

AUSIT Mentoring Program Guidelines

(National Education Committee Coordinator - version 3 – 1 February 2024)

Table of Contents

1. Mentoring Program Overview
 - 1.1. What is mentoring?
 - 1.2. What are the benefits of mentoring?
 - 1.3. How does a mentoring relationship work?
 - 1.4. Mentoring tools
 2. Application process
 - 2.1. Eligibility criteria
 - 2.2. Application deadline
 - 2.3. Notifying successful applicants
 3. Program stages
 - 3.1. Stage I: Planning
 - 3.2. Stage II: Work towards goals
 - 3.3. Stage III: Program completion
 - 3.4. Stage IV: Planning for the future
- References

1. Mentoring Program Overview

1.1. What is mentoring?

A mentoring program is a structured and purposeful relationship between a **mentor** (an experienced and trusted advisor) and a **mentee** (a person seeking guidance and support to grow personally or professionally). Mentors provide guidance, advice, and support to mentees in a specific area of interest to help them achieve their goals and attain their full potential.

The AUSIT mentoring program allows for 1:1 mentoring as well as group mentoring of more than one mentee, especially in the case of peer mentoring.

1.2. What are the benefits of mentoring?

Mentoring is a two-way street, providing significant benefits for both the mentor and the mentee. Some potential benefits include the following.

For mentees:

- **Personal and professional growth:** mentoring can help mentees develop new skills and knowledge, gain valuable insights and perspectives in their personal and professional lives.
- **Career development:** mentees identify their career goals, explore new opportunities, and gain access to valuable networking and job opportunities. It can also help mentees feel more engaged and connected to their work, thus **increasing job satisfaction**.
- Mentors give advice and constructive feedback to mentees, which can lead to **increased confidence and self-esteem**, and improved job performance. It is also an opportunity to discuss ethical dilemmas and other challenging professional issues.
- **Improved communication and interpersonal skills**, which can help mentees build better relationships with colleagues and clients.
- **Enhanced diversity and inclusion** in the workplace by providing opportunities for individuals from different backgrounds to connect, share their experiences, and learn from each other.

For mentors:

- **Personal and professional growth:** mentoring provides an opportunity for mentors to develop new skills, gain fresh perspectives, and reflect on their own experiences and knowledge. Through the process of guiding and coaching others, mentors can learn about their own strengths and weaknesses and develop new approaches to problem-solving and decision-making.
- **Developing leadership skills:** mentoring helps develop and practice leadership skills, which can be valuable in other areas of their professional and personal lives.
- **Building relationships:** mentoring allows mentors to establish meaningful relationships with mentees, which can be professionally and personally fulfilling. These relationships can lead to new opportunities and connections, and provide a **sense of satisfaction** from helping others achieve their goals.
- **Professional solidarity:** mentoring can be a way for mentors to give back to the profession and community by sharing their knowledge, expertise, and experience. This can provide a sense of purpose and fulfilment, and can help mentors feel like they are making a meaningful contribution to others. Moreover, this helps them gain **recognition and respect** for their contributions to the profession.

In short, there are numerous potential benefits to mentoring for both mentors and mentees, provided a good working relationship is established and that there is a clear mentoring agreement. Additionally, upon successful completion of the AUSIT Mentoring Program, participants will gain the following benefits:

Mentors

- Two (2) AUSIT webinars from the AUSIT Webinar Library free of charge (to be redeemed by 30 June in the following year)
- A Certificate of Completion
- 20 PD points.*

* You can find a link to the current [NAATI Recertification PD Catalogue](#) here.

Mentees

- A Certificate of Completion
- 20 PD points.*

* You can find a link to the current [NAATI Recertification PD Catalogue](#) here.

1.3. How does a mentoring relationship work?

For a mentoring relationship to be effective, it must be built on mutual respect, transparency, and trust, and clear goals and expectations need to be outlined early in the partnership (see 'Mentoring Agreement' under section 2.2.1).

Responsibilities of the mentee

- Take responsibility for your own learning
- Seek feedback and advice from your mentor
- Collaborate with your mentor to set and revise learning goals
- Meet with your mentor regularly and provide an agenda for each meeting
- Speak up if your development needs are not being met

Responsibilities of the mentor

- Identify motivation factors and opportunities to leverage mentee's strengths
- Share experiences to help the mentee gain new perspectives
- Clarify and revise learning goals and development needs during the partnership, as needed
- Provide constructive feedback and address mentee's questions or concerns
- Offer opportunities for mentee to interact with different areas of the organisation.

1.4. Mentoring tools

There are a range of tools that can assist you to make the most of your mentoring relationship. The table below summarises some of those tools and their potential for application (NSW Government 2020). We encourage you to review them and use the ones that best suit you.

Table 1. Mentoring tools and potential application

Situation	Tools
Prepare for meetings by understanding different sorts of questions and how they can help surface information	<ul style="list-style-type: none"> • Types of questions • GROW coaching model • Circle of concern
Listen to understand a person's motivation and apply approaches that suit a specific task	<ul style="list-style-type: none"> • Autonomy, mastery and purpose • Skill/Will matrix
Face a challenging situation	<ul style="list-style-type: none"> • Growth Mindset
Explore our assumptions and how they affect our perspectives	<ul style="list-style-type: none"> • Ladder of Inference
Give effective feedback	<ul style="list-style-type: none"> • Situation, Behaviour, Impact Model • Steps for giving feedback
Conduct conversations that fall into the category of 'challenging'.	<ul style="list-style-type: none"> • Steps to having a challenging conversation • Crucial conversation model
Identify and establish development goals	<ul style="list-style-type: none"> • Johari Window • Competence Ladder • SWOT analysis • SMART objective-setting

(Source: [NSW Government Graduate Program, Mentoring Guide. A resource for mentors and mentees](#), 2020)

[see next page for the application process]

2. Application process

The AUSIT Mentoring Program (MP) is offered **once per year**. Applications open in the **first quarter** of the calendar year, and the program typically runs for **six months**. To successfully complete the program, participants will have to complete **20 hours** of MP activities within the established timeframe. Please note no extensions will be granted for the completion of the program.

Both mentors and mentees will need to formally apply for the MP in order to participate in the program. Please note all applicants need a referee (preferably an AUSIT member) to complete an **online Mentor/Mentee Character Reference Form (CRF)** as part of their application. Applicants are strongly encouraged to have the referee complete their Mentor/Mentee CRF prior to submitting their Mentor/Mentee Application Form, to avoid potential delays in the application review process.

The application process and MP stages are further explained in the sections below.

2.1. Eligibility criteria

a. Mentors

A prospective mentor must:

- ✓ be a current AUSIT member;
- ✓ hold a NAATI credential;
- ✓ have a minimum of five years of relevant professional experience after obtaining their NAATI credential; and
- ✓ adhere to the AUSIT Code of Ethics and be of good character.

b. Mentees

Prospective mentees may apply under either of the following three categories: student candidate, non-student candidate, and peer-mentoring.

Student candidates must:

- ✓ be a current AUSIT student member;
- ✓ be in their final semester of their studies or completing a PhD;
- ✓ have achieved a Credit average in their studies at the time of application (not applicable to PhD candidates);
- ✓ have the endorsement of their course/program director; and
- ✓ adhere to the AUSIT Code of Ethics and be of good character.

Non-student candidates must:

- ✓ be a current AUSIT member; **and**
- ✓ be graduands of an Australian T&I program and apply within 12 months of graduation **OR**
- ✓ hold a NAATI credential in a Tier C/D language (refer to the Recommended National Standards by the JCDI, 2nd edition) **OR**
- ✓ have obtained a NAATI credential no more than five years prior to applying, and live in a regional area (to be understood as 200 km away from a State/Territory capital).

Peer mentoring:

Aimed at more experienced AUSIT members who are early career researchers or T&I practitioners who have at least 2 years' industry experience and are looking to:

- ✓ learn more about a specific topic;
- ✓ diversify their portfolio or specialise in a new field;
- ✓ grow their translation or interpretation businesses;
- ✓ become T&I trainers; or
- ✓ are T&I practitioners new to the Australian market and seeking NAATI certification.

These sessions are peer-led and can consist of 1:1 or group sessions. The roles of mentor/mentee will be fluid and defined by the individuals/groups themselves. It will be up to the practitioners to form these partnerships (i.e. AUSIT will not pair up mentors/mentees).

2.2. Application deadlines

a. Mentors

Mentor applications are **accepted all year around**.

Eligible applicants may apply by completing the online [Mentor Application Form](#) and providing one [Mentor Character Reference](#). The average processing time is 3–4 weeks. Successful applicants will receive a confirmation letter and be added to the **mentor panel**.

Successful mentor applications will remain **valid for two years** unless they contact us in writing to withdraw from the program. The MP Coordinator will contact the mentor before the start of the program to confirm their availability for that year.

Should the mentor be willing to continue mentoring after two years, the Character Reference check may be waived at the discretion of the MP Coordinator.

Applications received outside the official application period for mentees will be reviewed and, if successful, mentors will be included in the mentor list and considered in the following year's call.

Relevant forms:

[Mentor Application Form](#)

[Mentor Character Reference Form](#)

b. Mentees

Applications for mentees typically open in the **first quarter** of the calendar year. A Call for Applications will be made via AUSIT's website and via an eFlash.

Eligible applicants may apply by completing the online [Mentee Application Form](#) and providing a [Mentee Character Reference](#).

Late submissions

Applications submitted past the deadline set in the Call for Applications but within 30 days of the start of the program will be recorded as a 'late application'. Late applicants' participation in the program that year will be subject to the availability of mentors.

Invalid applications

Mentee applications received outside of the published deadlines or received more than 30 days after the commencement of the program will not be accepted, and applicants will need to resubmit the application in order to participate in future MP rounds.

Relevant forms:

[Mentee Application Form](#)

[Mentee Character Reference Form](#)

2.3. Notifying successful applicants

Eligible applications are assessed within 4 weeks of receipt. Successful candidates will receive a **confirmation letter** acknowledging all eligibility requirements have been met and that they are a formal participant.

Deferment requests

Should a candidate apply to defer their participation in the MP, their application will remain valid for the following year, unless they withdraw from the program in writing.

The MP Coordinator will contact prospective mentors/mentees before the start of the program to confirm their availability for that year.

No Match

Where AUSIT is unable to find a suitable mentee/mentor, the candidate's application will remain valid for the following year, unless they withdraw from the program in writing.

The MP Coordinator will contact prospective mentors/mentees before the start of the program to confirm their availability for that year.

Reallocation requests

Should a candidate apply to be re-allocated to a new mentor/mentee, we will strive to accommodate their request, but they may have to wait until the following year.

[see next page for the program stages]

3. Program stages

The Mentoring Program runs for **six months**, usually from March/April to October/November. Mentors and mentees have to complete **20 hours** of mentoring activities and record them in an **Activity Logbook**. Upon completion of the program, participants will receive a certificate of participation and they will be able to claim the relevant benefits from AUSIT (see section 1.3).

3.1. Stage I: Planning

Mentoring stage 1 refers to the **30 days** following the notification of successful mentee applicants. During this period, mentees and mentors receive a bundle of key documents to start planning their mentoring journey. These include:

- MP guidelines
- Online mentor/mentee training and slides
- Preferred Mentor Nomination Form (for mentees)
- First meeting checklist and Mentoring Agreement template
- Links to resources to make the most of your mentoring relationship and activities
- Activity Logbook template
- Mid-term progress report template

This planning stage is fundamental in ensuring a fruitful and fulfilling mentoring experience. Key steps to take include:

1. Getting to know each other

Once the mentor/mentee pair is confirmed, the next step is to organise an **initial meeting** to meet each other, build rapport, and set clear goals and expectations for the mentorship (see the [First Meeting Checklist](#) for sample questions).

During this meeting, mentees need to be clear about their goals for the mentoring relationship, and ask their potential mentor about their experience, approach, and expectations. This will help them both determine whether they are a good fit for each other and whether the mentoring relationship will be mutually beneficial.

2. Agreeing on mutual commitments ('Mentoring Agreement')

If both mentor and mentee decide to move forward with the mentoring relationship, the next step is to agree on the terms of such relationship and define the mutual commitments they are willing to undertake; we refer to this as the **Mentoring Agreement**.

The Mentoring Agreement should:

- outline the developmental (personal and professional) goals of the mentee and overall objectives of the mentoring relationship;
- clarify expectations, roles and responsibilities, as well as professional boundaries
- define logistical matters such as meeting frequency, duration and modality (F2F, videoconference, telephone, email); recording of meeting agendas, agreed actions and progress; and updating Activity Logbook;
- outline agreed practices to facilitate meaningful conversations, e.g. actively listen, ask open-ended questions, communicate clearly and succinctly, and provide and receive constructive feedback, reassess goals, debrief successes and challenges (NSW Government 2020).

The Agreement may be revisited should circumstances change for either the mentor or the mentee. Should this be necessary, it is important to have an open discussion as soon as possible to find possible solutions.

A mentoring relationship is a two-way street, and mentors and mentees get the most out of it if they are committed and proactive. Mentees, in particular, should be willing to learn and take ownership of their own growth and development while always being appreciative of their mentor's time, guidance, and support.

Importantly, the mentoring relationship can only be successful on a basis of mutual trust and respect, and for this it is essential that communications are kept confidential.

Relevant forms:

- [First Meeting Checklist](#)
- [Mentoring Agreement template](#)
- [Activity Logbook template](#)

3.2. Stage II: Work towards goals

Mentoring stage 2 is the **6-month period** for a mentor and mentee to carry out the required **20 hours** of MP activities.

Three months into the program, the mentee will need to submit a **Progress Report**, signed off by the mentor, with reference to the initial Mentoring Agreement and the progress done this far.

Mentoring activities may include, but are not limited to:

- Discussing business and marketing matters
 - How to quote and invoice your clients
 - How to keep track of your work income/expenses for tax purposes
 - How to build up your 'brand' or profile using social media (e.g. LinkedIn, your own website)
 - How to find your niche
 - How to build your confidence to conduct fair negotiations
- Doing a SWOT analysis to identify situational strengths and weaknesses, as well as opportunities and threats.
- Management of client and/or agency relations, including conflict management skills
- Analysing ethical dilemmas and discussing strategies to make ethical decisions in difficult situations
- Exploring opportunities for continuous professional development, including work-integrated learning opportunities and mentee and student-led initiatives such as translation masterclasses

[list continues overleaf]

- Discussing translation and interpreting technologies, e.g. compare different CAT/NMT Tools, explore different Remote Simultaneous Interpreting platforms
- Exploring possible fields of specialisation, discuss challenges/opportunities

Interpreting only:

- Discussing strategies to prepare for interpreting assignments, e.g. how to search for technical terms, terminology extraction and glossary building, how to liaise with clients to get preparation materials, mode/setting-specific challenges and strategies to deal with them
- Court/hospital observations and follow-up discussions
- Dummy booth practice

Translation only:

- Discussing research strategies for translation (i.e. how to search for technical terms, building your glossaries and translation memories), translation challenges and strategies for specific genres/text-types
- Collaborative translation and revision tasks

***C.B.** Under no circumstances can a mentee be involved in any translation project or interpreting assignment received by their mentor. A mentee may attend an interpreting assignment with their mentor and observe the mentor's performance with the consent of relevant parties where needed (e.g. in a meeting not open to the public), but the mentee must not interpret or be involved in any active translation projects for which the mentor receives remuneration.*

Relevant forms:

[Mid-term Progress Report template](#)

3.3. Stage III: Program completion

Mentoring stage 3 refers to the **30 days following the completion** of the MP program. In those 30 days, the mentee must complete the **MP Activity Logbook** and have it signed by both mentor and mentee. Once completed and signed, the mentor must submit the logbook. The Logbook is then reviewed and approved by the MP Coordinator and the MP program is deemed complete. Following this, the mentee and mentor will be issued a certificate of participation within 4–6 weeks.

Please note the certificate of participation only confirms that the mentee has completed the required 20 hours of mentoring activities within the established timeframe, and should not be taken as evidence of the quality and veracity of the activities done.

Mentors need to present a copy of their certificate to claim their two (2) AUSIT webinars from the AUSIT Webinar Library.

Relevant forms:

[Activity Logbook](#)

Extensions and non-completion of program

An extension will only be considered in exceptional circumstances where there are compelling reasons that prevented the mentor/mentee from completing the program on time. Supporting evidence will need to be provided to demonstrate the event:

- was serious and beyond your control;
- substantially disrupted your progress; and
- could not have reasonably been anticipated, expected, or avoided.

Should participants not finish the program within the established timeframe, the MP status will remain 'incomplete'. As a result, they will be unable to claim any benefits from their participation and they will not be issued a certificate of participation.

3.4. Stage IV: Planning for the future

After completing the mentoring program, it is important to engage in self-reflection to assess the experience and skills acquired. Here are some pointers to plan for the future:

- **Reflect on the mentoring experience:** participants should take some time to think about what they learned, the skills developed, and the insights gained. They should consider the feedback received and how to incorporate it into their personal and professional growth.
- **Set new goals:** based on the reflection above, participants should set new goals that align with their long-term career aspirations, and should build on the skills and knowledge gained during the mentoring program.
- **Network with mentors and peers:** mentees should stay in touch with their mentor and the other people met during the program; keep them updated on their progress, and ask for advice and feedback as they work towards their new goals.
- **Keep learning:** Finally, both mentors and mentees should take advantage of opportunities to learn new skills, attend conferences or professional development events, and engage with other professionals in their field. Mentoring is just one part of your professional development journey, and there is always more to learn and discover!

References

American Translators Association <https://www.atanet.org/career-education/mentoring/>

NSW Government Graduate Program. (2020). *Mentoring Guide. A resource for mentors and mentees.* [Brochure] Retrieved from

https://www.psc.nsw.gov.au/sites/default/files/2020-12/2020_nsw_government_graduate_program_mentoring_guide.pdf [15/03/2023]

Centre for the Use of Research and Evidence in Education, CUREE. [UK] *National Framework for Mentoring and Coaching.* [Brochure] Retrieved from

<http://www.curee.co.uk/files/publication/1219925968/National-framework-for-mentoring-and-coaching.pdf> [15/03/2023]