Making Connections
TRAINING BOOKLET FOR ACADEMIC MENTORS

A collaboration between:
Academics for Refugees–Macquarie University Node
Learning Skills, WriteWISE
Widening Participation Unit
Every person demands, as a condition of being human, that he or she have some say over his or her own existence, some place in the world where his or her actions count. Despite the impinging or competing demands of others, and the overwhelming force of that which simply happens to us with our cognizance or choice, each of us expects to call some of the shots, to resist merely a piano key moved by the will of others or the inscrutable workings of fate, and move as an equal among equals, in a world that is felt as much one’s own as it is beyond oneself” (Jackson, 2013, p. 133)
The information in this booklet has been developed and written by the *Making Connections* Steering Committee of Macquarie University:

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About the Making Connections Program

Welcome to the Making Connections Program. This new program has been created by the MQ Academics for Refugees network, in collaboration with the Learning Skills Unit's WriteWISE program and the Widening Participation Unit. Funding through the LEAP Partnership Engagement Grant is appreciatively acknowledged. Students from refugee backgrounds face additional challenges navigating University compared with other undergraduates (Baker, Ramsey, Irwin, & Miles, 2017). There is good evidence that mentoring programs for refugees can be highly effective—in the community or within educational contexts—and confer enormous benefits to participants in terms of social capital and capacity building, and both tangible and intangible aspects of wellbeing (Bellemore, 2014 and forthcoming; Vickers et al 2017; Sen, 1992)

Our Making Connections program links students from a refugee background with an academic (preferably in their home faculty) with the goal of providing support to master the complexities of university life and develop the tacit knowledge required to succeed at their studies. Our training outlines a process for developing a one-to-one mentoring relationship that is within the capacity of individual academics to provide and will enhance the support network available to students. The evaluation of this scheme will determine future funding and potential expansion to support other disadvantaged student groups.

Academic mentors commit to one meeting per month with their mentees between August and November 2018 (with potential for extension). Each mentor will receive ongoing support, and contribute to our program evaluation through these debriefing sessions. Mentees also receive training and attend debriefing sessions. You are not expected to provide students with additional support for study and writing skills. Instead, mentees will be able to access one-on-one writing support with a WriteWISE Leader to discuss their writing assignments. You will also receive information about other resources open to these students, so that as issues are identified, the student can be guided towards the appropriate service.

We hope the program gives you an opportunity to learn about another perspective, to make a genuine difference to someone else, to improve MQ’s support for students from disadvantaged backgrounds, and to enhance your own awareness of cultural diversity.

Thank you for participating and we look forward to learning and working with you.

Anina, Amanda, Rifaie & Phillipa on behalf of the Making Connections team
Program aims

The program links students from a refugee background with an academic staff member (preferably in their home faculty), with the goal of providing support to master the complexities of university life and to develop the tacit knowledge required to succeed at their studies.

The program aims to assist refugee background students to:

- form a supportive bond with a friendly academic in their own Faculty
- feel more comfortable and at home at university
- be knowledgeable about university services and feel confident to use them
- develop their writing skills through individual consultations with a WriteWISE leader
- use the Library more actively through connection with Library and Learning Skills Unit staff.

The program aims to increase the cultural awareness of academic, professional and support staff to provide them with an opportunity to make a real difference in the life of a refugee background student.

The program aspires to foster a culture of integrity, compassion and empowerment through best practice mentoring and continuous reflection and evaluation.
Program Touchstones

Mentees as capable learners
- Bring insights and experiences
- Bring strengths and knowledge
- Guide discussions

Connections with academics
- Be respectful
- Nurture and engage
- Reciprocate
- Connect regularly
- Share academic culture
- Build academic capital

Library as the hearth
- Library as a warm space
- Connect with Library and Learning Skills Unit staff
- Develop expertise in using library resources
- Develop writing skills through WriteWISE

Feeling at home at university
- Know where services are located
- Make connections with university services
- Flourish at university
Mentor Code of Conduct

The aim of this Code of Conduct is to ensure that mentors are clear about what the mentoring program involves and engage in appropriate discussion and behaviour. We provide these clear guidelines as to expectations about conduct and behaviour.

**Respect for privacy and confidentiality**
Be mindful only to share information about your mentee with their permission. It is fine to let other staff, family and friends know that you are mentoring a refugee background student, but not to give their name or identifying details or share the mentee’s experiences. This is important, even in situations where you are trying to do something positive (e.g. “I am mentoring a student from a refugee background and she is doing really well. She would be great for this workshop”), as the student might not want to be identified in this way.

Be sensitive and do not ask prying or intrusive questions. Unless your mentee chooses to share information with you, do not ask about past traumatic experiences, beliefs or politics unless it becomes relevant to the mentoring.

**Respect for culture and diversity**
One of the aims of the program is cultural exchange. Respect must be shown for diversity and it is not appropriate to engage in religious or cultural debates or criticisms of lifestyle. Awareness about appropriate physical touch is important, as some mentees may not want to shake hands, kiss or hug you.

**Being reliable**
Both mentors and mentees are making a commitment to the mentoring relationship. Please ensure you are on time and give sufficient notice if you need to change the mentoring time.

**Contact outside mentoring sessions**
You may exchange emails and mobile phone numbers if you wish and this will assist effective communication. Be clear with your mentee when you can be contacted and when is not convenient. Let them know what to expect in terms of time it will take to reply to emails. We suggest two days.

**Money and gifts**
Mentors should not loan, give money or large gifts to mentees. Small gifts such as a card, book, flowers or chocolates may be appropriate at the end of the mentoring or celebrating a success. If you have goods to donate to refugee background students such as a laptop or a bike, please contact Saya Hussain at Widening Participation who can distribute your donation to a refugee background student in need.

**Referral to university services**
Situations may arise where the student needs to seek help. Where possible, this should be done by the student themselves. As adults, mentees have the choice whether to seek help or not. Unless there is a situation where they may be at risk of harming themselves or other people, in which case contact Campus Wellbeing immediately Phone: 9850 7497 campuswellbeing@mq.edu.au.
Immigration issues
Do not give advice about immigration issues, even if you have experience or expertise in this area. Immigration issues are complex and beyond the scope of the program. Mentees will be receiving assistance from external services about immigration, family reunion and visa status issues.

Dual boundaries – if you are also teaching your mentee
If you are teaching and assessing your mentee, please ensure that someone else marks your mentee’s assessments to ensure clear boundaries.

Social media
Think carefully before accepting an invitation to link with your mentee on social media and do not initiate this unless your mentee requests it. Consider that for instance a Facebook link might put your mentee under pressure if you are seeing their posts. Social media such as LinkedIn is appropriate because it is a professional networking site. Do not publish photos of your mentee online. Some mentees could face adverse repercussions for themselves and their families due to computer facial recognition software.

Mentee focus
The focus of the program is on the mentee and supporting their university studies. We ask that you do not invite your mentee to participate in research projects or ask them to speak at your classes or tutorials without first consulting Anina, Phillipa, Saya or Rifaie. This is just to ensure that we can assist in ensuring any opportunities for the mentee are presented without potential perception that refusal would disappoint you.

Political activity
While some mentees engage in political activities, others have complex issues in their lives to deal with, and they may not want to be involved with refugee activist groups. We ask that you do not invite mentees to be involved in political activities, as the power imbalance in the mentoring relationship may mean that the suggestion feels like a command to the student. If you are in doubt about this, please speak to Anina, Phillipa, Saya or Rifaie.

Program support
Please don’t hesitate to contact Anina, Phillipa, Saya or Rifaie for referral assistance. Information about services is provided in training and debriefs, but if you are having problems please let us know. We are here to support you have a productive, enjoyable and meaningful experience.

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<tr>
<th>Signature</th>
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<tbody>
<tr>
<td>Name of Mentor</td>
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<td>Date</td>
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This Code of Conduct is adapted from Crows Nest TAFE Outreach Mentoring Code of Conduct, 2012
The first meeting with your mentee

We have given you general information about the mentee and their email. We matched you where possible to a student from your own faculty. We ask that you email and arrange a convenient time and meeting place with your mentee. Your first meeting should take place in August after the mentor training. You could meet in the Y3A cafe, the Library cafe or another quiet place on campus. Sometimes you might like to “walk and talk” with your mentee and explore different parts of the university. To make the meeting less formal, we suggest you do not meet in your office.

At the first meeting you might find it useful to agree on discussion topics for your mentoring sessions. Topics might include:

- Your goals and progress at university
- Areas you want to work on and improve
- Time management and dealing with stress
- Facilities, clubs and services at university
- Tips on communicating with tutors, lecturers and staff

You should also discuss meeting times and boundaries. We recommend that you meet at the same time, day and place for your meetings and put it on calendar or reminder email. It will be helpful if you make clear expectations around contact and email. For instance, be clear if you do not want phone contact and we recommend no email contact on weekends.
Checklist for the first meeting

In a relaxed and informal way, try and cover the following areas in your first meeting:

- Identify mentoring goals
- Discuss the timeframe – August to November 2018 (with the possibility of extension)
- Establish mentor’s role and responsibilities
- Establish mentee’s role and responsibilities
- Agree on frequency and place of meetings
- Discuss voluntary nature of the mentoring – no-fault, no blame if it does not work, but give it a fair go
- Share some things about yourself – if you are comfortable, about your family, what you teach and what it was like when you were a student. Check out whether your experiences are the same for your mentee
- Discuss the education background of your mentee and why they chose Macquarie University

(Adapted from Cahir, Harvey, & Ambler, 2010, p. 17)

Subsequent meetings

It’s a good idea to work out a structure for your meetings that works for you both. It might look like this:

- Discuss how things have been going
- Review what has gone well and what has been challenging or hard
- Look at what is coming up in the next month
- Set a realistic mini goal for the month. Less is more with the goals. Better to over-achieve than under-achieve
- Review longer term goals

Common discussion topics and concerns

- Cultural understanding
- Goal-setting
- Time management
- Wellbeing
- Education pathways and unit selection
General mentoring questions

Asking relevant questions is a vital mentoring tool. When asking questions use open-ended questions and strive for active listening.

- Tell me about your studies before you came to Macquarie
- What made you choose Macquarie?
- Tell me a little bit about yourself and what you are studying
- What do you like about university?
- What’s going well for you at university?
- How often do you come to university?
- How do you travel to university and how long does it take?
- Tell me about how university is going
- What is your favourite unit?
- What is the unit you find challenging or difficult?
- What would you like to do when you leave university?
- What are your goals for the rest of the year?
- What are your plans for next year? Have you thought about the units you will take?
- Are there things that make you feel less comfortable at university?
- What’s preventing you from meeting your goals at university?
- What would improve your university experience?
- How might you improve your next assessment?
- How do you plan your study schedule?
- What are your goals for Session 2?
- What are your hopes for our mentoring relationship?
- Tell me more about …
Building rapport and trust

Building rapport and trust with your mentee takes time and as your relationship develops the bond will deepen. Mentees may have experienced situations and breakages of trust by people in authority that have impacted on their ability to trust. Trust needs to be earned, not assumed.

Some keys to building rapport and establishing trust are:

- Be non-judgmental
- Be patient
- Accept your mentee’s beliefs and lifestyle, even though they may be different from your own
- Share your own background and experiences, e.g., about your family, hobbies, pets, study and career, places you have visited, your own challenges as a student
- Be clear about what you can and can’t do. It’s OK to say “No”
- Be empathic, not sympathetic e.g., “you are capable”, rather than “you poor thing”
- Listen and hear their perspective rather than jumping in with a solution
- Focus on mentee doing things, rather than you taking control and directing them on what to do
- Sit with uncomfortable feelings

Adapted from Learning, Education, Aspiration, Participation (LEAP) materials, 2018
Stages in the mentoring relationship

In any mentoring relationship, there are some key phases. Below, we outline these stages.

Meet and get to know each other

Define the relationship and set goals

Conduct regular meetings and provide support

End mentoring or re-negotiate to extend

Reshape the relationship
Appropriate mentoring

We are aiming for mentee-focussed mentoring – you can help the student to identify goals and concerns, but it should be the student doing things. Consider the following points:

- Check in regularly with yourself and ask who is doing most of the talking. It should be the mentee.
- You can share your own experiences. For example, you might like to discuss what you like about university, your own experience of a positive mentor.
- Help the student to set realistic and achievable goals.
- You can give examples of how you deal with stress. Are there things you say to yourself when things aren’t going well that help? For example, "I can do this", "pressure makes diamonds", "focus on getting the essay done".
- Some stress breakers that might be useful advice for your mentee: go for a walk, go to the gym, do meditation, have a nice coffee, speak with a friend, deep breathing, or ask for help.
- It’s important to celebrate success.
- Aim for good listening and empathy, rather than sympathy.
- Aim for unconditional positive regard (Rogers, 2003).
- Be culturally aware and don’t make assumptions.
- If you made a mistake (e.g., assumed something incorrectly or realised you have been culturally insensitive about something), acknowledge it and apologise.

Inappropriate mentoring

- It is important not to share your own stress with the student (e.g., by telling the student how busy you are). This is an important meeting for the student (and for you) and it is important they realise they are worth your time.
- Avoid complaining about university policies and practices. This is not helpful for the student in navigating them successfully.
- Avoid watching the clock, checking your mobile phone, taking phone calls or texting. If you do need to keep an eye on the time, set an alarm or explain what you are doing rather than trying to look surreptitiously.
- Avoid having discussions with others while you are mentoring.
Encouraging words and phrases

Be specific as you can and use words you feel comfortable saying. Here are some suggestions:

- I think you are really approaching your studies well.

- I am here to support you to get the most out of the university experience. We want you to do well.

- I really like hearing that you want to do the best you can at university.

- A pass is fine. Well done. As you get more experience in writing and research, your grades will improve. Keep trying.

- That’s terrific to receive a credit/distinction. Well done!

- It’s great you are involved in mentoring. I really enjoy speaking with you.

- You have faced a lot of challenges and you are going well. Keep it up.

- It’s hard to go to a group for the first time – good on you for taking that step.

- Stay strong. It’s challenging when you have an exam. Imagine how good you will feel after it.

- One day at a time.

- You can do this.

- **End each mentoring session on a positive note.** Have a great week. I look forward to meeting again. Good luck with your assessments.
Key points about mentoring

- This is a voluntary relationship. Either party can end the relationship if it is not working out: no fault, no blame. Do note that it can be awkward at first, but it’s worth continuing past that point.

- Discussion is guided by student with the help of facilitating questions by the mentor.

- Be mindful of power imbalances, and wherever possible put decision-making and responsibility in the hands of the student.

- Focus on strengths, not deficits.

- Create a safe space. Be a safe harbour by respecting privacy, confidentiality and not discussing their name or personal issues with your colleagues, family or friends.

- The relationship is reciprocal. Good mentoring creates a warm and caring bond.

- Be reliable and consistent. Schedule meetings on the same time and day each month.

- Mentoring can be therapeutic, but is not therapy or counselling.

- Each mentoring relationship is unique.

- Refugees are a heterogenous group (Baker et al., 2017) and some students do not like to be identified as a refugee background student or as an “eternal” refugee.

- Be fully there for the one hour of mentoring.

- Listen, be curious and explore. Pauses and silences are OK.

- Try not to personalise if things are awkward at first – contact Anina, Phillipa or Rifaie if you have any concerns.

- Over time your connection will deepen.

- It’s fine to have email contact between sessions and it will strengthen your bond.

- Student goals and experiences will change over time.

- A crisis revealed to you is a sign of trust. Know we are here to support both you and the mentee.

- Mentoring is not a linear process and may involve uncertainty and complexity.
Goal setting

Your mentee may want to discuss and set goals in your mentoring sessions. Goals should be realistic and expect goals to change as the student progresses. Their goals may not be your goals, so focus on what they consider is important.

Set simple and achievable goals for Session 2. These are examples. You need to discuss and consider what is relevant and important for your mentee.

<table>
<thead>
<tr>
<th><strong>Example Goals</strong></th>
<th><strong>Example Actions</strong></th>
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<tbody>
<tr>
<td>Passing all your units of study</td>
<td>Attend all classes and tutorials unless sick.</td>
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<tr>
<td></td>
<td>If sick, send your tutor an email to let them know you will miss class.</td>
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<tr>
<td></td>
<td>Make a time to see your tutor to discuss the assessment.</td>
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<td></td>
<td>Complete assessments in advance (rather than in a last-minute panic).</td>
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<td></td>
<td>Prepare for uni the night before e.g. clothes, notes and lunches.</td>
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<td></td>
<td>Use iLearn and visit the library regularly.</td>
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<td></td>
<td>Example Actions:</td>
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<tr>
<td></td>
<td>Book and attend WriteWISE sessions.</td>
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<td>Allow time to write and then review your draft.</td>
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<td></td>
<td>Write out a study plan.</td>
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<td></td>
<td>Example Actions:</td>
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<tr>
<td></td>
<td>Ask about and research your referencing style.</td>
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<tr>
<td></td>
<td>Learn how to use the Libguides on referencing or a referencing system e.g. APA, Harvard.</td>
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<tr>
<td></td>
<td>Example Actions:</td>
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<tr>
<td></td>
<td>Identify strategies to assist you to keep physically and mentally well e.g. regular exercise, diet, regular social contact, and self-kindness.</td>
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<td></td>
<td>Make a time with Campus Wellbeing to discuss stress management, anxiety, procrastination or perfectionism.</td>
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<td>Example Actions:</td>
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<tr>
<td></td>
<td>Practise asking questions with your mentor and friends.</td>
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<tr>
<td></td>
<td>Do it! Ask a question in a tutorial or lecture.</td>
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<tr>
<td></td>
<td>Example Actions:</td>
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<tr>
<td></td>
<td>Learn how to use PowerPoint.</td>
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<tr>
<td></td>
<td>Practise your talk beforehand with a friend or your group.</td>
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<tr>
<td></td>
<td>Join a public speaking group or class.</td>
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<td></td>
<td>Example Actions:</td>
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<tr>
<td></td>
<td>Speak to your Faculty Advisor.</td>
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<td></td>
<td>Speak with your lecturers and tutors.</td>
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WriteWISE consultations
As part of the Making Connections program, mentees are entitled to two consultations with a WriteWISE Leader. WriteWISE Leaders are trained senior students with excellent writing skills who can assist you at any stage of the writing process. Here is all the information you need about this opportunity.

How can a WriteWISE leader help me?
A WriteWISE leader can:

- discuss your assignment with you
- help you brainstorm your assignment task
- talk you through key steps in the writing process

A WriteWISE leader can’t:

- proofread your assignment
- edit the content of your assignment
- give you advice relating to course content.

suggest strategies for tackling research and referencing
give you tips and advice for improving your writing
encourage you when you’re finding writing difficult.

complete an assignment on your behalf
predict what grade an assignment will achieve

When can I see a WriteWISE leader?
Each student in the Making Connections mentoring program is entitled to 2 x 30-minute WriteWISE consultations in Session 2. WriteWISE leaders will be available from Week 3 (Monday 13 August) until Week 12 (Friday 2 November). Consultations will be available at selected times between 11:00am to 4:00pm (Monday—Friday).

How do I arrange a WriteWISE consultation?

You can also meet with a WriteWISE leader on a drop-in basis at the WriteWISE Desk. The Desk runs from 11:00am to 12:00pm and 2:00pm to 3:00pm (Monday—Friday). Just turn up at the Info Desk in the Library foyer; no booking is necessary!
Will my booked consultation be confirmed?
Yes. Your appointment will be confirmed via email. This email will also include location details for your consultation.

What do I need to do to cancel or reschedule my consultation?
Please use the links contained in your confirmation email to cancel or reschedule your consultation. You can also manage a booking by downloading it to your online calendar.

Who do I contact for further information?
Email the WriteWISE team at learningskills@mq.edu.au (NB: put WriteWISE in the subject line). We’d love to hear from you.
Mentor debriefs

At the mentor debrief, we will meet as a group and spend an hour reflecting on how the mentoring is going. The process usually goes like this:

- We discuss what has gone well or what is not going well, and any questions you might have. Everyone is encouraged to talk freely as these sessions are confidential. They are recorded but you will never be identified in any publication or forum.
- We summarise and reflect on positive and negative aspects of the program.

We strongly encourage you to attend the debriefs, as they help you to reflect on how things are going, and they help us to make any changes that might be needed. *Making Connections* is a pilot program, so suggestions are welcome. We are here to help you reflect on the experience and to answer or explore practical issues. Our experiences demonstrate that debriefs can assist you to grow and thrive as a mentor.

Program Evaluation

*As Making Connections* is a new program, and we are keen to evaluate whether the program achieves its aims and how to improve the experiences of everyone involved. Associate Professor Amanda Wise will be overseeing the program evaluation and will be assisted by a student from the Social Research Sociology Unit.

We will be using the following evaluation strategies to evaluate the program:

- Speaking with mentors and mentees at debriefs for mentors and mentees where your stories and experiences of the program will be discussed. We would like to hear about any changes you make as a result of participating in the program. The debrief meetings will be taped and transcribed but please be assured that you will not be individually identified.
- A short survey of refugee background students at the start and end of the program.

The material gathered in the evaluation will be analysed and written up into an evaluation report for the purposes of improving the program. This will not be available to the general public and will be used for internal program improvement purposes and to meet the requirements of the funding body.
Mentor case studies

We do not know exactly what issues might arise for you in mentoring, but here are some situations we have encountered through our own mentoring experiences. Remember you have our support, so never feel you have to solve issues and problems alone.

1. Your mentee reveals they are very anxious and depressed and worried about their relatives back in their homeland. How might you respond? What services at university might assist?
   **Answer**
   - In this situation, show you care and are concerned, but you are not a counsellor.
   - Refer to Counselling at Campus Wellbeing.
   - Also, a follow-up supportive email is really a good way to show you care.

2. Your mentee is having problems with concentrating on studies due to worries about finances and needs part-time work.
   **Answer**
   - Discuss part-time work options and realistic hours given study commitments.
   - Refer mentee to the job centre in the MUSE building.
   - Contact Widening Participation Unit for advice.
   - Contact Campus Wellbeing for financial advice.

3. Your mentee is finding it difficult to find suitable accommodation or is having tenancy difficulties.
   **Answer**
   - Refer to Welfare Services at Campus Wellbeing.

4. Your mentee does not have many friends at university and is concerned about this.
   **Answer**
   - Discuss approaches that might help such as asking someone from a tutorial to go for coffee or striking up conversation with another student in a lecture.
   - Suggest that they join a club or a fun activity.
   - Emphasise that university is about making connections and having some fun will help relieve stress (This will be hard for some students).

5. Your mentee is embarrassed to speak up in tutorials and shy to ask for extra help.
   **Answer**
   - Encourage mentee to email or speak with tutor and let them know they are shy or anxious but want to participate.
   - Practice replying to a question in class or asking a question.
   - Encourage speaking as a way of improving English if English proficiency is an issue.
6. Your mentee is upset because they are only getting passes in their units and feel they should be attaining credits and distinctions.

   **Answer**
   - Discuss academic learning and that it is a gradual process and if they keep working and learning then their grades will improve.
   - Make sure they go to all lectures and tutorials and take advantage of the WriteWISE sessions.

7. Your mentee has failed an assessment and is feeling ashamed.

   **Answer**
   - Acknowledge that failure is part of learning. Normalise failing a unit at university.
   - Discuss what has happened and what learning can be taken from it.
   - Encourage mentees to consult a WriteWISE leader on study skills and how to prepare for exams.

8. Your mentee is feeling mentally unwell and possibly suicidal.

   **Answer**
   - Ask directly whether they are thinking about hurting themselves. If they say yes, stay with the student and get immediate help from Campus Wellbeing.
   - Contact counselling yourself immediately for debriefing.

9. Your mentee has an unsympathetic tutor who you know personally and the tutor has just said no to a two-day extension. The student only asked for an extension the day before the assessment was due.

   **Answer**
   - Help the student plan their assessments and show them how to ask for an extension (if necessary) well ahead of time.
   - Discuss appropriate writing of an email by your mentee to tutors.
   - Discuss whether student should reveal they are from a refugee background to the tutor.
   - Do not approach the tutor yourself as this will violate the confidentiality of the mentee, which makes it inappropriate for you to intervene.

10. Your mentee has a tutor and the mentee thinks the tutor dislikes them.

    **Answer**
    - Ask specifically what happened. It’s possible the student has misinterpreted the tutor and if this is the case, talk it through further.
    - Even if your mentee feels there is a negative attitude, stress that it is important to keep attending tutorials.
    - If the situation requires further action, suggest the mentee contacts the Convenor or Head of School.

11. Your mentee asks for help and advice in selecting units to study next year.

    **Answer**
    - Talk through their goals and aims and what they want to do at the completion of their studies.
    - Check whether the mentee has sufficient information.
    - Encourage mentee to speak with staff about the options available.
12. Your mentee does not turn up for a meeting.

*Answer*

- After waiting 30 minutes, text or email to see what has happened.
- At the next meeting, discuss the importance of letting you know if they can’t make a meeting.
- Do not personalise the situation, instead find out the reason for the missed meeting and see what solutions can be found to ensure it does not happen again.
University resources

The Widening Participation Unit – Refugee Transition Support
Building Y2A, Level 2, Hadenfeld Avenue
saya.hussain@mq.edu.au
Phone: 9850 7394
Drop-in centre every Tuesday from 9am-5pm. Free use of computer, printer, scanner, and study space.

Library Learning Skills WriteWISE Program
Two sessions are available to students as part of the Making Connections program. If extra sessions are needed please contact Carol, Robyn or Brenda at Learning Skills learningskills@mq.edu.au (Put WriteWISE in the subject line).

Learning Skills Workshops
These one-hour workshops are free and available to all students. There is no need to book – just show up. They are all held in the Library on level 4. Check out the schedule on the Workshop Calendar.

Learning Skills StudyWISE
StudyWISE is an online resource on starting university, study skills, writing assignments and English language.

Academic Integrity Module
Learn all about academic integrity, plagiarism and academic honesty in this short iLearn module.

Student Connect – Muse Building
Submit a question
Email: ask.mq.edu.au

Academic Advisors
- Faculty of Arts: 9850 6410
- Faculty of Business & Economics: be.mq.edu.au/advising or 9850 1050
- Faculty of Human Sciences: 9850 6360
- Faculty of Science and Engineering: 9850 8348
- Faculty of Medicine & Health Sciences: 9850 4535
- MUIC: 9850 5055

Campus Wellbeing
16 Wally’s Walk, Building C8A, Level 2
Phone: 9850 7497
campuswellbeing@mq.edu.au
For counselling about mental health, stress, anxiety, referral for financial assistance, tenancy advice, legal issues and student advocacy.

1800CAREMQ: 1800 2273 67 – 24-hour information and support service for Macquarie University students and staff.
**Disability Services**
Students who have a disability (physical or mental) can register with disability services and receive additional support. To register, the student needs to complete an application form, provide specific documentation about the impact their health condition has on their studies, and meet with a disability advisor from Campus Wellbeing.

After the student registers, an advisor will develop an Individual Education Access Plan for the student and implement 'reasonable adjustments'. These adjustments are changes to the learning environment/situation, so that the student has equitable access to subject content and testing.

For more information: https://students.mq.edu.au/support/wellbeing/disability-services

**Career and Employment Service**
Level 2, C7A MUSE Building
Phone. 9850 7372
careers@mq.edu.au
Employment advice and assistance with careers and resumes.

**iLearn**
Please check the iLearn site for further resources on mentoring. This is also a place where you can ask questions about the program.

**Email contacts for the program:**
If you have any queries or concerns please do not hesitate to contact us:

Phillipa Bellemore
Phillipa.bellemore@hdr.mq.edu.au

Rifaie Tammas
Rifaie.tammas.mq.edu.au

Associate Professor Anina Rich
anina.rich@mq.edu.au

Saya Hussain
saya.hussain@mq.edu.au
References


Macquarie University is a vibrant hub of intellectual thinkers, all working towards a brighter future for our communities and our planet.

A PLACE OF INSPIRATION
Macquarie is uniquely located in the heart of Australia’s largest high-tech precinct, a thriving locale which is predicted to double in size in the next 20 years to become the fourth largest CBD in Australia.

Our campus spans 126 hectares, with open green space that gives our community the freedom to think and grow. We are home to fantastic facilities with excellent transport links to the city and suburbs, supported by an on-campus train station.

RENNOWNED FOR EXCELLENCE
We are ranked among the top two per cent of universities in the world, and with a 5-star QS rating, we are renowned for producing graduates that are among the most sought after professionals in the world.

A PROUD TRADITION OF DISCOVERY
Our enviable research efforts are brought to life by renowned researchers whose audacious solutions to issues of global significance are benefiting the world we live in.

BUILDING SUCCESSFUL GRADUATES
Our pioneering approach to teaching and learning is built around a connected learning community: our students are considered partners and co-creators in their learning experience.

FIND OUT MORE
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