mail: office@cs.anu.edu.au

Associate Dean - Dr. Ramesh Sankaranarayana 6125 4281

Student Administrator - Samantha Ingham 6125 4043

The Faculty of Science

The Faculty Office provides information and administrative services to students and staff of the Faculty. Sub-Deans are available on a regular basis to talk to students and potential students about their current or proposed course. To make an appointment with a Sub-Dean, please phone: (02) 6125 2809. For more information see the Faculty of Science Website at

<http://science.anu.edu.au/>

Name	Role	Phone	Email
Professor Tim Brown	Dean	6125 3887	dean.science@anu.edu.au
Professor Don Byrne	Deputy Dean	6125 3974	dean.science@anu.edu.au
Dr Mervyn Aston	Sub Dean	6125 3211	mervyn.aston@anu.edu.au
Dr Heather Kennett	Sub Dean	6125 0604	heather.kennett@anu.edu.au
Megan Knight	Manager, Student Services	6125 0495	megan.knight@anu.edu.au
Ben Foster	Coordinator, Student Services	6125 6718	benjamin.foster@anu.edu.au
Johanna Burnett	Faculty Services Officer	6125 2809	johanna.burnett@anu.edu.au
Huma Cheema	Faculty Services Officer	6125 2809	huma.cheema@anu.edu.au

The Faculty of Arts

Student Services: Faculty of Arts Office

Haydon-Allen Building 22

Tel: (02) 6125 2898

Email: enquiries.arts@anu.edu.au

Name	Role	Phone
Dr Jennifer Hendriks	Assistant Dean Academic (Arts)	6125 3695

Mrs Anita McIntyre	Assistant Dean Academic (Visual Arts)	6125 5821
Mr David Nuttall	Associate Dean Academic (Music)	6125 5787
Johanna Rendle-Short	Assistant Dean (Honours/PhB)	6125 4677
Mrs Therese Douglass	Executive Officer (Student Services)	6125 4913
Ms Vanessa Gotting	Deputy Executive Officer (Undergraduate)	6125 5702
Ms Anne Stewart	Deputy Executive Officer (Postgraduate)	6125 2629
Carole Stevenson	Deputy Executive Officer (Art, Music and New Media Arts)	6125 5710
Mrs Jenny Borscz	Student Services Officer	6125 5708
Mr Paul Bissett	Student Services Officer	6125 4639
Craig Brankin	Enquiries Officer	6125 5711/6125 2898

The Faculty of Law

For a more comprehensive staffing list at the Faculty of Law go to:

<http://law.anu.edu.au/scripts/StaffList.asp>

Name	Role	Phone	Email
Michael Coper	Dean of the Faculty	6125 8143	michael.coper@anu.edu.au
Karen Heuer	Executive Assistant to the Dean	6125 4124	Karen.Heuer@anu.edu.au
Juliet Behrens	Sub-Dean, Students	6125 4317	Juliet.Behrens@anu.edu.au
Phillipa Weeks	Associate Dean and Head of School	6125 3609; 6125 0336	Phillipa.Weeks@anu.edu.au
Alison Daun	Faculty Executive Officer	6125 4635	alison.daun@anu.edu.au

The Faculty of Asian Studies

Name	Role	Email	Phone
Professor Anthony Milner	Dean of the Faculty and Basham Professor of History	Dean.Asian.Studies@anu.edu.au	6125 3207
Dr Aat Vervoorn	Deputy Dean	Aat.Vervoorn@anu.edu.au	6125 3180
Ms Naomi Wagstaff	Executive Assistant to the Dean	Naomi.Wagstaff@anu.edu.au	6125 3207
Dr Peter Hendriks	Sub-Dean	Peter.Hendriks@anu.edu.au	6125 3206
Dr Ann Kumar	Graduate Academic Advisor	Ann.Kumar@anu.edu.au	6125 3677
Dr Colin Jeffcott	Honours Program Convenor	Colin.Jeffcott@anu.edu.au	6125 3190
Mr Daryl Brosnahan	Administrator of Graduate and Honours Programs	Daryl.Brosnahan@anu.edu.au	6125 3210
Dr Colin Jeffcott	Distinguished Scholars Program Convenor	Colin.Jeffcott@anu.edu.au	6125 3190
Ms Putu Davies	International Exchange Students' Advisor	Putu.Davies@anu.edu.au	6125 4097
Mr Gordon Hill	Faculty Executive Officer	Gordon.Hill@anu.edu.au	6125 0006
Dr John Powers	Head of the Centre for Asian Societies and Histories	John.Powers@anu.edu.au	6125 2686
Professor Kam Louie	Head of the China and Korea Centre	Kam.Louie@anu.edu.au	6125 5560

Professor Jenny Corbett	Head of the Japan Centre	Jenny.Corbett@anu.edu.au	6125 5125
Mr Shun Ikeda	Acting Head of the Japan Centre	Shun.Ikeda@anu.edu.au	6125 4030
Dr George Quinn	Head of the South and West Asia Centre & the Southeast Asian Centre	George.Quinn@anu.edu.au	6125 3377
Professor Ken Wells	Convenor, ANU Centre for Korean Studies	wellsk@coombs.anu.edu.au	6125 3181
Mr Cavan Hogue	Director of the National Thai Studies Centre	Cavan.Hogue@anu.edu.au	6125 3945

The Faculty of Economics & Commerce

For more information see the Faculty of Economics and Commerce website at <http://ecocomm.anu.edu.au>

Name	Role	Email	Phone
Keith Houghton	Dean	dean.ecocomm@anu.edu.au	61253596
Tony Wynack	Faculty Secretary	anthony.wynack@anu.edu.au	61253393
Joan Rabey	Assistant Faculty Secretary	joan.rabey@anu.edu.au	61254820

Past Mentor Profiles



Nathan Cripps 3rd Yr Asian Studies / Law Student

Nathan Cripps is a strong believer in partaking in the 'whole uni experience' at the ANU by combining a double degree with mentoring, a part time job and an active social life. University for Nathan is not solely focused on attaining high grades but also learning the people and networking skills that are so important in attaining life experience and future employment.

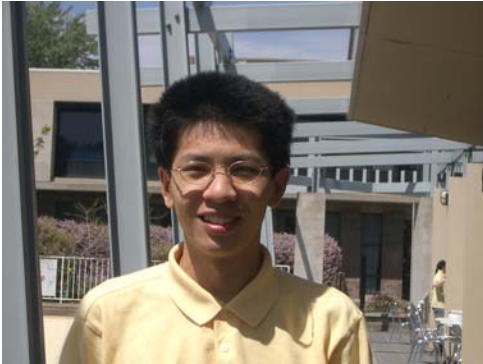
Nathan, a Canberra local, started at the ANU in 2001 and registered as a new student for SIGN so that he could learn more about the university and meet others studying similar subjects. "All the friends I had at uni were studying psychology so I needed a way to meet people studying Law or Asian Studies outside of lecture halls" he said. As a new student Nathan enjoyed the SIGN experience – in particular "the chance to meet other students, the bbqs and all the free food!"

In 2003 Nathan underwent training and became a Mentor in SIGN, primarily for the opportunity to "give something back to the program, to help others and to meet new people. It's great walking across campus and recognizing people you have met through the SIGN program – it gives you a sense of belonging"

In Semester 2, 2004 Nathan mentored 7 new students to the ANU and spent time during the program assisting these students to find their way around campus and recommending them to important ANU services. "ANU is just so big and it's hard for students to find their way around and know that there are available services like academic skills, the doctors and counselling," he said. In addition to encouraging his new students to attend SIGN activities Nathan also spent the time taking his students out for coffee, to bbqs, and trips to the Zoo and War Memorial.

"This semester I really enjoyed the structure of the SIGN program and the chance to meet not only students studying similar degrees, but students studying a wide range of subjects. I'd highly recommend other students to become Mentors and for new students to join SIGN"

Nathan believes that the SIGN program has given him important communication, interpersonal and cross-cultural skills as well as building up networks that will be of future benefit to him. "Grades will only get you so far," he says. Through the SIGN program Nathan has now secured PR work at Parliament House during the uni break for "Australians against racism" and looks forward in the future to combining his passion of social activism, travel and all extracurricular activities with a career in law!



Milton Chia
2nd Year Economics Student

Milton Chia was born in Kuala Lumpur, Malaysia and grew up in Sydney. In 2003 he was a new student in SIGN and in 2004 decided to take the plunge and become a Mentor himself.

"I joined SIGN because I enjoy helping others out and meeting new people from many different countries,"

Milton said. In Semester 2, 2004 Milton mentored 6 new students from the Faculty of Economics & Commerce and was able to help the new students orientate themselves around campus and the faculty and provide friendly advice when needed.

When asked what he liked most about the SIGN program, Milton replied that he liked the opportunity to "meet a lot of people and that great feeling of helping others". Milton also encourages other students to sign up, saying that "It's free, it's fun and it gives you an obligation free support network to help you adjust to uni and Canberra".



Steve Michaelson
4th year Arts / Law Student

Steve, or “Mocca” as he is affectionately known is in his 4th year at the ANU and is majoring in politics. He came to the ANU as an interstate student from Tarrawingee in Northeast Victoria and so understands some of the adjustments that interstate students have to make in moving to Canberra. Steve was President of the ANU Students’ Association in 2003 and joined SIGN as a Mentor in semester 1, 2004. He was interested in joining SIGN so as to “share the knowledge about the ANU that I have obtained from my four years here

and to help new students settle into what is both the unique and sometimes intimidating environment of University study”. After mentoring in both semesters in 2004, Steve views SIGN as “a great way for students to settle into University life, meet new people and have fun along the way!”



Amy Lambert
3rd Year Arts / Science Student

Amy is a Canberra local studying arts and psychology who first joined SIGN in 2002 as a new student and then trained up as a Mentor for 2004 after making a New Years resolution to try new things.

Amy recognized then need for such a program, recalling that when she first commenced at Uni and met up with her Mentor group she was able to “see that I wasn’t the only person having a freak out about starting uni. Although after the first few meetings I never really needed to meet much with my Mentor it was comforting to know that I had someone I could ask all my, as I saw them, silly questions. It was also nice to have someone sending me emails, genuinely concerned for how I was going”.

In Semester 2, 2004 Amy mentored 3 new students from the Faculty of Arts and commented that she liked that the SIGN program provided for new students “a little bit of mental relief when you are crazily trying to come to grips with starting your new life at university. I like that you can meet new people and make new friends and have someone to talk to. I like being able to watch people starting new at uni and feeling nervous and not knowing what to do and watching [them] gain some confidence in dealing with the university and their classes and lecturer and need[ing] my help less and less”.

Amy encourages all new students to register for SIGN, commenting “starting uni can be confusing, and it’s nice to have the help of someone who knows the ropes”.

Gaining help from a Mentor in the same faculty who “knows the ropes” is one reason Amy would encourage all new students to register for SIGN. Amy also cites the importance of making new friends and the SIGN social events, “It’s also a great chance to meet new people and make new friends. SIGN usually has lots of fun activities scheduled and so these are great chances to have a little fun (that you don’t have to pay for!!!) and meet a wide range of people. Being a part of the SIGN program was a rewarding experience for me as a mentee and mentor. I would strongly encourage other students to give it a go”.

Evaluation

It is important that SIGN is continually evaluated to ensure that it is suitable for both new students and Mentors. Both new students and Mentors will be requested to fill out an evaluation form towards the end of the program. Please make sure your new students complete the evaluation. Any feedback you would like to give we would love to hear.

Evaluations will cover

- Program structure
- Mentor training
- Program support
- Mentor-Mentee relationship

In the meantime, you can contact the Coordinator anytime to share your ideas and criticism as the program progresses. Positive feedback is always welcomed too!

References

This handbook has been adapted from

- Making Mentors: A guide to establishing a successful Mentoring program for coaches and officials. Rebecca Layton, Australian Sports Commission, 2000.
- The UniMentor Scheme at www.Mentor.uwa.edu.au
- The London Guild University at www.lgu.ac.uk/deliberations/peersupport/
- Geoff Mortimore, Visiting Fellow, Centre for Educational Development and Academic Methods, the Australian National University, Mentor training material.
- Phillip-Jones, L. (1998). The Mentee’s Guide. California. CCC/The Mentoring Group.

Thank you for participating in the SIGN Program. We hope you find it a rewarding and enjoyable experience

2005 Calendar

FEBRUARY				MARCH				APRIL			
TUE	1		1	WEEK 2				WEEK 6			
WED	2		2								
THU	3		3								
FRI	4		4						1		Farewell BBQ to mark end of SIGN Program
SAT	5		5						2		
SUN	6		6						3		
MON	7		7	WEEK 3				WEEK 7			
TUE	8		8						4		
WED	9		9			SIGN Pre-program event. 11- 12.30. Meet the SIGN Coordinator & find out what SIGN is all about. All welcome.			5		Mentor Thank you Ceremony
THU	10		10			Mentor volunteers required to help recruit new students at International Orientation Program (MCC)			6		
FRI	11		11						7		
SAT	12		12						8		1st teaching period ends
SUN	13		13						9		
MON	14		14						10		
TUE	15	O WEEK	15	WEEK 4				WEEK 8			
WED	16		16						11		
THU	17		17			Enrolment (new students) Mentor volunteers required to help recruit			12		
FRI	18		18						13		
SAT	19		19			Market day: Mentor volunteers required to help recruit			14		
SUN	20		20						15		
MON	21		21						16		
TUE	22		22	WEEK 5				WEEK 9			
WED	23		23						17		
THU	24		24						18		Teaching Break Monday 11 April – Monday 25 April
FRI	25		25						19		
SAT	26		26						20		
SUN	27		27						21		
MON	28		28						22		
TUE			29				23				
WED			30				24				
THU			31				25				
FRI							26				
SAT							27				
							28				
							29				
							30				

2005 Mentor Timeline

February 2005

Wed 09 Feb	11.00 – 12.30pm	SIGN Pre-Program event	Many new students arrive early and feel a bit “lost”. This is an opportunity for them to meet the SIGN Coordinator, other new students and any Mentors who are in town. If you can come to this – pls let me know so I can match you up with ‘early arrivers’
Week 1 (21-25 Feb)		Contact New Students	After receiving the details we encourage you to contact your new students to check if they are going to the Welcome BBQ and that you will meet them there.
Fri 25 Feb	12.00 – 2.00pm	SIGN Welcome BBQ	Meet your new students, other Mentors, support service staff and have fun!

In February we desperately need Mentor volunteers to help recruit new students during Enrolment, International Orientation and Market Day. Volunteers will receive a certificate of thanks for their cv. If you can help – email the SIGN Coordinator at sign@anu.edu.au

March 2005

Wed 2 & Thurs 3 Mar	3.00 – 5.00pm	Coffee drop in session at Sullivans	Great place for you to meet up with your new students, get a (free) coffee or tea and chat with others in the program. Pick a date & time slot which suits.
Mon 7 Mar	3.00 – 4.30pm	Trip to National Museum	Grab your new students and we'll all walk over to the National Museum. Admission = free. A must see for all students!
Wed 09 Mar	5.00 – 6.00pm	Wine & Cheese	For Mentors only – a time to relax and socialise
Fri 11 Mar	1.00 – 3.00pm	‘pot luck’ picnic by the lake	Bring your favourite food to share and a rug to sit on and bask in the sunshine
Thurs 17 Mar	3.00 – 5.00pm	Coffee & chocolate drop in	Week 4 starting to wear you down? Come and console yourself with tea/coffee and some chocolate

April 2005

Fri 1 April	1.00 – 3.00pm	Farewell BBQ	Catch up with your new students to farewell the program for 2005.
Tues 5 April	3.00 – 4.30pm	Mentor Ceremony	A thank you ceremony for Mentors. Mentors will receive a certificate from the Vice-Chancellor and small gift.

2005 Mentor Checklist

O'week & Week 1 (14 – 27 Feb)

- ✓ Contact all of your new students
- ✓ Contact the Coordinator if any of their details are incorrect
- ✓ Come to the Welcome BBQ and pick up your t-shirt
- ✓ Give your new students a tour of the faculty and campus
- ✓ Show them the Students' Association and what clubs & societies are available to join
- ✓ Check your new students have enrolled, set up their ANU email, organised their timetable, signed up for tuts and bought their required bricks/textbooks and encourage them to take a library tour and sign up for IT courses (pew – no wonder they need a helping hand!)
- ✓ Check your new student has somewhere to live. If they need help – refer them to the University Accommodation Services (UAS)
- ✓ Make a time for your next group meeting
- ✓ Clarify your role as a Mentor (ie: not a counsellor or tutor) and how long the SIGN Program goes for
- ✓ Clarify how you like to be contacted & when (ie: prefer emails or no phone calls after 10.00pm) and ask them for their preferred form of contact

Week 2 (28 Feb – 6 Mar)

- ✓ Debrief with your Senior Mentor
- ✓ Contact your students to invite them to have a coffee/tea at Sullivans
- ✓ Ask them how their classes are going
- ✓ Check with them that their student email is working and they have all the required reading bricks/textbooks
- ✓ Advise new students of key staff in Faculty
- ✓ Advise them about all of the ANU support services available and what academic skills / IT courses are available
- ✓ Give them info on Canberra attractions and how to get around the city

Week 3 (7 – 13 Mar)

- ✓ Ask them about how their tutorials are going
- ✓ Answer any questions they have
- ✓ Check when their assignments are due
- ✓ Refer students to Academic Skills and Learning Centre if required
- ✓ Invite them to the pot luck picnic. Explain what 'pot luck' means, that is that everyone bring something to share to eat/drink (only non-alcoholic drinks allowed)
- ✓ Let the Coordinator know if any of your new students have dropped out of the program

Week 4 (14 – 20 Mar)

- ✓ Check to see if any of your new students are struggling with their studies or adjusting to life at the ANU or Canberra. Refer to appropriate support services if necessary and keep in touch with the SIGN Coordinator

- ✓ *How are you???* Check that your stress levels aren't high and that you balancing your own study with being a Mentor (and all of your other commitments). Make sure you take time out to relax and focus. Again – speak with the Coordinator if you are worried about your Mentor commitments or book in to see one of the counsellors at the counselling centre.
- ✓ Invite your new students to the coffee & chocolate drop in
- ✓ Check what your new students are doing over the Easter break

WEEK 5 (21 – 27 Mar)

- ✓ Inform students that 31 March is the cut off date to withdraw from Sem 1 classes before being liable for course fees.
- ✓ Invite students to farewell BBQ
- ✓ Explain to students re: end of program
- ✓ Fill out the online evaluation form and encourage new students to do the same

WEEK 6 (28 Mar – 3 April)

- ✓ Attend the Mentor BBQ
- ✓ Let the Coordinator know if you are interested in being a Mentor in Sem 2, 2005

WEEK 7 (4 – 10 April)

- ✓ Attend the Mentor thankyou ceremony

New Student Details

1.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

2.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

3.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

4.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

5.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

6.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

7.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

8.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

9.

Name:	Surname:
Nickname:	Email:
Phone:	Mobile:
Degree:	Majors:
Availability:	Interests:

1 st phone call Y / N	Date	Comments
Email Y / N	Date(s)	Comments
Face to Face Meetings Y / N	Date(s)	Comments
Attendance at SIGN Functions Y / N	Date(s)	Comments

Additional Comments:

Mentor Business Cards

<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>	<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>
<p>NAME: EMAIL: PHONE: MOBILE:</p>	<p>NAME: EMAIL: PHONE: MOBILE:</p>
<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>	<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>
<p>NAME: EMAIL: PHONE: MOBILE:</p>	<p>NAME: EMAIL: PHONE: MOBILE:</p>
<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>	<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>
<p>NAME: EMAIL: PHONE: MOBILE:</p>	<p>NAME: EMAIL: PHONE: MOBILE:</p>
<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>	<p>Semester 1, 2005 Mentor</p> <p>SiGN STUDENT INFORMATION & GUIDANCE NETWORK</p>
<p>NAME: EMAIL: PHONE: MOBILE:</p>	<p>NAME: EMAIL: PHONE: MOBILE:</p>