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Two different approaches to mentoring new library and information professionals: Chardonnay or Shiraz?

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Abstract

ALIA has two different mentoring programs operating for new library and information professionals, one in Western Australia and one in Queensland. Both programs aim to ease the transition from student to professional librarian. In Western Australia, a group mentoring program is available for students from December in the year in which students finish their course until the following October. This group mentoring program has a second aim of developing a peer network that can keep operating once the formal program finishes. In Queensland, the mentoring program is offered within the Professional Practice unit of the course enabling students to be partnered with individual mentors. The program runs from the middle of the student year and continues for twelve months. This paper discusses the range of methods for mentoring young information professionals and discusses a research project which reviews these two programs in terms of professional development opportunities and personal learning outcomes for both mentors and mentees.

Introduction

The transition from student to first professional position is a transition that brings with it many challenges. Job prospects are uncertain, people may be separated from their University peer group, they are responsible for their own learning, and they are newcomers in the professional circles. Mentoring relationships represent a form of continuing professional development that has the advantage of being supportive of an individual's learning needs and that 'socialises' them into the profession of librarianship. A major issue for new professionals entering the workforce is recognition of the importance of lifelong learning, both for themselves and for others. The mentoring program encapsulates the significance of continuing professional development for both mentors and mentees alike. The ability to consider personal goals and to proactively develop a career plan is an important step for mentees.

Two different varieties of Australian mentoring programs for librarians have been developed under the auspices of the Australian Library and Information Association (ALIA) to assist graduates with this transition. The first was developed in Western Australia, the second in Queensland. A third variety is under development in the Northern Territory. The two established transitional mentoring programs are believed to be good varieties but how do we know they are, and what are the characteristics of these two different varieties. Is ALIA producing good vintages? These are the questions that this paper will seek to answer.

Background

The first transitional mentoring program for librarians was the Western Australian Group Mentoring Program (GUMP) which was established in 1995 by Ann Ritchie and Paul Genoni (Ritchie, 1997). The WA ALIA GUMP program has evolved over the years since then but has maintained the main objectivesto:

- Ease the transition process for new graduates starting in the profession
- Develop a peer support network
- Facilitate the sharing of information, ideas and feedback in a supportive environment
- Introduce participants to the professional association – ALIA.

The GUMP program is advertised widely at both WA Universities that offer library qualifications and via relevant electronic lists. Members meet monthly as a group starting in December of the year that they finish their qualifications and finishing in October/November of the following year. GUMP members are encouraged at attend all meetings. GUMP has traditionally had three convenors who are professionals at a range of stages in their careers. One of the convenors also sits on the WA ALIA Mentoring Committee. The first meeting commences team building activities and participants also start planning events for the first six months. An electronic list is set up which is the main medium for group communication. Members volunteer to organise and cater for a meeting with extensive support available via the convenors. Meetings are held at a range of locations with a range of professional librarians in order to assist GUMP members to develop their professional networks.

The second ALIA transitional mentoring program was launched in Queensland in July 2002. The QUT/ALIA Queensland Student Mentoring Program is an individual mentoring program for students enrolled in ITN339 Professional Practice, the capstone unit of the Graduate Diploma of Library and Information Studies (GDLIS) course offered by Queensland University of Technology (QUT). The goal of the program is to prepare students for entry into the workforce, with a specific focus on developing generic capabilities and professional awareness, supporting the views of Kolb (1984): "An excellent education in any field should extend beyond the classroom." While QUT offers a number of mentoring programs to students across the different faculties, the LIS mentoring program is distinctive in so far as the plan to incorporate it into the Professional Practice unit meant that it could only be launched in Semester 2 and, as a 12 month program, would extend beyond graduation. The QUT/ALIA program aims to bridge the period of entry into a new career, promising to forge closer links between the university and the profession. Communication between members of the group is encouraged and supported by the program's own community website. Through this site mentors and mentees are alerted to events of interest, relevant professional readings and can exchange ideas and views through the discussion forum. Involvement with the community web forum ensures that communication channels extend comfortably and naturally beyond the university context. Interestingly, one mentoring partnership was established as an e-mentoring arrangement, with a student in Brisbane and a mentor in Broken Hill.

A third transitional mentoring program for librarians is in the process of being developed in the Northern Territory in 2002 by Ann Ritchie (one of the founders of the WA GUMP program). In WA a transitional program for library technicians was started in 2001.

A subsequent development of the Queensland mentoring program has been a project funded by the Faculty of Information Technology at QUT to undertake research not only into mentoring best practice, but also into both students' learning outcomes and the mentors' own professional development outcomes from the program. The research itself reflects the collaborative effort for the project, combining the resources of the Faculty and the ALIA Queensland Mentoring Committee. A meeting between one of the initiators of the Queensland mentoring program (Gillian Hallam) and one of the current convenors of the Western Australian mentoring program (Carol Newton-Smith) has resulted in the research being extended to survey the participants of Group Mentoring Program 2002 (GUMP2002) for at least stage one of the research.

This paper discusses the range of methods for mentoring new LIS professionals and reviews the two Australian transitional mentoring programs that were operating in 2002, in terms of professional development opportunities and personal learning outcomes for both mentors and mentees.

Mentoring: definitions and models

The first question to be considered in the review of group mentoring research was "what is mentoring?" Both the research literature and more informal sources present a considerable range of definitions and interpretations. While dictionary definitions of mentoring generally include the idea of trust and experience in their definitions, the scope of definitions in the literature covers concepts such as experience, leadership, growth, development, advice, support, coaching, counselling, motivation, and even power (Gehrke, 2001; Gibbons, n.d.). After reviewing the literature, the researchers have accepted the following working definition for the current student mentoring program:

> Mentoring is a supportive learning relationship between a caring individual who shares his/her knowledge, professional experience and insights with another individual who is ready and willing to benefit from this exchange to develop his or her skills, confidence and abilities and to enrich his or her professional journey. (Faure, 2000, p.3)

Faure has highlighted the importance of mentoring as a reciprocal and beneficial relationship: "Mentoring is a long term relationship that meets a developmental need, helps develop full potential, and benefits all partners, mentor, mentee and organisation" (Faure, as cited in Gibbons, n.d.). The concept of the mutually beneficial relationship is also central to the work of Beyene et al (2002), highlighting friendship, nurturance, open-mindedness, and trustworthiness as key factors in successful mentoring relationships.

The literature presents a wide range of models of the mentoring process. The organisation Mentoring Canada presents a clear grouping of different categories of mentoring:

- Degree of formality
    - Informal or casual mentoring
    - Formal mentoring
- Functions and goals
    - Educational or academic mentoring
    - Career mentoring
    - Personal development mentoring
    - Cultural and faith based mentoring
- Settings
    - Community based mentoring
    - School based mentoring
    - Workplace mentoring
    - Internet mentoring
- Number of mentees
    - One-to-one mentoring
    - Group mentoring
    - Family mentoring   (Mentoring Canada, 2002).

The QUT/ALIA Queensland Student Mentoring Program project and the individual mentoring relationships in the student mentoring program span a number of these categories. There is nothing prescriptive for participants in the program. Most mentors and mentees are meeting on a one-to-one basis, although there are opportunities for everyone to come together for group functions. The degree of formality adopted by each partnership will naturally differ. The settings also vary, with some pairs meeting socially and others within the workplace, some mentees undertaking work experience under the auspices of the program. The most difficult aspects to try and categorise are those listed under

"functions and goals" – here the student program is expansive, incorporating the educational angle, the career and professional perspective and the personal development component.

The WA ALIA GUMP program is no more prescriptive. It is a group mentoring program but the content is developed by the group each year and varies considerably from year to year. Some meetings are informal, some formal. The setting can vary from educational to workplace to the community according to who is hosting the meeting. Communication is Internet-based and extensive informal mentoring occurs in this medium. The program usually covers the range of 'functions and goals', but varies in the depth covered.

The definition of mentoring accepted by the researchers encapsulates all these elements and it is hoped that they will be reflected in the research findings themselves to demonstrate a broad range of learning, professional development and personal development outcomes from the program.

The perspective of developmental phases or sequences of mentoring is widely discussed in the literature (Chao, 1997; Kram, 1983; Levinson et al, 1978). The terms 'transitional mentoring' and 'career transitional mentoring' have emerged more recently to incorporate the transitional mode from the academic environment to the workplace (although it can also specifically refer to programs for vulnerable youth and to prisoners moving back into the community). Cohen and Light note that "the literature supports the importance of mentoring in transitional periods, not only for transition into a new occupation or organization but also for transition into adult life itself" (2000). Traditionally, the career transitional mentoring process has been regarded as an activity involving young, new professionals and more mature, experienced mentors:

> Mentoring is first encountered during the establishment stage, usually when young people first enter an organization and are in most need of guidance and support. Mentors, in their mid- to late 40s, at the maintenance stage of their career, pass on their acquired knowledge to young people who have just started, enabling them to build a sense of identity and purpose. (Darwin, 2000).

Ritchie also regards mentoring "as an attempt to draw upon the acquired wisdom and skills of more senior employees" (Ritchie 1997 p.131). It is felt, however, that in the current labour market, this traditional model may be becoming less relevant. People are changing careers, so the 'new professional' is not necessarily the younger member of the partnership or and the person with the role of mentor may not necessarily be the one having all the knowledge and skills to share, as noted by Darwin:

> Development models assume that the mentor has more career-related experience and knowledge than does the protégé. However, midcareer workers… are now having to learn new skills: those in which younger workers may already be more competent. Career age, rather than chronological age, may be more important. Career growth will be a process of continuous learning, which combines relationships and work challenges. (Darwin, 2000).

The interplay of these developmental and transformational relationships between mentor and mentee and the respective learning, professional and humanistic outcomes promise to be a valuable angle of the research project. Beyene et al (2002) explore the relational perspective which stresses "the need to examine relationship as central to any human endeavour and so becomes a guiding force in our consideration of mentoring." The interactive qualities of these mentoring relationships incorporate concepts such as empathy, friendship and support.

Research Aims

One of the most critical elements for any program is an effective evaluation process. Bagayoko (1997) stresses the complex nature of this task: "The assessment and evaluation activities for mentoring are as intricate as mentoring itself." Nevertheless, an evaluative framework can provide a

critical perspective on the process of mentoring, to identify both the potential and the limitations of the program (Gibb, 1994, p.33). Much of the literature that discusses the evaluation of mentoring programs targets formal workplace-based schemes, and so considers the cost of, or inputs into, the program and the measurable benefits to the organisation as a whole. The current research project, however, involves the relationship between individuals in a broad range of organisations, so that evaluation becomes more complex.

This research project focuses on the developmental role of the program for the participants in the transition from education to employment, to consider the learning outcomes, professional development outcomes and success of the program. The evaluative process should therefore identify the nature and achievement of mentoring outcomes to consider whether it has made any difference to the students and new graduates, as questioned by Gibb (1994): "What is the value of mentoring in terms of changing the knowledge, skills or attitudes of young people?" (p.32).

Gibb highlights the difficulty of endeavouring to evaluate the effects of a mentoring program, especially if it is a transitional mentoring scheme: "There is no clearly established relationship between mentoring and learning, or mentoring and career development… In contexts where young people are experiencing mentoring, this duality of learning and career concerns, in the transition from education to work, complicates the evaluation of effects of mentoring" (Gibb, 1994, p.33). The real test, perhaps, is to determine whether the participants have found the program valuable within their own personal and professional context.

Some valuable research has already been done on the evaluation of group transitional mentoring focussing on the WA GUMP program. Ann Ritchie used a quasi-experimental research design to identify the stressful aspects associated with making the transition from student to professional and to explore sources of stress which affect new graduates during their transition from being a student to becoming a professional (Ritchie, 1999). The current project builds on this work by initially taking a more qualitative approach to identify and document:

- Benefits and the challenges of mentoring programs, specifically for information professions
- Learning outcomes for students participating in mentoring programs
- Professional development outcomes for mentors participating in a mentoring program.

The research will consequently explore the concept of mutuality in the relationship between mentor and mentee, to consider how both parties can benefit and grow through the interaction. It is hoped that further stages of the research project will extend this exploration to a longitudinal study and also identify and document best practice within mentoring programs for the information profession.

Methodology

Phase One of the research project encompassed an exploratory research approach with the development of appropriate instruments to collect qualitative data about the mentoring experience from the participants, both mentors and mentees. The first part of this data collection was a survey. In future other methods such as individual interviews and focus groups will also be used to obtain richer data on the programs.

The surveys allow for the systematic collection of data about the mentoring program, with questions closely linked to the initial objectives of the program to determine the extent to which the desired goals have been attained. A pilot study was undertaken to test the survey instruments to identify any problems, oversights or ambiguities. The survey questions were slightly amended for the Western Australian GUMP participants to reflect such things as their different starting date.

Twenty five student mentees and 25 mentors participated in the QUT/ALIA program in 2002-2003. The survey instrument was distributed to all participants in June 2003. In total, 12 responses were received from mentees and 14 from mentors. In Western Australia, of the 20 students who attended the first meeting of GUMP2002 in December 2001, 17 attended at least two meetings. Of these one moved interstate and another to the country leaving 15 GUMP2002 members who attended throughout the year and who remain on the electronic list. Eleven of these members returned the survey.

The survey instrument comprised five sections to collect a range of data about the participants. It was important to capture fundamental demographic information about both groups, eg sex, age and qualifications, especially as LIS professionals have diverse educational backgrounds. Further data was collected about the participants' employment situation and professional involvement. Participants were further asked to identify whether the mentoring program had assisted them in three key areas: career-related, learning-related and professional development-related areas.

For mentees, career related factors included job application skills, confidence in working in the LIS profession, awareness of career opportunities, development of a career plan, while mentors were asked to consider recognition of their LIS skills and experience, increased job satisfaction, awareness of issues central to LIS education.. Learning related factors for both mentees and mentors explored the range of learning opportunities: LIS and IT skills, customer service, action learning, reflective practice, information literacy skills, self-directed learning and the value of lifelong learning. Professional development factors focused on the more generic areas of personal and interpersonal skills, such as communication, teamwork, leadership, self-management, critical thinking, as well as self-insight and self-esteem.

The final section of the survey sought evaluative feedback on the mentoring program itself, plus the level of interest in participating in further research within the project. Mentors were also asked if they would like to continue their involvement in the student program or become involved in the mainstream professional program.

Preliminary findings

One of the major challenges facing the researchers is that every mentoring program is unique: "Mentoring is inherently a very personal and individual activity: different people will get different things out of it " (Gibb, 1994, p.34). At the time of writing, the full analysis of the data collected was still being undertaken: detailed findings will be presented at the conference itself. Some general indications, however, can be drawn from the survey results.

In terms of demographic data, there were key distinctions between the groups in Queensland and Western Australia. The majority of the participants in the Queensland program fell into the range of 26-35 years, with three older students (in the ranges of 36-40, 41-45 and 56-60 respectively), while in Western Australia, the age profile was older, with most respondents in the range 41-55, two in the youngest range (19-25) and two in the 31-35 range. Four of the QUT students were enrolled full-time and eight were studying part-time. In Western Australia, where the GUMP mentoring program was primarily targeting new graduates, the majority had naturally graduated, although there were three full-time and one part-time students involved. In Queensland, the part-time students generally had some form of employment, predominantly part-time or casual, with most of those already working in the LIS field. Full-time students tended to be currently unemployed. The Western Australian participants were also mainly employed as LIS workers on a part-time or casual basis, although two graduates were unemployed.

Data about the mentors was only collected in Queensland, where the program was run on the basis of one-to one relationships. There are only three mentor/convenors in Western Australia and one of these is one of the researchers so the population is too small for anonymity. The concept of career age as opposed to chronological age was highlighted in the demographic data for the Queensland mentors: 50% of the mentors were in fact aged between 31 and 35, with the others spread across the older age

groups of 46 through to 60 years. The time spent employed in the LIS sector, however, covered a broad spectrum: while two respondents had worked for more than 25 years in libraries, one mentor indicated that he had been employed for less than five years. The majority had worked for between 10 and 20 years in the LIS field. All but one of the mentors was working on a full-time basis. Four mentors were at the senior managerial level, four were middle managers (eg team leaders), Three were experienced practitioners with no managerial responsibilities, and three described themselves as specialist information professionals. All but three were members of ALIA, some actively involved in the association through committee work, while others had to date been more passive members.

As noted above, participants in the program were asked to consider the career, learning and personal development outcomes they had experienced through their involvement in the program. Three of the mentees indicated that the relationship with the assigned mentor had really not got off the ground, so commented that they had nothing from the program. The findings indicate that the key outcomes for mentees in career-related aspects included improved job application skills, confidence in working in the LIS profession, the benefit of strong professional networks and an awareness of the role of the professional association (ALIA), although only three stated that they had felt the incentive to become an active, engaged member of ALIA, eg through committee membership. Four students acknowledged that they had gained sustainable employment through their involvement in the program. While the graduates in Western Australia principally highlighted the same sort of career-related benefits, there was greater recognition of how the program had helped them focus their future through the development of a career plan. These mentees also acquired a greater awareness of professional ethics and social responsibility in the LIS arena. Half of the respondents in Western Australia indicated that they had been encouraged to play an active and engaged role in ALIA.

The mentees in both Queensland and Western Australia felt that they had acquired new skills and knowledge through the relationship with their mentors, with markedly similar results from the two programs. The value of having a professional role model and learning from others' personal experiences was highly regarded, along with reduced feelings of professional isolation. Specific learning outcomes included the ability to establish a pattern of self-directed learning and a commitment to lifelong learning, with 40% of the respondents attaining a greater understanding and appreciation of action learning and reflective practice.

Earlier research had been undertaken at QUT to investigate the generic capabilities pertinent to the LIS professional (Hallam and Partridge, 2002). The potential personal development outcomes included a focus on the various transferable skills that contribute to the well-rounded information professional, eg oral and written communication skills, teamwork, critical thinking and problem solving, with the aim of correlating the value of mentoring with the development of generic capabilities. Through their involvement in the earlier research program, it was possible that the Queensland students would be more attuned to the concepts presented in the list of potential personal development outcomes. The majority of students highlighted the increased confidence in working independently and self-assurance in the face of new situations. Self-insight and increased confidence in their own self-management were also acknowledged by many students as positive outcomes, while 50% felt they had benefited from the insights gained into the behaviour of others. While there were general similarities between the two groups, in Western Australia, clear benefits were reported in terms of improved self-esteem and communication skills.

While much of the research into mentoring considers the perceived benefits for mentees, it is important to note that it has been found that mentors are also aware of their own career, learning and personal development outcomes. The current research project, as noted, captures the experiences only of the mentors participating in the Queensland program. While the range of personal and professional development outcomes are more defined for mentors than mentees, the importance of these to the experienced LIS professional should not be overlooked.

Positive career-related outcomes for mentors included, naturally enough, a sense of recognition of individual LIS skills and recognition, resulting in greater job satisfaction. Many of the mentors

responded positively to the opportunity to challenge their own mental models, while the pragmatic element of increasing their recordable CPD hours was also acknowledged. There was a strong awareness of the value of understanding the issues facing LIS education at the current time, both through the skills of new graduates as well as through the interaction with academic staff at QUT.

In terms of the learning outcomes, mentors felt they benefited from learning from others' experiences, affirmed a commitment to lifelong learning and for some, there were reduced feelings of professional isolation. Several mentors highlighted their evolving interest in action learning and reflective practice.

The personal development outcomes for mentors were wide ranging: the vast majority gained personal satisfaction from seeing the development of another person, benefiting from insights into the behaviour of others, consequently gaining increased self-insight and self-worth – and for some mentors, increased self-esteem – along the way. Generic capabilities were important for mentors as well: oral communication skills, improved problem solving and enhanced leadership skills were highlighted. Half of the mentors indicated that they had gained new friendships through the program.

The survey also endeavoured to evaluate the two mentoring programs and to provide constructive ideas for future improvement. The level of satisfaction with the program was higher amongst the mentees than amongst the mentors. The majority of mentees in both programs indicating that they were very satisfied with the program offered. The mentors in Queensland, on the other hand, mainly felt somewhat satisfied with the program. The match between mentor and mentee was undoubtedly critical to the level of satisfaction recorded, with the main concerns reflected in the pairs where the relationship did not develop at all. Nevertheless, there was a very high level of support for the initiative, with almost all mentors wishing to remain active mentors in the student program, either in the following year (2003) or with a break of one year (to return in 2004). The majority of mentors who wished to continue their role in the future underscored their interest in one-to-one mentoring relationships rather than group mentoring. However, the interest in becoming a mentor in the main ALIA Queensland professional mentoring program (ie for post-graduation LIS professionals) was minimal or uncertain.

Discussion

The current research project can be regarded as a valuable first step to developing an understanding of the value of mentoring to LIS professionals, with positive indications of tangible career, learning and personal development outcomes for the majority of participants. There was a considerable degree of divergence between those respondents in both cohorts who identified multiple (eg up to 15 different personal development outcomes) and those who singled out only 1 or 2 benefits.

The preliminary findings from the survey underscore the reciprocal nature of mentoring relationships, with both parties giving and taking knowledge, skills and experience. The personal development outcomes are clearly important for both mentees and mentors. At QUT, the teaching and learning philosophies of the academic staff in the LIS program reflect the desire to develop a curriculum that covers not only discipline-specific issues, but also the development of the individual personal and interpersonal attributes which are required by students to be successful as they enter the workforce. The teaching and learning process is viewed as a tri-partite relationship between students, academic staff and members of the profession, all working together to develop a well-rounded, competent and confident new professional (Hallam & Partidge, 2003). Mentoring therefore encourages a high degree of professional networking, so that both new and established professionals become aware of the productive ties between members of the profession. Beyond the professional interaction, real friendships can evolve, so that professional development is indeed interwoven with personal self-development.

Within the tertiary education context, there is increasing recognition that the process of effective professional education should involve not only the academic staff but also the practitioners and the

professional associations. There is clear evidence that mentoring programs such as the QUT/ALIA and the WA ALIA GUMP programs are critical initiatives that facilitate the multi-dimensional approach to professional education. While the mentors in the QUT program specifically found the interaction with the University to be immensely valuable, there are also additional benefits for academic staff in terms of ensuring the LIS curriculum is kept current and relevant to industry needs.

The research further affirms the profession's recognition of the importance of lifelong learning. As a stronger focus is put on career-long development within the Continuing Professional Development programs in many professional associations, the interest in action learning and reflective practice promises to support future initiatives in this area.

While the overall level of satisfaction with both programs was high, the findings indicated that students and graduates were more readily satisfied with the overall outcomes (especially those who gained employment through the program), while the mentors in Queensland were more critical in terms of the management of the program. However, there was no overt dissatisfaction with the programs: the participants who registered ambivalence about the program were those who did not experience a successful relationship as either mentee or mentor, generally because the relationship did not get off the ground. While it was felt that there were clear avenues for support from both the QUT Careers & Employment Office and the ALIA Mentoring Committee, this is obviously an important area to monitor more closely to help partnerships get established. In the 2003 program, greater emphasis will be placed on preparing the mentors for the role they will play, with an initial orientation workshop and increased encouragement to make use of the community website as a support forum. As a survey of 2003 mentors and mentees is being conducted to capture their expectations from the program, it is hoped that further improvements can be made to support the needs of the participants throughout all stages of the mentoring relationship.

One of the strategies being developed at present to improve LIS mentoring programs is the establishment of a Community of Practice Australian for LIS Mentoring. The Australian LIS Mentoring Community of Practice currently includes representatives from W.A., Queensland, Northern Territory and South Australia. Through the sharing of ideas, programs, practices and research it is hoped that all LIS mentoring programs will be more sustainable and will continually develop for the benefit of all participants.

One of the limitations, which the Australian LIS community of practice is currently exploring is the availability of mentors for yearly programs. The role of the group mentor as opposed to the one-to-one mentor as used in W.A. is being explored further as a way to stave off mentor "burn-out." While the mentors in Queensland expressed a preference for the one-to-one model, it is felt that a lack of information and understanding about the group mentoring model may have contributed to this standpoint. It is hoped that one experienced mentor with a group of mentees will set up a group of peers who can assist each other and will call on the mentor less and less as they establish themselves.

Conclusion

It has been widely acknowledged that the transition from student to the first professional position presents many challenges. The current research project has helped develop an initial understanding about the specific benefits to be gained through mentoring relationships to support students and new graduates through the period of uncertainty and to smooth their entry into the professional domain. This first phase of research has endeavoured to identify the key outcomes from mentoring in the areas of career, learning and personal development, not only for the mentees, but also for the mentors.

It appears that both ALIA transitional mentoring programs are good examples of their variety. The WA ALIA GUMP program has been established for a longer period of time, with the group mentors undoubtedly bringing with them a great deal of experience in mentoring. The GUMP program is well

matured, has good body, and has a complex bouquet of participants with the spicy and fruity style of a good Shiraz. The QUT/ALIA Queensland Student Mentoring Program is a more recent variety. The individual mentor/mentee relationships are rich and range from medium to full–bodied in style. Like Chardonnay, the QUT/ALIA model is a variety in which a range of skills (mentor/mentee) and partnerships (blending the university, the professional association and practitioners) are employed. Both the WA ALIA GUMP Shiraz model and the QUT/ALIA Queensland Student Mentoring Program Chardonnay model are producing valuable vintages and we think they are worth cellaring.

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