



The University of Auckland
A Guide to Mentoring



THE UNIVERSITY
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

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This guide presents an overarching view of mentoring with accompanying resources and templates. It is envisaged that Faculties and Service Divisions will use these concepts and tools when establishing formal mentoring programmes and relationships. It can also be used by individuals for guidance with informal mentoring.

It is designed to bring a consistent approach to mentoring across the University to ensure best practice is achieved for this very important component of professional development.

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Introduction

The Strategic Plan 2013-2020 highlights a greater focus on leadership across the University whilst the Leadership Framework identifies key capabilities that can help achieve these strategic objectives as well as assisting individual career aspirations. Mentoring and coaching play an important role in this dynamic.

How does the University of Auckland support mentoring and coaching?

The University of Auckland has a number of formal mentoring programmes in operation. Some are key components of leadership programmes provided through People and Organisational Development (POD). Others have been initiated by Faculties, Service Divisions and Departments with a particular focus, eg, supporting new staff members or early career researchers.

POD is able to provide subject matter expertise and advice if a formal mentoring programme is being considered for a particular group of staff within the University. They hold a database of existing mentoring schemes and can also advise whether it would be appropriate to liaise with the co-ordinator of an existing scheme if there are similar or overlapping goals. To find out more please contact Mary Ann Crick, ma.crick@auckland.ac.nz.

This resource has been compiled to provide guidelines and supporting documentation to assist with both mentoring and coaching practice.

Section 1 covers mentoring in its various forms and outlines design and delivery of mentoring programmes and the attributes of both mentors and mentees to ensure successful mentoring practice.

Section 2 is an overview of coaching within the University of Auckland. POD provides courses for all staff to improve their coaching capability. It is expected that all staff leaders/managers use a coaching approach within the Evolve and APR processes.

POD provides advice on the need for external executive coaching and has a list of screened coaches to respond to requests from Human Resource Managers and senior leaders.

This Mentoring and Coaching Resource has been developed by the People and Organisational Development (POD) to support the professional and personal development of Academic and Professional Staff in the key areas of teaching and learning, research and administration. It is a generic resource to provide information to:

- support mentors and mentees so that they get the most benefit from their mentoring relationship
- assist Faculties/Services in the set up of formal mentoring programmes
- initiate an informal mentoring relationship for themselves as a mentee and for those who are requested to be a mentor
- explore the use of coaching within the University
- access an external executive coach.



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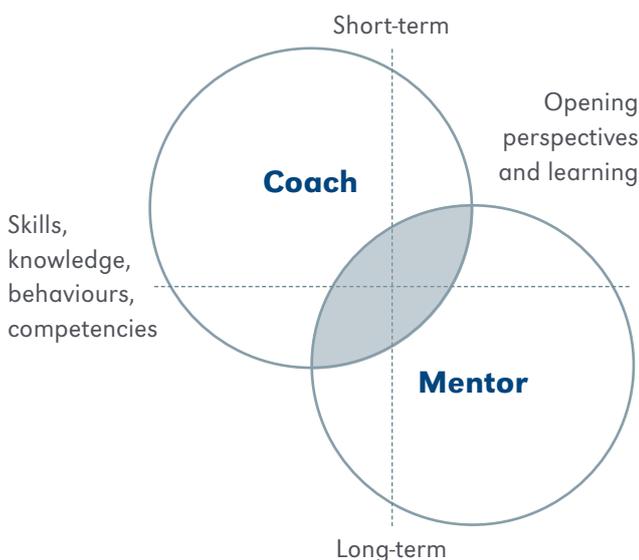
Mentoring and Coaching

The terms “mentoring” and “coaching” are often used interchangeably. However, while both focus on learning and development there are many different views about the difference between coaching and mentoring. Coaching is usually seen to have more of an emphasis on performance. Other important differences relate to the roles of coaches and mentors, the latter being usually a more experienced person, often chosen for their expertise in a relevant field. A mentor may incorporate coaching techniques but will often share their experience and be able to direct their mentee to relevant resources or to open particular doors.

The main differences tend to be that:

- mentoring can be more directive
- a mentor tends to be more experienced than the mentee
- advice and guidance is often given to support mentee development (Harris-Worthington, (2009).

Coaching versus mentoring



Clutterbuck Associates

“A coach is someone available for the performer to learn WITH”

“A mentor is someone available for the performer to learn FROM”

-N. MacLennan, (1995)

The University of Auckland encourages a mentoring/coaching approach from all leaders/managers as part of their role in the performance/professional development of their staff. Enabling a mentoring and coaching culture by utilising key coaching skills is an integral part of learning and leadership capability development. The resources at the end of this toolkit can be used very successfully by leaders/managers, both academic and professional, as well as mentors and mentees.

Do I need a mentor or a coach?

If your development need requires a personalised approach in addition to support provided by your line manager/Academic Head, you must decide whether mentoring or coaching is more appropriate for you.

For formal 1:1 mentoring a mentor/mentee relationship is not recommended where there is a direct line of reporting due to potential conflicts of interest. A mentor may provide input that supervisors do not or should not give. For example, a mentor might discuss topics unrelated to the supervisor’s duties, or that would be inappropriate for a supervisor to broach. Conversely a mentor should not encroach on the staff/manager/supervisor relationship or operational activities.

Find a Mentor when you want to discuss broad career issues, seek general guidance, or need to clarify development goals, plan your future direction, make decisions or solve problems that are specific to a particular field – eg, resource grant writing. This is especially so within an organisational context.

Mentoring is useful at major transitions in one’s career, for example:

- Preparing to step up to a new role
- Support for the first year as an Academic Head
- Making a transition from individual contributor to a team leader

Mentoring is also useful during:

- Graduate programmes
- Succession planning
- Addressing equity and diversity issues

Get a Coach when you have a well-defined goal that is based on improving specific skills and performance in your current role or you are needing help to define what it is you want to improve. A coach is also useful for raising your self-awareness and confidence; providing 360° assessment feedback and action planning.

Internal and external mentors and coaches should be guided by, or abide by a relevant Code of Ethics. A good example of this is the one developed by [The European Mentoring & Coaching Council \(EMCC\)](#).



Section 1: Mentoring



What is mentoring?

Mentoring can be a formal or informal partnership where an experienced staff member assists the professional and personal development of a less experienced staff member. It is a mutually agreed relationship.

There are many definitions but the following describe it well:

“Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance, and become the person they want to be.”

(Parsloe, Eric, Oxford School of Coaching and Mentoring)

A mentor is “someone who provides an enabling relationship that facilitates another’s personal growth and development. The relationship is dynamic, reciprocal and can be emotionally intense. Within such a relationship the mentor assists with career development and guides the mentored through the organisational, social and political networks”

(Queensland Government - Mentoring Framework, 2006).

“off-line help by one person to another in making significant transitions in knowledge, work or thinking”

(Clutterbuck and Megginson, 1995)

“Mentoring is a powerful form of learning alliance between people outside the reporting line. The mentor helps the mentee with the quality of thinking about their self-development and career management; and in doing so, learns him/herself”

(CAMEO : the Coaching and Mentoring Encyclopaedia)

Models of mentoring

The mentoring literature has identified different approaches to mentoring which can be broadly grouped into an instrumental versus development approach. Jennifer de Vries suggests, rather than thinking of these as discreet categories, it is more helpful in terms of understanding what happens in practice, to place them on a continuum. Through her model she seeks to clarify the role of the mentor and the purpose of the mentoring relationship.

Mentoring continuum

Instrumental

Career/promotion
Knowledge transfer
Institutional need
“Sage on Stage”

Developmental

Broader development
Guiding/supporting
Mentee need
“Guide on the Side”

De Vries, 2011a

De Vries (2011b) sees mentoring at the instrumental end of the continuum being characterised by a senior colleague mentoring a junior colleague with the intent of assisting their career. Mentors use their knowledge and experience to teach and/or advise the mentee how to succeed. An unequal power relationship is at play at this end of the spectrum. However, with developmental mentoring De Vries sees that the mentoring relationship is “characterised by a more open ended journey with the mentor providing a safe, supportive yet challenging learning environment, marked by critical reflection on both the part of the mentor and mentee. This mentoring exhibits mutuality and collaborative partnership working on a broader range of issues identified by the mentee” (de Vries, 2011b).

After extensive work and research in the mentoring field in Australia and internationally de Vries saw the importance of linking the mentoring relationship to organisational change. Coining the term “bifocal approach” she examined how the focus could be on both the close up vision, the shorter term solution of developing individuals and the distance vision, the longer-term transformational organisational change. (de Vries,2011a.). This approach positions the mentor as a partner for change.

Consequently she extended the continuum to illustrate transformative mentoring.

Mentoring continuum revised

Instrumental

Career/promotion
Knowledge transfer
Institutional need
“Sage on Stage”

Developmental

Broader development
Guiding/supporting
Mentee centred
“Guide on the Side”

Transformative

Gender insight
Partners for change
Institutional change
Tempered radicals

Maintain
Status Quo

Challenge and
Change Status Quo

De Vries, 2011b



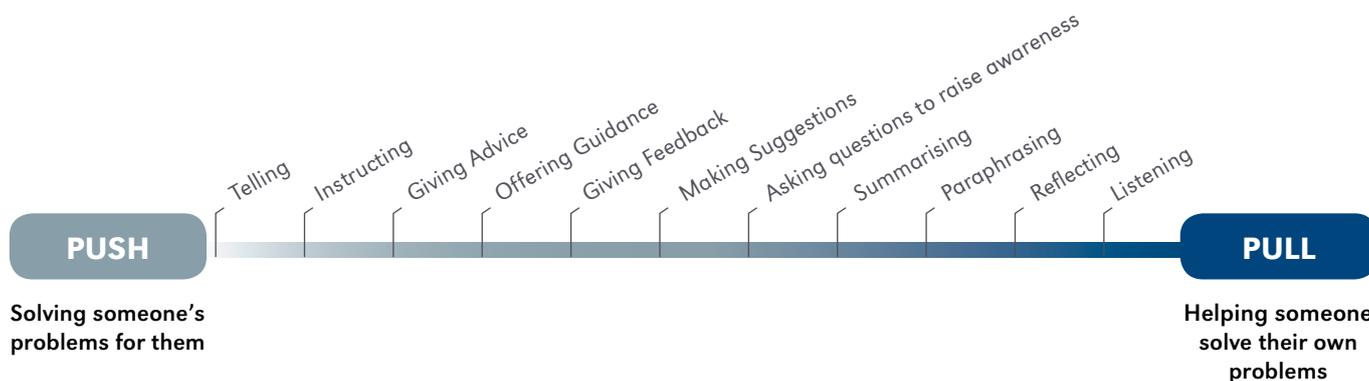
Another mentoring model from the work of David Clutterbuck represents the various roles and approaches that he sees as being part of the mentoring relationship. They range across a spectrum of activity, from directive through to non-directive, and can be applied across a spectrum of approaches that span from stretching through to nurturing.



Adapted from Klasen & Clutterbuck (2002)

While developmental mentoring sits most appropriately within the non-directive area of the mentoring spectrum, the mentor will need to be able to use both stretching and nurturing approaches as appropriate. An effective mentor will adjust their approach to meet the needs of the mentee at any point during the relationship.

Directive and non-directive behaviour within mentoring





Formal and informal mentoring arrangements

Formal mentoring is undertaken through structured programmes which are endorsed by the organisation whereas informal mentoring partnerships are initiated between individuals. Key differences include:

Formal mentoring	Informal mentoring
Facilitated and supported by the organisation	Develop on their own and are not part of a structured programme
Connected to a strategic objective	Individual goals but not necessarily strategically aligned
Measurable outcomes	Unknown outcomes
A review/evaluation process exists	No formal review of effectiveness
Provides a co-ordinator, training and on-going guidance and support for participants	Often without training or support
Open access for all who qualify	Needs to be initiated by the mentee or mentor. Can occur naturally and not be labelled as such
Strategic matching of mentors and mentees	Self-selection of mentors and mentees
Mentoring relationships lasting a set period of time (eg, 9-12 months)	Flexible and can change in response to emerging goals or events. May be occasional or long term
Organisational recognition of commitment and dedicated time	Often unrecognised and may be more difficult to timetable

Mentoring Programme Structure

There are a number of different ways the structure of formal mentoring programmes can occur. The following provides a brief overview of some of the options:

1. One-to-One Mentoring

This usually involves a relationship between two people with one person having more experience in areas relevant to the other person's development needs. For example a mid-career academic may mentor an early-career academic to develop their capability in research, teaching, administration and University procedures. Or a manager may be mentored by a Faculty/Service division manager to build skills in managing people and resources. This is usually the model that is prevalent in many formal mentoring programmes.

2. Peer to Peer Mentoring – 2 people

Peer mentoring involves knowledge sharing and supportive relationships between people at the same level or career stage. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. Peers or colleagues can provide each other with critical mentoring functions including communication, mutual support and collaboration. This should not be hierarchical, prescriptive, judgmental or evaluative. An example could be departmental administrators meeting to discuss how they overcome some of the challenges of coordinating administrative services or early career researchers meeting to bounce ideas off each other and share strategies for dealing with transitioning to an academic career.

3. Group Mentoring

Group mentoring involves a group of individuals who engage in a mentoring relationship to achieve specific learning goals. There are many ways to approach group mentoring:

3.1 Facilitated group mentoring

Facilitated group mentoring allows a number of people to participate in a learning group and to benefit simultaneously from the experience and expertise of a mentor or mentors. The richness of the experience multiplies as each group participant brings personal experiences into the conversation. The mentor/facilitator asks questions to keep the dialogue thought provoking and meaningful, shares their own personal experiences, provides feedback and serves as a sounding board. One model is for there to be one mentor with several mentees in the group. Another alternative is that there are several mentees in the group and there is a facilitator.

3.2 Peer-group mentoring

Peer-group mentoring brings together peers with similar learning interests or needs. The group is self-directed and self-managed. It takes responsibility for crafting its own learning agenda and for managing the learning process so that each member's learning needs are met and everyone derives maximum benefit from each other's knowledge, expertise and experience.

Each participant presents a problem or issue. The other members of the group respond to the problem or issue presented. As a result, the collective wisdom of the group is harnessed to solve problems and improve practices, and value is created for all group members.

Peer mentoring groups can vary from 2-8 depending on the purpose and outcomes desired. Meeting times for peer to peer mentoring is usually arranged by the participants with support given in terms of process, resources and discussion guidelines.

Peer coaching groups are an integral part of the University of Auckland Leadership Programmes organised by POD as a means of transferring learning and improving networking across the organisation.

4. Team mentoring

Team mentoring offers a methodology for facilitating the learning of an intact team. Together the individuals making up the team articulate mutual learning goals and work simultaneously with one or more mentors who guide them through a deliberate and deliberative process to facilitate their learning. The mentoring process allows the team to be supported and to learn from each other's experience and knowledge.

5. Bifocal mentoring

Bifocal mentoring transforms mentoring programmes from being a career boost for individuals to an organisational change strategy designed to benefit mentees, mentors and the organisation. It places a premium on supporting mentors in their role. Rather than seeing mentors as benevolent colleagues, bifocal mentoring programmes engage directly with mentors and encourage the establishment of developmental two-way mentoring relationships where mentors become intended beneficiaries of the programme. Senior mentors are brought together to "zoom out" to the bigger picture systemic issues revealed through the collective stories of their mentees, and challenged to become advocates and change agents (de Vries, <http://jendevries.com>).

6. Reverse mentoring

Reverse mentoring occurs when a younger, less experienced person mentors a more senior person (in terms of age, experience or position) in a specific skill – usually technology based eg, in computing and internet communications. It can also be gender or diversity based.



The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position. Reverse mentoring provides an opportunity to build relationships informally across the generations and/or difference to make use of in-house expertise, and to educate/inform the senior partner regarding issues in the organisation.

What are the benefits of mentoring?

Research findings over the last 25 years demonstrate positive outcomes for career success and satisfaction for both mentors and mentees (Kram, 1985; Matthews, 2003).

Mentors report greater career success and have faster promotion rates than non-mentors. Similarly, mentees in a university environment report having a stronger sense of ownership of their department; feeling more connected in their work environment; and receiving more adequate information about the research, teaching and service expectations in their work area (Ryan, C & M. Guillemin, 2012).

A mentoring programme at Flinders University in Australia (Gardiner et al, 2007) showed higher retention and promotion rates, higher research grants amounts and more scholarly publications were positive benefits for participants as opposed to a control group.

Systematic reviews of the literature on mentorship and career choice in academic medicine suggest that effective mentorship produces faculty who are more productive (including obtaining more grants and publications than colleagues without mentors), promoted more quickly, and more likely to stay at their academic institution (Strauss, E, et al. 2013).

Mentored staff also report higher levels of career satisfaction and research has shown a positive correlation between participating in mentoring and receiving higher salary levels and greater mobility within an organisation.

“My mentor facilitated my participation on a University-wide research group”

“My mentor pushed me to work toward improving my overall academic profile which resulted in a successful year in terms of teaching, publications and responsibility roles within my department”

“After being mentored, I am able to understand more about the University so I could enhance my career here. My mentor helped me with updating my CV and also advised me how interviews were conducted”.

Benefits will vary from person to person but the benefits commonly reported include aspects of the following:

Potential benefits for mentees:

- Increasing professional self-confidence and self-awareness
- Accessing mentor’s accumulated knowledge and expertise
- New insights into own behaviour and practices
- A sounding board for new ideas and/or working through challenges
- Obtaining a role model
- Increasing work and personal satisfaction
- Acquiring skills and knowledge
- Enhancing career development opportunities
- Increasing legitimacy in organisation
- Expanding networks and increased visibility
- Encouragement, support, different perspectives and constructive feedback
- Reducing feelings of isolation
- Gaining insight into norms and culture of the University and finding more about how things get done including “unwritten” rules.

“She gave me encouragement and support to try new things and make changes. Her knowledge of the University was incredibly good”

“This was a great chance to reveal some weaknesses and get frank advice from someone ‘in the know’ but independent in terms of the department”

“Helped me find a creative way to energise me and develop my confidence”



Potential benefits for mentors:

- Satisfaction in serving altruistically and supporting the development of others
- Satisfaction of being able to transfer skills and knowledge accumulated through extensive professional practice
- Increased enthusiasm and self esteem
- Opportunity to enhance mentoring, coaching and communication skills
- Opportunity to re-examine own practices, attitudes and values
- An expanded network of colleagues
- Learning from the mentee’s experience and knowledge
- Professional recognition for skills and expertise while gaining fresh perspectives and opportunity for staying abreast with emerging issues.

“It was delightful to meet a positive person outside of my field and it was nice to have contact with someone of a different age group and to give something back”

“The satisfaction of helping someone else resolving issues that you have had to resolve in the past ... my own growth in confidence, and self-affirmation”

“Seeing someone else’s ambitions and goals and reflecting on one’s own career and how you got where you are”

Potential benefits for the University:

- Strengthens organisational culture and increases collegiality by building a community and encouraging staff to work together across disciplines and professions
- Supports succession planning and contributes to staff performance, development, and talent attraction and retention
- Provides opportunities to pass on best practice, encourage new ideas and maximise the potential of staff
- Improves motivation and work satisfaction
- Supports the alignment of UoA strategic objectives with individual and team efforts.

Many Faculties and Service Divisions already have established mentoring programmes to meet specific local needs and objectives. There are however, some best practice principles to be considered that are outlined below.

Foundation Principles for Mentoring Programmes

The following are some principles for implementing formal and informal mentoring programmes within the University:

- Each mentoring programme should have a programme sponsor to facilitate resources and have oversight of the process and outcomes
- The mentoring programme should be consistent with, and supported by existing University policies regarding equity, ethics and inclusion
- There should be a clear goal statement for the programme
- Participation in a mentoring programme should be voluntary for both mentors and mentees (unless it is a designated part of a leadership programme)
- There should be resources for both mentors and mentees regarding roles, responsibilities and support for the mentoring relationship
- Both mentors and mentees should attend existing training opportunities to develop a successful mentoring practice
- There should be guidelines for the mentor/mentee matching process that is consistent with the goals of the particular mentoring programme
- There should be ongoing support/assistance for both mentors and mentees and ideally an independent check in during the programme with both parties
- Mentees should be able to refuse a suggested mentor and request another if initially mismatched
- The mentor should be outside the mentees direct line of management/supervision
- The mentoring relationship should be a private, non-reporting relationship in regard to the content and conversations
- There should be ongoing evaluation and improvement of the programme without compromising the confidentiality of the mentoring relationships
- When possible there should be an annual plan – ie, University opportunity for mentoring programme coordinators to share outcomes, best practice and resources – ie, a Community of Practice approach.

When setting up a mentoring programme there are a number of issues and questions to be explored. The following table is a guide for use by Faculties and Service Divisions.



Components	Issues to be Considered in Developing a Mentoring Programme	
Leadership and Structure	<p>Issues</p> <ul style="list-style-type: none"> • Assessment of need – individual and organisational culture • Purpose and objectives • Formal or less formal system • Stakeholder involvement • Responsibility - committee / advisory structure • Voluntary or Mandatory • Programme partners • Barriers and boundaries to mentoring <ul style="list-style-type: none"> • Conceptual framework and process/procedures/forms • Length of mentoring time • Inclusive or exclusive participation • Resource availability • Where to pilot • Mentor/mentee categories/target groups • Confidentiality • Equity and cultural requirements • Communications <p>Questions to consider</p> <ul style="list-style-type: none"> • What are the organisational needs that a mentoring programme would address (refer to the Strategic Objectives)? • What is the purpose of the mentoring programme and the specific outcomes required? <ul style="list-style-type: none"> - For the mentee? - For the mentor? - For the Faculty/Service/University? • What stakeholders need to be involved in designing and governing the mentoring programme? • What resources are available to support the programme? (eg, budget, programme coordination, time allocation, training, support materials etc.) • How will issues around equity of access to the programme and fairness in processes and procedures be addressed? • What is the communication plan for all stakeholders during the mentoring programme? 	
Programme Coordinator/s and Committees	<p>Issues</p> <ul style="list-style-type: none"> • Coordinator/s roles • Administration process • Receiving/evaluating mentor applications • Receiving/evaluating mentee applications • Promotion of mentoring programme <ul style="list-style-type: none"> • Facilitating mentor/mentee matching • Mentoring training • Mentoring support • Mentoring reports • Mentor matching <p>Questions to consider</p> <ul style="list-style-type: none"> • How will the programme be coordinated and by whom? (eg, a dedicated programme coordinator) • What are the co-ordinator/committees roles and responsibilities? • What time commitment will be involved? (eg, estimated duration of the programme, frequency of mentoring meetings, completing feedback /reporting requirements, and involvement in other programme activities such as opening and closing ceremonies, training etc.) • What will be the process and criteria for mentor matching? • What training and support is needed to assist both mentors and mentees? 	
Selection of Mentors	<p>Issues</p> <ul style="list-style-type: none"> • Criteria for mentors • Characteristics and attitudes • Training/refresher • Numbers/workforce groups <ul style="list-style-type: none"> • Guidelines • Checklists/forms • Roles and responsibilities • Reference resources <p>Questions to consider</p> <ul style="list-style-type: none"> • What is the process for recruiting and selecting appropriate mentors? • Are guidelines/checklists and support documentation available for mentors? 	



Components	Issues to be Considered in Developing a Mentoring Programme
Selection of Mentees	<p>Issues</p> <ul style="list-style-type: none"> • Criteria for mentee • Characteristics and attitudes • Numbers/workforce groups • Guidelines • Checklists/forms • Roles and responsibilities <p>Questions to consider</p> <ul style="list-style-type: none"> • How will mentees and programme participants be selected? (eg, notification of opportunity, voluntary application, selection criteria, references, matching of skills etc.) • Are guidelines/checklists and support documentation available for mentees?
Mentoring Relationship	<p>Issues</p> <ul style="list-style-type: none"> • Preparation • Initial • On-going • Separation • Checklists • Forms • Recording • Reporting <p>Questions to consider</p> <ul style="list-style-type: none"> • What should be the configuration/structure of the mentoring relationships (eg, peer-to-peer; group mentoring; mentoring circles)? • What checks are in place to support and monitor the stages of the mentoring relationship?
Review and Evaluation	<p>Issues</p> <ul style="list-style-type: none"> • Mentoring Relationship - Mentee progress - Mentor and mentee experience • Participation rates/retention • Costs • Overall mentoring programme <p>Questions to consider</p> <ul style="list-style-type: none"> • What processes are in place to review the progress of the mentoring programme, including retention? • What processes are in place to evaluate the mentoring relationship outcomes for the individual mentees? • What processes are in place to evaluate the overall effectiveness of the mentoring programme?

Potential pitfalls in establishing a formal mentoring programme

Potential Pitfall	Cause	Possible Remedies
Being a new “buzz word” rather than being an integral part of the organisation.	Not doing the ground work or communicating adequately.	Needs to be planned and linked to other HR/ Faculty/Department strategies. Requires commitment from the “top” and the purposes and benefits of the programme to be effectively communicated. Needs to be linked to strategic goals.
Lack of understanding of what mentoring is/ isn’t.	Ineffective communication/promotion.	Review communication/promotion strategy and programme introduction process.
Scepticism of non-participants.	Lack of understanding of the purpose and expected outcomes of the programme. Jealousy of not being selected.	Review communication strategy. Consider introducing a feedback process for unsuccessful applicants. Involve managers in supporting continued development within current role for unsuccessful applicants.
Under resourcing.	Lack of commitment from the top. Inadequate planning. Other priorities.	Review the resourcing needed for programme to be effective. Gain commitment from management through a “hard sell” of the benefits of the programme and expected outcomes.
Mentor/mentee has not proven satisfactory. Breakdown in relationship of mentor/mentee. Mentors do not recognise their limitations.	Ineffective selection process. Ineffective introduction on role and process of mentoring. Lack of effective guidelines for the programme. Unrealistic expectations. Personality clashes between mentor and mentee. Failure to comply with mentoring agreement. Lack of time, commitment.	Review selection criteria. Review programme instruction process and training. Ensure ongoing monitoring and evaluation processes are in place. Discuss problems with mentor/mentee. Review the mentoring agreement in conjunction with the individuals concerned. If this is not possible, the mentoring relationship should cease. A new mentoring agreement may be made.
Time Management issues.	Mentoring programme is not sufficiently streamlined. Unrealistic expectations of those involved. Lack of commitment from those involved.	Discuss the problems being experienced. Review process and make necessary adjustments. Look at priorities and degree of commitment to the process.
Mentoring programme is not achieving the success expected.	Unrealistic expectations. Too soon for benefits to be apparent. Not linked to attainable goals. Going big too soon. Evaluation criteria is not effective/measurable. Not allowing sufficient release time for the mentor/mentee.	Review the purpose of the programme and the success indicators. You need to keep the programme small (conduct a pilot) and then carefully review the programme and make necessary adjustments. Invite participation.
No interest in mentoring programme.	Not involving key stakeholders. Ineffective communication/promotion strategy. Too many work pressures.	Review programme and ensure that it is endorsed from “the top” and link to outcomes is clearly expressed. Gain input from key stakeholders and programme champions. Modify programme accordingly and communicate changes made.



Characteristics of effective mentoring

Effective formal mentoring relationships are driven by the mentee.

Critical components are:

- Trust
- Open communication
- Setting standards and expectations.

Effective mentors

Characteristics include:

- Commitment to own learning and development
- Self-awareness and behavioural awareness
- Willing to commit to and make time for the mentoring relationship
- A genuine interest in mentee's growth and development
- Specific job-related skills and expertise
- Prepared to share knowledge and own experience (including lessons learned and mistakes made where relevant)
- Discreet and observes strict confidentiality
- Good interpersonal skills
- Objective, supportive and honest
- Treats the mentee as a colleague
- Recognises the limits of their own expertise and experience and clearly communicates that, and refers the mentee to other professionals when appropriate (refer Appendix A - Useful contacts)
- Seeks to understand and is respectful of the beliefs, personal attitudes and values of others - even if different
- Prepared to take the initiative in raising problems and difficulties with the partnership, however elementary they may seem
- Is on time for meetings with the mentee and gives adequate notice if the meeting is to be postponed. Also ensures uninterrupted time.
- An awareness of different learning styles.

The role of the mentor will, to a large extent, be determined by the goals of the mentee.

Roles and key skills:

Rapport building

Listening, questioning and responding thoughtfully and flexibly

Reflecting and providing an independent, objective viewpoint

Providing both support and constructive criticism

Coaching eg, teasing out an issue or problem with the mentee and supporting them to identify solutions

Encouraging the exploration of ideas and risk taking in learning

Challenging negative intentions or behaviours

Challenging assumptions and encouraging alternative thinking

Alert to sponsorship eg, able to point out potential opportunities and arrange introductions

Being a sounding board - someone to talk to about an issue, test ideas

Providing technical/professional knowledge and expertise

Assisting the mentee to clarify career goals and promotion opportunities and to provide advice on strategies for fulfilling these goals and opportunities

Follows through on agreed tasks

David Clutterbuck, a leading researcher on mentoring, has carried out a number of studies on what makes mentors effective and the summary of the mentees responses are below;

- They reinforce rapport at each meeting
- They hold back from giving their own experience until the mentee has fully explored their own issues
- They summarise during the discussion but ensure mentee summarises at the end
- They make use of good penetrating questions
- They challenge and encourage when the need arises
- They talk less than 20% of the time and make use of silence to ensure the mentee has sufficient reflective space to consider the implications of an insight
- They give considered advice when it is asked for.

Effective mentees

As the mentoring partnership focuses primarily on the needs of the mentee, the mentee should take responsibility for driving the mentoring relationship. This includes:

- Being clear about their goals and how the mentor could support them
- Arranging meetings and setting the agenda
- Completing the necessary pre work
- Completing agreed follow-up activities.

Characteristics include:

- Committed to the mentoring relationship and focused on attaining their goals
- Discusses with the mentor what they want to get from the relationship and the type of guidance and support that would be helpful
- Realistic about what the mentoring relationship can deliver
- Prepared to be challenged, try new approaches and take risks
- Receptive to feedback and coaching
- Shows initiative
- Potential to perform at a higher level
- Aware of own strengths and weaknesses and willing to discuss failures and successes
- Willingness to apply learning back in the workplace
- Respects and maintains confidentiality throughout and following the mentoring relationship
- Respects the beliefs, personal attitudes and values of others - even if different
- Respectful of the mentor's time and resources
- Respectfully gives feedback to their mentor on what is working well or not so well in their mentoring relationship
- Is on time for meetings with the mentor and gives adequate notice if the meeting is to be postponed
- Follows through on agreed tasks.

Roles and key Skills:

Listening actively

Questioning

Reflecting

Reframing

Focus on learning and commitment to own development

Development Offerings for Mentors/ Mentees

POD offers a number of workshops to enhance the mentoring/coaching relationship and skills. It is strongly recommended that all new mentors attend an appropriate workshop such as:

- Developing a successful mentoring practice.

In addition the following workshops could be useful:

- Coaching conversations: the fundamentals
- Coaching conversations: developing people and potential.

Getting Started

Before finding a mentor it is very important to think about your development needs. What do you want to achieve through the mentoring relationship?

- Career development?
- Development of specific skills? (refer to Appendix B - The UoA Leadership Framework if appropriate)
- Research?
- Teaching?
- Expanding networks?
- Enhancing work life integration?
- Understanding organisational culture?
- Increasing work and personal satisfaction?
- Other? eg, Evolve, APR

Once you have clarified what you want to achieve, now consider what you hope a mentoring relationship might bring to help you do this. There are likely to be many ways in which a mentor could help you, but by considering this question, you can identify what is most important to your current situation and ambitions. Here are some things that you might want to include:

- Expert knowledge in my specialist area
- A sounding board for my ideas
- Motivation to stretch myself
- Help clarifying my direction
- To learn skills I need to build to help me improve
- Someone who'll believe in me, and help me stick to my chosen path
- Inspiration to do my very best
- Validation that I'm heading in the right direction and choosing the right approach
- Sponsorship - someone who'll open doors, and help me network with other people in my field.

To think more about your specific goals and consider how you would like a mentor to support you with these refer to **Appendix C** - Defining Mentee's Expectations.



Finding a mentor

Once you have worked out what you would like to achieve from the mentoring relationship you will be ready to consider potential mentors. There can be advantages in having someone from a different Faculty or Service Division as they can often provide an independent view and offer fresh perspectives. However this will depend on the purpose for the mentoring relationship. For example, if you identified research capability as your development need, then you may need to find a mentor from within your discipline area. If you identified strategic leadership as your development need, then prospective mentors could be from any area of the University, provided they have relevant leadership skills and experience. Keep in mind that mentoring is not a “one-size-fits-all” solution and you may have multiple mentor relationships to address your various development needs.

A great mentor does not necessarily have an impressive title. Be aware that those who are in senior positions are often in high demand as mentors for people on formal leadership programmes. A great mentor will be someone who has the time, commitment and expertise to support you with the goals you have identified.

Formal mentoring programmes

Formal mentoring programmes will always have a clear system for mentor matching and you will be asked for information to assist with this. The leadership development/mentoring co-ordinator will usually be the one to approach prospective mentors and to explain how the programme works and why they have been approached. You should not do this yourself unless it has been agreed with the programme co-ordinator.

Mentor Matching

There are a variety of ways mentees can be matched with mentors ranging from mentees identifying and approaching their own mentor from their own knowledge base to a co-ordinated matching process where the mentees’ development needs are considered by a team against a database of actual or potential mentors.

It is essential to consider the needs of both parties and in the case of a formal mentoring scheme the overall aims of the scheme need to be factored in. Skills and experience, development needs of the mentee, geography, availability, and potential personality match are other factors. However it should be noted that matching mentees with mentors who have identical personality types, work styles, or philosophical views can sometimes hinder achieving the goals of the programme or mentee as it can minimize the learning opportunity. The same can sometimes be the case with both gender and ethnicity depending on the intent of the mentoring.

When the alliance is learning driven, this, alongside appropriate recruitment and training can override the need for a totally compatible match. The overall aim is to create an empathetic and empowering mentoring relationship.

An important principle in a formal developmental mentoring scheme is that mentors and mentees should not be closely associated in their working lives nor should there be a direct reporting line due to the potential for conflict of interest. Objectivity and confidentiality need to be protected.

When a mentoring co-ordinator is doing the matching it is good practice to confirm with the mentee the identity of the potential mentor. This way it is possible to share some context for the decision plus ascertain if there are any potential pitfalls in the match. Once there is agreement from the mentee then the mentor can be approached.

Refer to **Appendix J** for a flow chart that depicts a best practice process in a formal mentoring matching.

Informal mentoring arrangements

If you are initiating a mentoring partnership yourself you will need to find a mentor. Consider who might have the relevant skills and experience in the areas you have identified.

Strategies you can use to find a mentor include:

- Asking your line manager or colleagues for their suggestions
- Utilising your existing contacts and networks to identify people:
 - who have achieved what you would like to accomplish (or something similar)
 - who have experience in the area you have identified
 - whose insight and perceptiveness inspires you
- If you approach someone and they are not able to accept ask them if they can recommend others

People often become nervous or hesitate when it comes time to ask someone to be their mentor because they think the other person will be too busy or that they will say no. By not asking you are denying the person the opportunity to make their own decision.

When you approach someone to be your mentor make sure that you are clear about your goals, why you have chosen them and give them a sense of the commitment you are seeking from them. Usually people appreciate being asked as it is a form of recognition of their skills and expertise and even if they are unable to mentor you, they may be able to suggest someone who can.

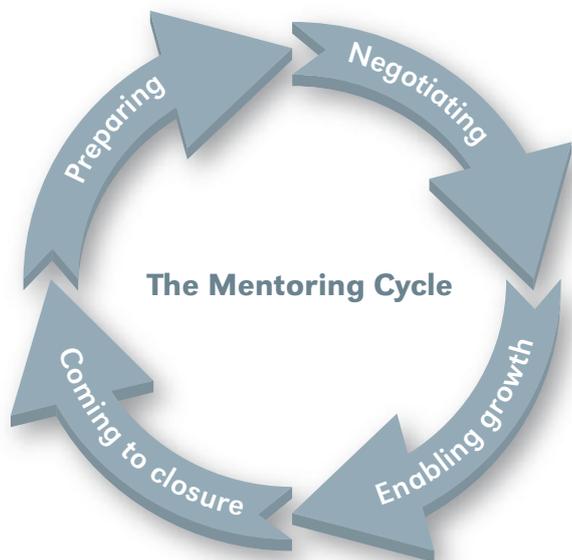
Some approaches could be:

“I’m new to the University of Auckland and would like to gain a better understanding of the culture and processes of the University. Are you able to share some of your knowledge and experience?”

“I’ve identified time management as a skill that I would like to improve. I’ve noticed that you are very good at managing your time. Would you be willing to provide me with some guidance in this area?”

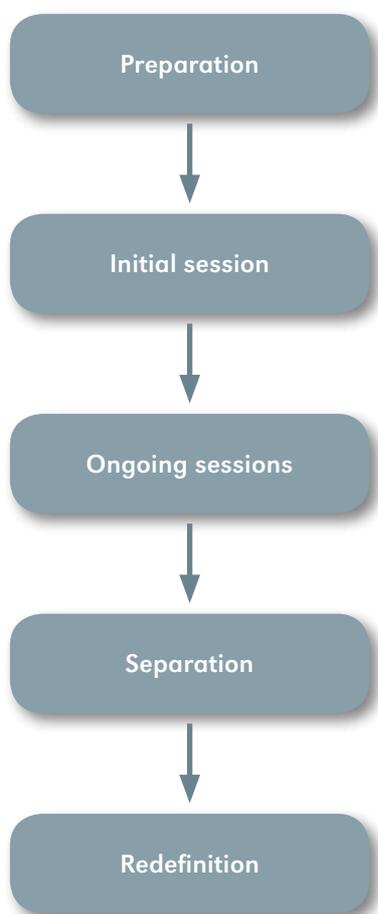
Phases of a mentoring relationship

A clear understanding of the cycle, stages and what is involved at each stage of the mentoring relationship is vital to obtaining the maximum benefit from having a mentor. Mentoring sessions can be face-to-face or virtual using technology.



Zachary, L (2012)

Stages in a Mentoring Relationship



The first meeting/session

The first meeting is an introductory one where you meet to share background information, values and needs. It provides an opportunity to decide if the relationship is likely to be rewarding and productive for both of you. The mentoring agreement (refer to **Appendix D**) provides a template for completion at the end of the meeting. It allows the expectations and boundaries to be agreed and goals to be set and recorded.

For your first meeting:

- Be prepared. Email your potential mentoring partner a brief introduction about yourself. The mentee may also send a summary of their objectives for the mentoring.
- Discuss the purpose of engaging in mentoring and clarify expectations of one another.
- It can be useful for the mentee to ask the mentor about their preferred communication styles eg, do they like to know detailed facts or prefer a broad overview? ... Are they a "listener" or a "reader" ... (Zerzan, 2009).
- Seek mutual agreement on objectives and measurable goals.
- Set a timeframe for the relationship – how long do you expect the relationship to last? Agree a date to discuss how the relationship is going, review progress and determine if there is a need to continue and if so any ways in which the relationship might be enhanced.
- Agree meeting frequency, duration and mutually acceptable location keeping in mind the need for confidentiality. Remember mentoring is voluntary and there is a need to respect the mentor's time.
- Define boundaries eg, what can be discussed, any issues that are off limits, what the mentor is willing to assist with, what information remains confidential.
- Agree on how the relationship can be concluded. It is recommended that both the mentor and mentee discuss the terms for exiting the relationship and agree upon a "no blame, no explanation" exit to the relationship on good terms at any time if either party requests it. By discussing the end of the relationship at the outset, you will minimise the potential stress of concluding the relationship when the time comes.
- Use the mentoring agreement to record your decisions.

Developing and maintaining the mentoring relationship

Once the initial phase of the relationship has been completed and the purpose, goals, expectations and boundaries have been established, it is time to consider how you will continue to build and maintain an effective mentoring relationship. The success of the mentoring relationship will depend on the ability of the mentor and the mentee to develop and maintain respect, trust and effective communication.

Development in a mentoring relationship means identifying and encouraging growth. To achieve this it is important to:

- Commit to the mentoring ground rules you established at your first meeting
- Listen and communicate in a way that shows you respect your mentoring partner and that you value their time and ideas
- Take action, follow through on what you say you will do
- Ask for and be open to receiving feedback
- Respect the confidentiality of the mentoring relationship.



Ongoing meetings/sessions

Prior to each meeting the mentee should clarify what they would like to focus on and email this through, together with a brief report of progress since last meeting if appropriate. This can help the mentor prepare and enables the most productive use of meeting time.

Suggested meeting format

- Social opening
- Recap how things have gone since the last meeting and outcome of any agreed follow-up
- Clarify the topics for discussion and the type of support the mentee needs at each point. eg, Sounding board to process thinking? Providing direct advice? Providing feedback? Challenging perception?
- Explore agreed topics
- Develop or expand goals (SMART/ER)
- Summarise where to from here - any action that has been agreed to take before the next meeting
- Check with each other how useful the meeting has been and anything that would enhance future meetings
- Confirm date and venue for next meeting
- Mentee completes record of the session on their diary sheet (see **Appendix F**)

Issues to consider in mentoring relationships

“Finding a successful mentoring relationship is like dating: one cannot expect a perfect fit every time, and a good relationship takes work”

(Zerzan, 2009)

Common issues/challenges

Time/workloads:

This is often the most common difficulty experienced by mentors and mentees and includes:

- Finding common times for meetings
- Not allowing enough time to prepare and meet or not respecting your mentoring partner’s time
- Not following through with agreed actions
- Access to mentor/gatekeepers
- Under-estimation of the time involvement
- Uninterrupted meetings.

Differences:

Sometimes the mentor and mentee do not feel at ease with each other. This could be the result of different:

- Communication styles
- Problem solving styles
- Task orientation
- Degrees of ambition

- Priorities (research-teaching; private-public balance)
- Expectations of the relationship eg, balancing the relationship between the professional and the personal
- Diversity differences such as gender, age, ethnic or cultural may also occur.

Mentor directs too much:

The relationship needs to be dynamic, to grow and change as the mentee develops their confidence and skills, for the mentor to “let go”. The mentor needs to guard against:

- Telling the mentee what they “should do” rather than encouraging and advising them on available options, for example “have you considered ...?”
- Thinking there is only one right way to do things
- Being critical rather than providing constructive feedback
- Cloning

Unclear boundaries:

Mentors must always work within their area of competence and refer to other professionals when appropriate. They should also be careful not to misjudge the amount of autonomy and initiative that can be expected of the mentee at any point in time. Some issues that the mentee experiences are systemic and cannot be “solved” by the individual.

Mentor vs Counsellor

If the mentee requires assistance to resolve underlying personal issues then counselling may be more appropriate to address this. In this situation the mentor should discuss this with the mentee in a respectful and sensitive manner and if necessary, refer the mentee to an appropriate person (refer **Appendix A** - Useful Contacts).

Mentor vs Manager/Supervisor

The mentor should ideally be independent from the mentee’s manager/supervisor. The mentor’s role does not replace or duplicate the role of the manager/supervisor, nor does it extend to any responsibility for the mentee’s career, performance or advocacy on his/her behalf.

NB: It is however important to understand that if a mentee raises a serious issue, such as harassment, there is an obligation to ensure action is taken to disclose or resolve it. If this does not happen the University can legally be considered to have ignored the problem. First encourage the mentee to use existing channels to address the issue.

Dealing with conflict

When people work together, there are sometimes occasions when individuals disagree and conflicts arise. Conflict between mentors and mentees usually arises from misunderstanding, differing opinions or misinterpretation. If handled correctly, some conflicts can lead to productive learning and problem solving opportunities.

If conflict arises in your mentoring relationship:

- Identify the source of conflict
- Discuss the issues in terms of facts, rather than opinions
- Be considerate and respectful
- Avoid judgements
- Listen actively and be open to receiving feedback
- Be prepared to compromise
- Discuss how you will handle future conflicts should they arise.

It is possible to have a couple of these challenges and still have an effective relationship. It is up to you to decide whether it is worth working through these issues or whether it is better to end the relationship and find an alternative mentoring partner.

Ending the relationship

Ideally there will be a planned separation because:

- Pre-determined date has been reached
- Goals and objectives have been achieved
- Mentee or Mentor have a change in career or circumstance
- It is agreed that it would be beneficial for the mentee to work with a new mentor or within a peer mentoring relationship on aspects that are outside of the existing mentor's area of expertise.

If the relationship isn't working

If the relationship is not working it is possible that either you or your mentoring partner will decide not to proceed with the mentoring relationship. How the relationship is terminated should be one of the issues covered in the Mentoring Agreement discussed at the beginning of the mentoring.

If your mentoring relationship is part of a "formal" mentoring system your coordinator will assist you in appropriately terminating the relationship and finding you an alternative mentor if required.

If your mentoring relationship is an informal one, the "no blame, no explanation" clause in your Mentoring Agreement will allow you to conclude the relationship smoothly.

It is recommended that in ending the relationship you:

- Focus on the positive – recognise the contribution your mentoring partner has made and what you have gained from the relationship
- Clearly communicate that you wish to end the relationship and if appropriate, explain the reason.

Planned separation and redefinition

Some mentoring relationships extend over months, or even years, whereas others last for much shorter periods of time. The mentoring relationship should only continue as long as both parties are able to commit to the relationship and it is meeting the agreed purpose and needs expressed in the Mentoring Agreement.

It is important for both the mentor and mentee to regularly assess and review the mentoring relationship. There may come a time when the relationship is no longer productive for the mentor or mentee and it should not be left to dwindle away. Occasionally, some people find they have become friends and drifted into a more informal relationship without conscious redefinition.

If you have reached the end of the agreed time frame or the relationship has fulfilled its purpose it is important to think about closure in your last meeting. This might include:

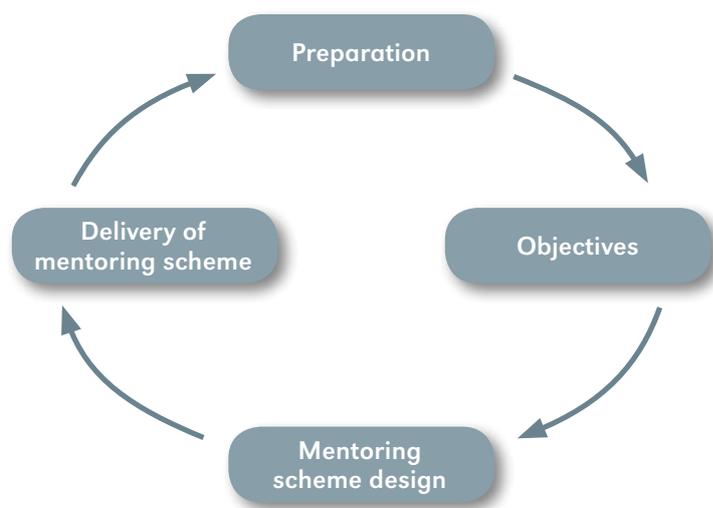
- Reflect and acknowledge what you have learned from each other
- Discuss where to from here for the mentee
- Redefine your relationship if appropriate - consider any ongoing relationship you might have as colleagues.

Evaluation

The evaluation of the mentoring program closes the loop with the original proposal for mentoring. Its main purpose is to assess whether the objectives of the scheme have been met and whether the scheme has generally had a positive impact on your organisation. Effective evaluation clearly shows you whether the time and effort invested has been "worth it", whether continuation of the programme is desirable, and whether any aspects of the programme design require changing. Things that can be considered in the evaluation include:

- Specified skills development
- Career plans
- Workplace flexibility (job placements/secondments, promotions, turnover)
- Completion of projects/assignments
- Feedback from mentors/mentees
- Feedback from managers/supervisors
- Cost/Benefit analysis.

Needs analysis (of organisation and participants)

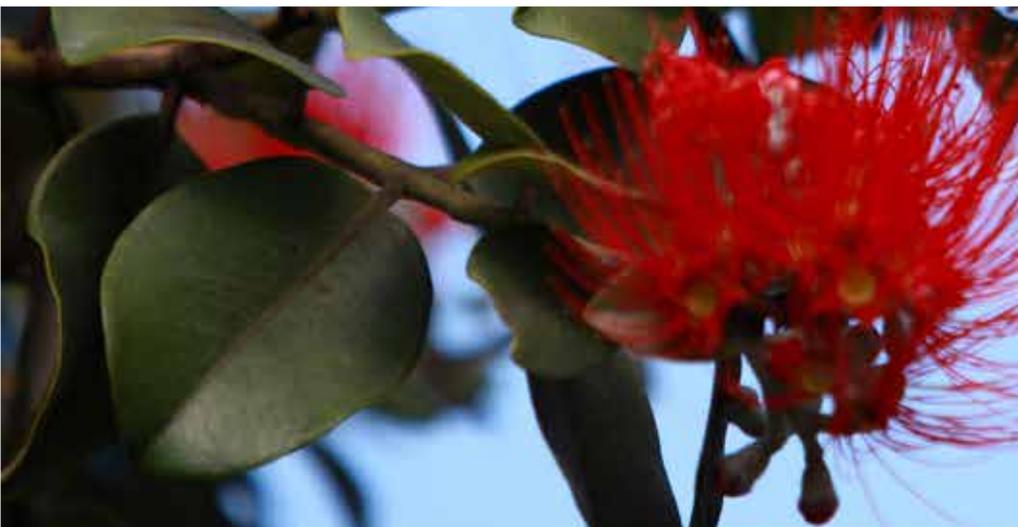


Klassen & Clutterbuck, 2002

When and what to evaluate, timing and confidentiality are factors to consider. Refer to the Evaluation checklist in **Appendix K**.



Section 2: Coaching



What is coaching?

“Coaching is defined by a collaborative endeavour between a coach and a client (an individual or group) for the purpose of enhancing the life experiences, skills, performance, capabilities or wellbeing of the client. This is achieved through the systematic application of theory and practice to facilitate the attainment of the coachee’s goals in the coachee’s context.”

(SAI Global Ltd, 2011).

“Coaching can benefit people where they have to make a significant, usually short-term transition in a particular skill, competence or behaviour. Coaching will normally have specific goals and a set time period to achieve these within. There are various forms of coaching depending on what the individual hopes to achieve. These might be skills coaching – where experts in a particular discipline or knowledge area pass on this information; performance coaching which deals with the behavioural aspects of workplace performance and executive coaching which is often poorly defined but may span performance and personal transformation.”

(CAMEO)

Leader/manager as coach

A key capability for leaders/managers in the University is that of “coaching and developing others”. The ability to know when to take a “**coaching approach**” with team members enables the strengths, talents and skill levels of people to be leveraged so that individuals can achieve their own and team goals.

Coaching is essentially about a dialogue, or conversation, that helps individuals find answers and access what they know; it is about learning and change (Zeus and Skiffington, 2001, p 3). Leader/managers need to hold a developmental and an achievement mindset so that individuals can perform in their current roles, increase their effectiveness, as well as have a developmental focus on learning that will prepare them for future career moves and transitions. The same intentional achievement and developmental mindset should also be applied to the team as a collective entity.

Ideally leader/manager coaches should look beyond their own departmental interests and short-term results to help develop the potential of their direct reports. This requires an environment that welcomes and supports the practice of a coaching approach/culture and of distributed leadership such that those in leadership roles are not expected to “fix everything” or have all the answers.

In addition to mentoring programmes, there is support for improving leader/manager capability in “coaching and developing others” through workshops offered annually by People and Organisational Development.

All new leader/managers are expected to attend:

- [Coaching conversations: the fundamentals](#)
- APR/EVOLVE process workshops.

More experienced leader/managers, including Academic Heads, should attend the workshop:

- [Coaching conversations: developing people and potential](#)

There are also other development resources available on the Manager/[Academic Heads Toolbox intranet site](#). An important resource is the 70:20:10 model (Lombardo, M & Eichinger, R. 1996) as a guide for development planning.

Executive coaching

Executive/senior leader coaching is a “collaborative, individualised relationship between an executive and a coach, the aims of which are to bring about sustained behavioural change and to transform the quality of the executive’s working and personal life” (Zeus and Skiffington, 2001, p 9). Coaches are often requested when a senior leader needs to:

- Test the feasibility of a potential strategy scenario
- Test assumptions regarding external realities and opportunities
- Provide feedback on 360° assessments
- Identify strengths to promote effectiveness and blind spots that may impede progression
- Enhance creativity
- Refine/hone a particular leadership capability
- Support work-life integration.

POD has a register of screened, appropriately qualified internal and external coaches that understand the tertiary sector environment. To explore the possibility of a coach for a senior leader within your Faculty/Service, please initially contact your Human Resources Manager.

In regard to 360° assessments there is a new policy to guide the use and debrief of these assessments. Please follow the links to the [policy and guidelines](#).

The resources in Section 3 of this document are also applicable for improving leader/manager coaching skills.

It is envisaged a more specific and substantial Guide To Coaching will be developed in 2015.



Section 3: Resources

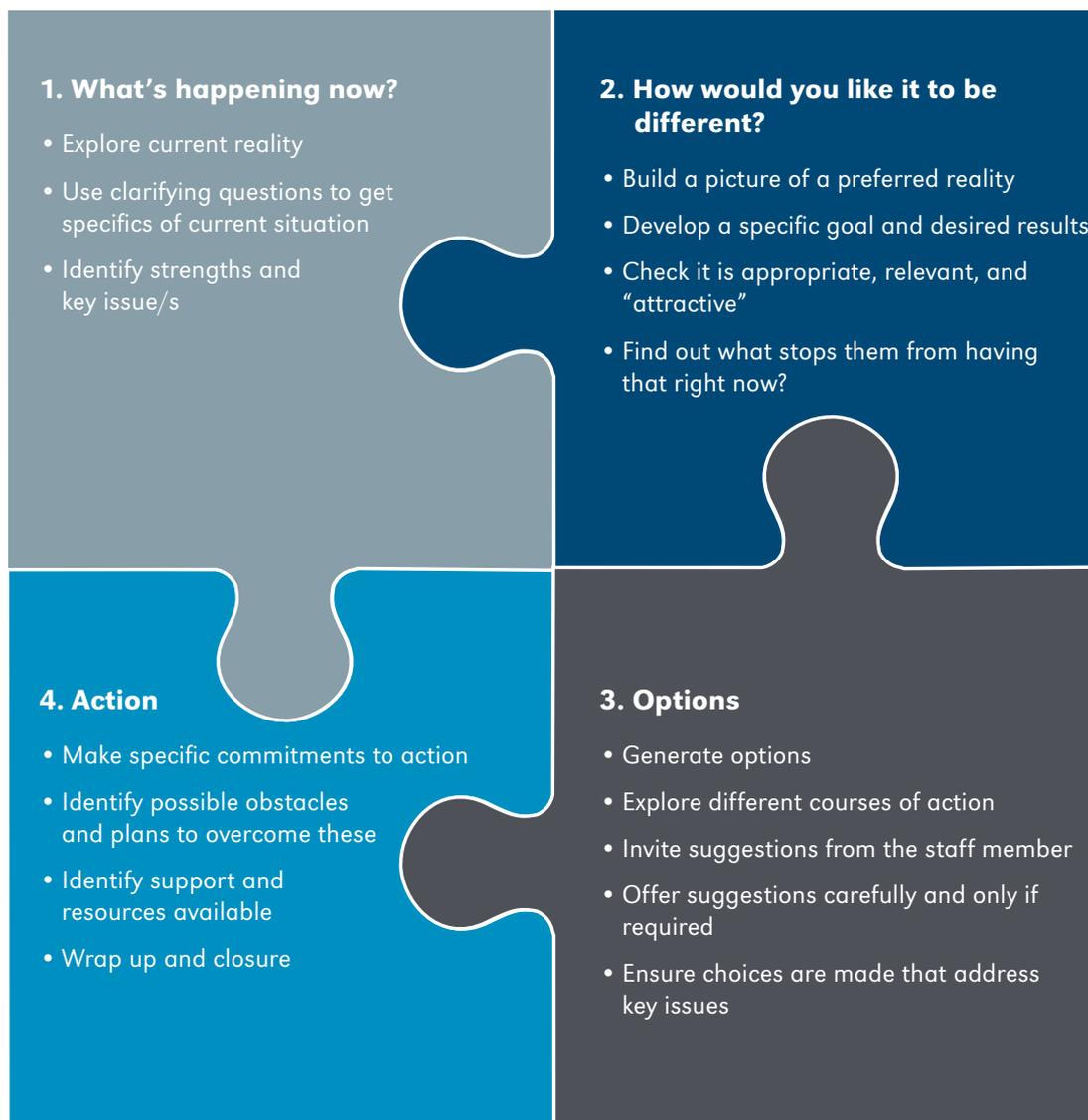


Mentoring and Coaching Model

The WHOA to GO Model – A framework for a coaching conversation

(NZ Coaching & Mentoring Centre, 2004)

- **W**hat's happening now?
- **H**ow would you like it to be different?
- **O**ptions – exploration of alternatives
- **A**ction – commitment to action



“It is helpful to have a structure and process for regular coaching and mentoring conversations”



Effective Coaching and Mentoring Questions

(NZ Coaching & Mentoring Centre, 2004)

Here are some useful questions when using the WHOA to GO model. The focus is on getting individuals to self-review and to arrive at their own conclusions.

What’s happening now?

- What is happening at the moment? What’s going on?
- How do you know that is the case? Give me an example.
- When does this happen? How often does this happen? Be as specific as possible.
- What makes this a problem?
- How does this make you feel?
- So what’s the key issue for you?
- What effect does this have?
- What’s not happening now that you think should happen?
- Which parts of this are within your power to change and which aren’t?
- What other factors are relevant or who else is relevant?
- What is their perception of the situation?

How would you like it to be different? Set the goal

- How would you like things to be different?
- What would you like to happen that is not happening now or What would you like not to happen that is happening now?
- Describe what you would be doing, seeing, feeling, hearing...
- What difference would that make?
- What effects will that have?
- How will that be of value to you? To anyone else?
- What stops you from having that right now?

If the problem is one that is not possible for them to solve, you may need to focus on the person rather than the problem eg, So how is this making you feel? How would you rather be feeling about this? What can you do to achieve that result? OR focus on the parts of the problem that they should be taking responsibility for or are within their power to change.

Options - Elicit the options or alternatives and explore the implications

- What could you do to get that result?
- What are the options? Don’t worry about whether they are realistic at this stage.
- What actions are needed to overcome the “what stops you” obstacles?
- What approaches/actions have you thought about already? Seen used? Used yourself, in other situations?

- Has this ever happened before? What did you do then?
- What might help?
- Which options do you like the most? Which options are of interest to you?
- What are the benefits and pitfalls of these options?
- What is a short term solution? A long term solution?
- Would you like some ideas from me?
- What resources are available to you?

Action wrap up and commitment to action

- Identify what will be needed to accomplish the chosen option / alternative
- What will you need to do / learn / find out about?
- What are the next steps?
- When will you take them?
- What might get in the way?
- Is there a way of overcoming that obstacle?
- What resources are available to you?
- What support do you need?
- How and when will you enlist that support?
- What will you commit to doing by when and how?

Clarifying Questions

- In what way?

- What makes you say that?

- How do you know that?

- What specifically...?

- How many...? Who exactly...?

- Which...?

- How does...?

- When does this happen?

- What do you mean by...?

- Can you give an example?

Follow-up and Feedback/forward for Progress Meetings and Coaching Moments

Ease	<ul style="list-style-type: none"> • Put the person at ease • Check where they are at • Is it a convenient time to talk? • Identify a focus for the discussion – set an agenda and establish timing • How would you like to use our time today.
ENGAGE	
Essentials	<ul style="list-style-type: none"> • Agree on their goal or need for the session – “What do you want from me on this one?” “What do you want to achieve by talking this through?” • Clarify and draw out detail • Obtain the essential facts regarding actions/behaviours completed or not completed • Remember to ask permission to change the direction of the conversation or to get more personal.
iNsights	<ul style="list-style-type: none"> • How did they feel about the task/actions that were completed or not completed? • Opportunity for insights.
Give	<ul style="list-style-type: none"> • Encourage the development and progress of the person • Use the power of positive feedback • Encouragement assists relationship building, self-confidence and learning.
Assess	<ul style="list-style-type: none"> • Assess and explore the learning from the situation • Share perspectives, facts and opinions • Reframe and challenge assumptions.
Gauge	<ul style="list-style-type: none"> • Gauge the impact and implications • How does what has happened, or been learned, affect others in the organisation? • Do new processes, procedures or other documentation need to change?
Explore	<ul style="list-style-type: none"> • Explore possible new actions or objectives • Agree to options for future direction • Gain commitment to action • Summarise together what it all means • Complete any documentation if appropriate • “Check out” and review.
Remember to be: Fair, accurate and non-judgmental	

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The above model can be used for coaching moments. For example, when you meet a member of your team in the hallway who had attended a conference/workshop the previous day. It only takes a couple of minutes to go through the model's steps as appropriate.



Coaching and Mentoring Skills

(NZ Coaching & Mentoring Centre, 2004)

Listening

Active or Reflective Listening

During your conversations you will be able to have a more positive impact by using a range of skills that encourage others to talk openly. One of the most important skills is the ability to listen well.

Active or reflective listening is:

- Restating the essence of what the other person is saying in your own (and fewer) words, while you are listening to them.
- Particularly focusing on putting words to their feelings and the meaning that their story has for them.

Communicate to the person that their message has got through by using reflective listening and THEN respond

(NZ Mentoring and Coaching Centre, 2010).

In essence, active attention is directed at processing and understanding as fully as possible:

- What is said
- How it is said
- What is meant
- What is not said
- The context in which it is said

“There are those who are listening and those who are waiting to speak”

Privately rate yourself on the following:

Listening skills	Never	Sometimes	Often	V. Often	Always
I listen only to what I want to hear					
I jump to conclusions					
I finish people’s sentences for them					
I fill any silence with words					
I let my mind wander while being spoken to					
I think about what I will say next while others are talking					
I continue to do something else while being spoken to					

Questioning

Avoid using closed questions, ones that result in a yes or no answer. It is best to use clarifying questions, ones that illicit more information.

In what way?

What specifically....?

What do you mean by....?

Can you give an example?

What makes you say that?

How do you feel about that?

How do you know that?

Who exactly....?

It is also effective to use thinking questions, ones where the person gets to think about their own thinking. For example:

How long have you been thinking about this?

How often do you find yourself thinking about this?

How might you think differently about this?

How much time do you think about the problem or think about the solution?

Can you see any gaps in your thinking?

Reframing

Reframing is simply changing the meaning of an event or experience, in the way that placing a picture in a different picture frame somehow changes the look of it.

Reframing is useful in coaching and mentoring situations because sometimes people get stuck with a particular way of perceiving a situation which may be disabling rather than enabling for them.

Reframing helps the person to see things differently and subsequently come to different conclusions, or feelings about the event or experience. The mentor/coach's ability to reframe this situation for the person provides a new perspective and often a sense that things that seemed impossible may now be possible. Reframing isn't about pretending that everything is wonderful for the person. Instead it provides more and varied ways for people to consider the problems they are facing and find easier ways to solutions that work for them.

Reframing can be broken down into two types – content and context.

Content Reframing

The content of a situation is the **meaning** that is given to it. The content of what the person is saying has a cause and effect structure.

“Making a mess of that presentation means I am useless at presenting.” This statement is a generalisation, because taken in isolation the statement implies that from one single presentation a judgment can be made. When a person makes comments like this it can be helpful to ask questions like:

- According to whom?
- What might be useful about this experience?
- How else could you describe your behaviour in this situation?
- What can you learn from this experience?
- How would you advise someone who had just given the presentation you did?
- What did you do well?

The whole point is to help the person to consider the positive aspects of their own behaviour, to look at the situation from a whole range of different perspectives that may change the way they view the meaning they have given to it.

Context Reframing

It is a simple fact that any experience, event or behaviour has different implications depending on where it occurs. A person might say:

“I spent so much time on the detail that I just didn't get it finished in time – I'm just too detail conscious!”

The context of a situation or event is about where it occurs. This statement focuses on the negative aspect of a particular behaviour but there will be times when being detail-conscious serves the person well. A useful way of reframing this for the person might be to ask:

- When might being detailed be helpful for you?
- Where could you use this skill in the future?

These questions get the person to focus on times when and where attention to detail is important. It can then help them to respond in a more positive way to what they see as a negative behaviour.

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Appendix A – Useful Contacts

People and Organisational Development (POD)

POD is able to provide subject matter expertise and advise if a formal mentoring programme for a particular group of staff within the University is being considered. They hold a data base of existing mentoring schemes and can also advise whether it would be appropriate to liaise with the coordinator of an existing scheme if there are similar or overlapping goals.

Please contact:

Mary Ann Crick

Email: ma.crick@auckland.ac.nz

Phone: ext 86379

Equity Office

The Equity Office provides support and assistance for staff members in equity groups. Further information can be found on their website:

www.auckland.ac.nz/uoq/home/about/eo-equity-office/eo-information-for-staff

University of Auckland Employee Assistance Programme (EAP)

As part of the University Health and Wellness Strategy, EAP provides 24 hour access to a confidential, professional service to support and guide staff through personal or work problems.

Staff facing difficult circumstances or decisions, personally or at work, can access EAP directly for help to work towards finding a personalised solution and peace of mind.

EAP recognises the reality of human problems in the workplace and acknowledges that most difficulties, including relationship issues, job and career issues, and emotional and family problems, are responsive to treatment.

The EAP service is free and is available to all staff except casual employees. The service is totally confidential and voluntary.

For further information about the Employee Assistance Programme and the services they offer, please visit the EAP website. Alternatively, you can contact them directly:

Employee Assistance Programme

Phone: 0800 327 669.

Appendix B – University of Auckland Leadership Framework



The Leadership Framework

Personal leadership is at the heart of our organisation and is key to the achievement of our aspirations and strategic objectives.

Leadership is not just a management position or a title; all staff play a leadership role. The Leadership Framework reflects and encourages a culture of distributed leadership for all staff.

The Leadership Framework helps us create not only a shared vision but also clarity around what leadership looks like at the University of Auckland.

How each of the five leadership dimensions and cascading sets of capabilities are demonstrated depends on the role and context in which each person operates.

Acting as a guide to develop leadership capability, the framework creates an integrated leadership system for all staff to help enable excellence in teaching, learning, research, service and administration.

www.auckland.ac.nz/leadershipframework



Enabling People

Hāpai

Developing self, others and teams so they can realise the University's strategy and values

- Scholarship/professional development
- Valuing equity or Championing equity
- Coaching and developing others or Leading teams
- Or Building talent and engagement



Innovating and Engaging

Whakamatāra

Identifying, creating and responding to relationships and opportunities to improve and progress the University

- Relationship building or Building strategic partnerships
- Facilitating change and innovation



Exhibiting Personal Leadership

Rangatiratanga

Role modelling leadership behaviours to engage others and support the University's values and aspirations

- Personal attributes
- Interpersonal effectiveness



Achieving Results

Whai hua

Accepting accountability for making decisions and taking action to deliver the University's strategy and deliver excellent results

- Decision making
- Delivering results or Implementing strategy



Setting Direction

Mana Tohu

Establishing and committing to plans and activities that will deliver the University's strategy

- University awareness or Global and commercial acumen
- Planning and organising or Establishing strategic direction
- Stakeholder service



Appendix B – University of Auckland Leadership Framework

Dimension	Capabilities		<i>Unshaded capabilities are applicable to all staff. Alternative shaded capabilities are applicable only to senior leaders.</i>
Exhibiting Personal Leadership Rangatiratanga Role modelling leadership behaviours to engage others and support the University's values and aspirations.	Personal Attributes: Displays integrity, professionalism, adaptability and courage, accurately perceiving and interpreting own and others' emotions and behaviours in the context of the situation to effectively manage own responses, reactions and relationships. Interpersonal Effectiveness: Communicates with clarity, using constructive interpersonal behaviours and interactions to influence others, resolves conflict and inspires cooperation and achievement.		
Setting Direction Mana Tohu Establishing and committing to plans and activities that will deliver the University's strategy.	University Awareness: Displays an understanding of the international and commercial context in which the University operates and how the University works to successfully achieve results.	OR	Global & Commercial Acumen: Demonstrates an understanding of the competitive global environment and key market drivers, as well as an awareness of economic, social and political trends that impact the University's strategy, and uses this understanding to create and seize opportunities, expand into new markets and deliver programmes, teaching and learning, research and service.
	Planning & Organising: Establishes courses of action for self/and others to ensure that work is completed efficiently, while building/contributing to a successful work/project/research team.	OR	Establishing Strategic Direction: Establishes and commits to a strategic direction for the Faculty/Service and University based on an analysis of information, internal/external drivers, consideration of resources, and organisational values to clearly communicate a compelling view of the future.
	Stakeholder Service: Ensures that the service provided to stakeholders is a driving force behind decisions and activities; crafts and/or implements service practices that meet the needs of stakeholders (including students and staff) and the University, including a safe and healthy environment.		
Innovating and Engaging Whakamatāra Identifying, creating and responding to relationships and opportunities to improve and progress the University.	Relationship Building: Establishes and maintains effective working relationships with stakeholders inside and outside the University, using an appropriate interpersonal style to advance the University's objectives.	OR	Building Strategic Partnerships: Identifies opportunities and takes action to build strategic relationships with stakeholders inside and outside the University to help achieve strategic aspirations and objectives.
	Facilitating Change & Innovation: Facilitates and supports University changes needed to adapt to changing external/market demands, technology, and internal initiatives; initiates new approaches to improve results by transforming University/community culture, systems, or programmes/services.		
Enabling People Hōpai Developing self, others and teams so they can realise the University's strategy and values.	Scholarship/Professional Development: Engages in discovering, integrating, applying and disseminating the knowledge and professional skills necessary to be successful in current and future roles; promotes collegiality and actively pursues development experiences to improve personal impact and that of the University.		
	Valuing Equity: Works effectively to support the University's commitment to Māori, Te Tiriti o Waitangi and equity, and values the capabilities and insights of individuals (both inside & outside the organisation) with diverse backgrounds, styles, abilities, and motivation.	OR	Championing Equity: Leads strategic decision making and implementation for Te Tiriti o Waitangi and equity objectives, and values the capabilities and insights of those with diverse backgrounds, styles, abilities, and motivation.
	Coaching and Developing Others: Provides feedback, instruction, and development guidance to help others (individuals and teams) excel in their current or future responsibilities; plans and supports the development of individual/team skills and abilities.	OR	Building Talent and Engagement: Establishes systems and processes to attract, select, develop, engage, and retain talented individuals; creates a work environment where people can realise their full potential, thus allowing the University to meet current and future challenges; coaches and develops others to excel in their current or future position; drives a culture of collaboration and engagement.
	OR		
	Leading Teams: Uses appropriate methods and interpersonal styles to develop, coach, motivate, and guide the work/project/research team to attain successful outcomes and objectives.		
Achieving Results Whai hua Accepting accountability for making decisions and taking action to deliver the University's strategy and deliver excellent results.	Decision Making: Identifies and understands issues, problems, and opportunities; compares data from different sources to draw conclusions and uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences.		
	Delivering Results: Sets high objectives for personal/group accomplishment; uses measurement methods to monitor progress toward goals; tenaciously works to meet or exceed goals managing resources responsibly; seeks continuous improvements.	OR	Implementing Strategy: Translates strategic priorities into operational reality and drives high standards for own and others' accomplishment; creates alignment to ensure activities produce measurable and sustainable results; tenaciously works to meet or exceed challenging objectives; maintains fiscal responsibilities and seeks continuous improvement for all levels.



Appendix C – Defining Mentee’s Expectations for the Mentoring Relationship

Mentee’s Expectations

The reasons I want a mentor are to:

How can a mentor help me with my professional development?

How do I learn best?

I want my mentor and I to:

What skills, qualities and attributes am I looking for in a mentor?

What 2-3 things do I want to learn from a mentor?

I want my mentor and I to discuss:

What criteria would be useful in evaluating the success of the mentoring relationship?



Appendix D – Defining Mentor’s Expectations for the Mentoring Relationship

Mentor’s Expectations

The reasons I want to be a mentor are to:

How can a mentor help me with my professional development?

I want my mentee and I to:

I hope my mentee and I will discuss:

What particular knowledge/skills/experience do I have?

What interests do I currently have?

What other personal characteristics do I have that may be helpful?



Appendix E – Mentoring Agreement

Mentoring Agreement

1. How long will the mentoring relationship last? – Realistic flexible ending date noting time constraints

2. Timetable for meetings: Frequency; duration; time of day; venue.

3. How informal/formal would you like the relationship to be?

4. What kind of issues, tasks or projects you would like to work on?

5. General objectives?

6. Whether you will prepare items for discussion beforehand or decide at the meeting?

7. What kind/how much contact you will have in between meetings eg, phone or email?

8. How will you give each other feedback on how well the mentoring is working?



Appendix E – Mentoring Agreement

9. Boundaries of the relationship: definition/limitation of areas which parties are prepared to discuss. Personal issues or just work-related?

10. Confidentiality: discuss your interpretations of what this means for both of you and agree parameters for the mentoring relationship

11. Whether you want others to know about your mentoring partnership.

12. Process for cancelling or postponing meeting.

13. What do each of us hope to get from this relationship?

14. What will each of us do to help to ensure that this happens?

15. What are the opt-out procedures either of us can use if either of us does not wish to continue? eg, a “no blame, no explanation” conclusion to this relationship on good terms if either party requests it.



Appendix F – Mentoring Diary Sheet

Mentoring Diary Sheet

Date of Meeting:

Topics discussed:

Comments/reflections:

Where to next?:

Actions?

Resources?

People?

This sheet is confidential to the two persons involved in the mentoring relationship



Appendix G – Mentoring Progress Plan

Name:		Mentor:		
Development Goals:				
Objective	Strategies/Actions	Resources Required	Measures	Target Date



Appendix H – Conversation Starters

Below are some suggested questions to help you have productive mentoring/coaching conversations.

Getting Acquainted

- How long have you worked at University of Auckland?
- What projects are you currently working on?
- What do you enjoy most about your current positions?

General

- What actions have you taken since we last met?
- What do you want to achieve from this meeting?
- How useful has this meeting been? Has it met your needs?
- Would it be helpful to talk about this issue again at our next meeting?
- Where do we go from here?

Career Goals

- Which areas would you like to develop in and why?
- What goals do you have for the future?
- What are you doing now or need to do in order to achieve these goals?
- How can I help you?

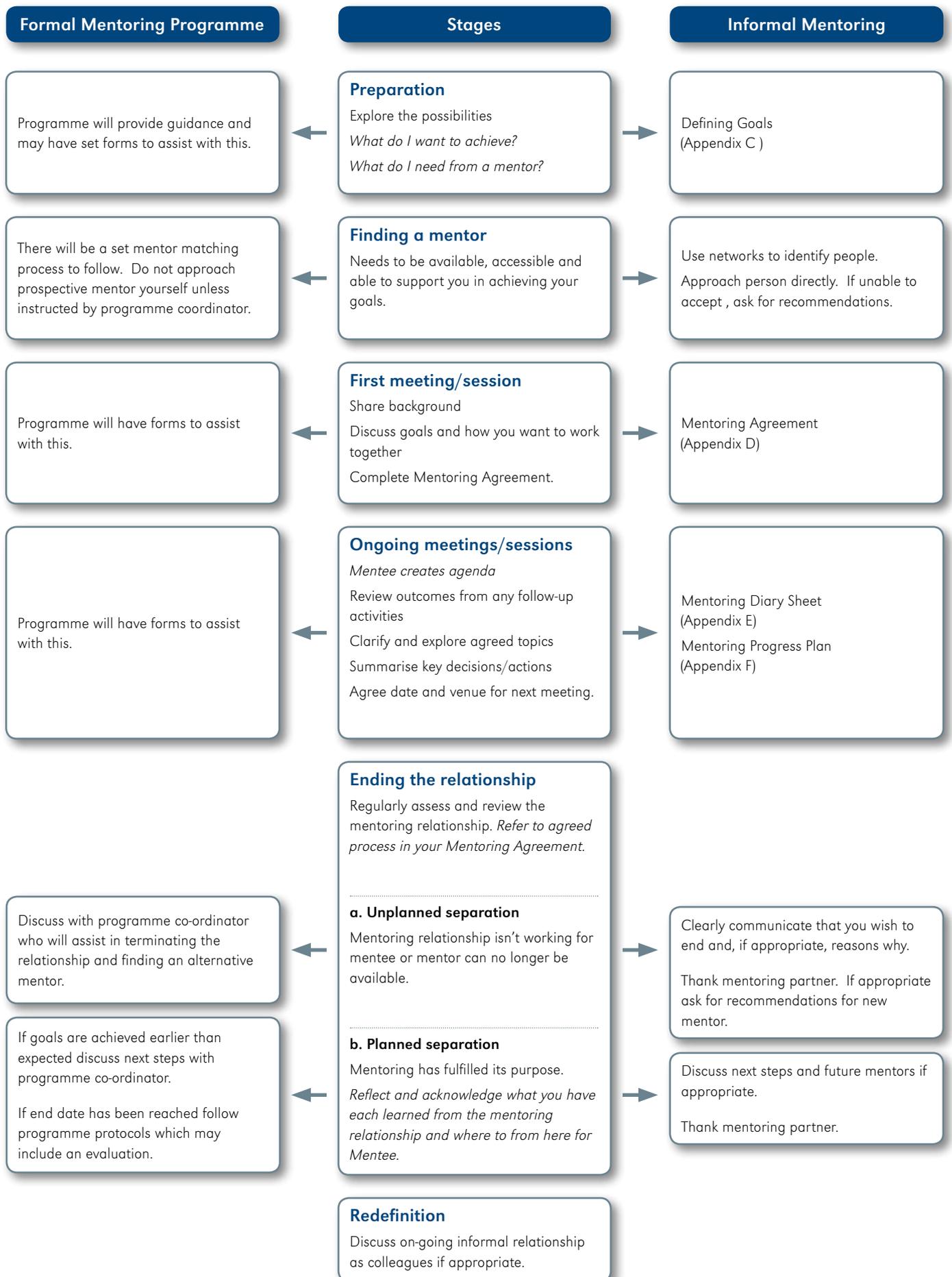
Skills and Knowledge

- What do you see as your strongest areas of capability?
- What additional skills and knowledge would assist you to meet the expectations of your role?
- What strategies do you implement to manage competing priorities in your role?

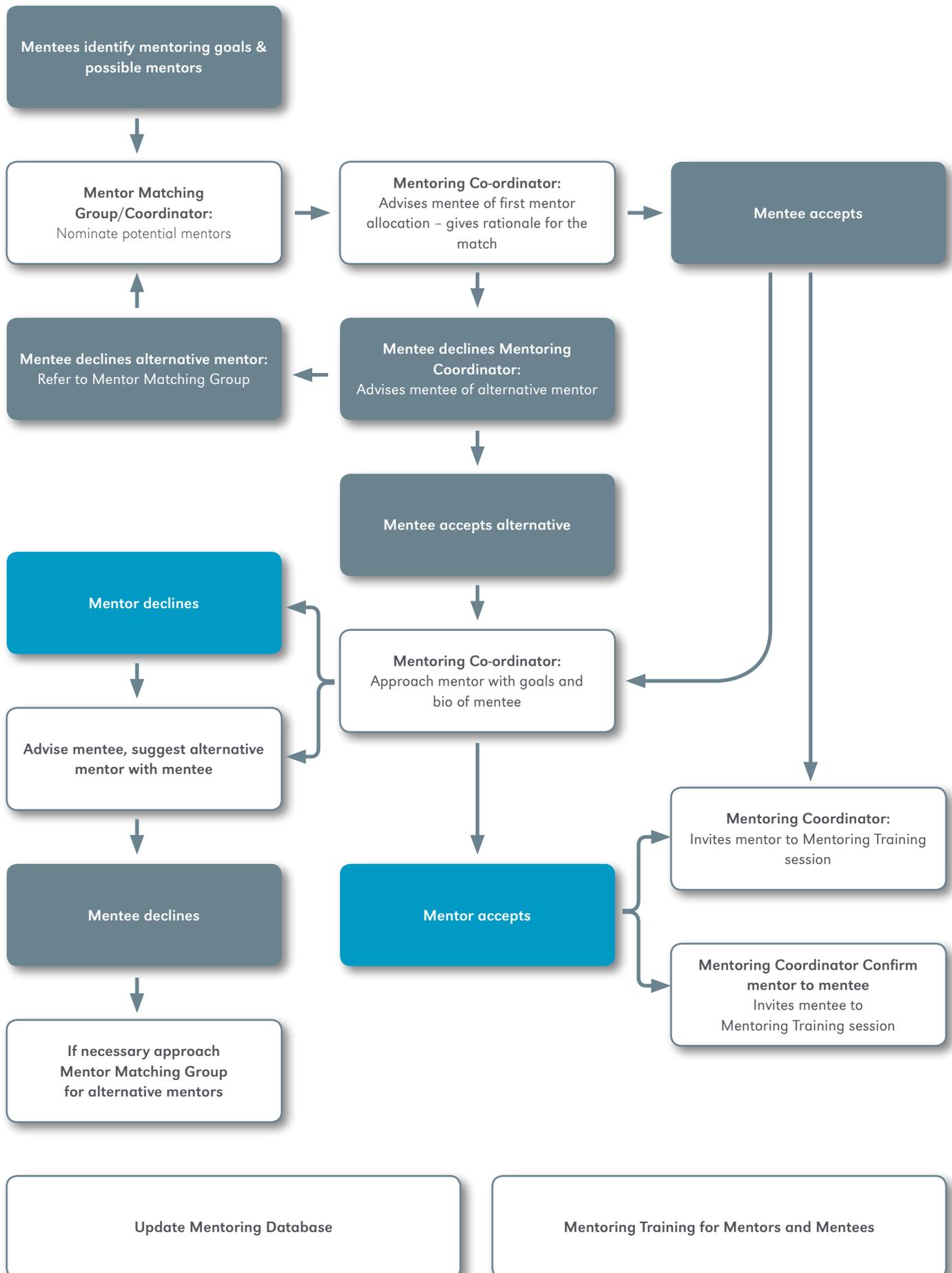
Problem Solving

- What issues/problems are you facing at the moment?
- What have you done so far to address this issue?
- What results have you achieved?
- What obstacles have you encountered?
- What do you see as your options?
- Do you want input or suggestions from me?

Appendix I – Stages of a Mentoring Relationship



Appendix J – Formal Mentor Matching Flowchart





Appendix K – Checklist for Designing a Mentoring Scheme Evaluation

1. What were the original objectives for
 - a) the programme;
 - b) the relationships;
 - c) the organisation?
2. How do you define the successful achievement of objectives in these three categories?
3. What information do you need from mentors, mentees, line managers (etc.) in order to determine the extent to which objectives have been achieved?
4. What questions do you want to have answered through an evaluation? What information are you seeking?
5. Has anything external to the scheme affected its ability to achieve its objectives?
6. How can you ensure that you will receive the information you need?
7. How will you use the evaluation results?
8. When will you carry out the formative evaluations and when the summative one?
9. Who will be responsible for managing the evaluation?
10. Who should be involved in collecting the evaluation data?
11. Who should you gather data from with regard to a) the programme; b) the relationships; and c) the organisation
12. What methods will you use to collect the data?
13. What strategy will you adopt for dealing with confidentiality issues? Will you use volunteers or partially remove confidentiality from all relationships so that evaluation is made possible?

Klassen & Clutterbuck, 2002



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