Guide for Mentors – Post-Training Candidates

What is mentoring?
There are many types and styles of mentoring, but for our purposes at College, we have defined it as

A one-to-one collegial relationship between a more experienced and a less experienced professional. Based on mutual trust and respect, this relationship combines openness and confidentiality with active listening and constructive feedback to work toward clear and defined goals regarding personal and professional growth.

Why mentoring?
Mentoring is a powerful tool for learning and both personal and professional growth. It has been widely and successfully used in academic and medical contexts, and has been shown to be particularly valuable in times of transition and change. By taking on a role as a mentor, you are an important part of the College’s support structure for International Medical Graduates adjusting to a new country and a new medical system.

The research shows that just some of the benefits for both mentors and mentees include:

- Personal growth and professional development
- Increase in critical reflection
- Networking and sense of professional community
- Increased professional satisfaction
- Change facilitation
- Development of knowledge and skills

(Ehrich et al, 2003)

What are my roles and responsibilities in the mentoring relationship?
Post-Training Candidates benefit from assistance in reviewing their examination feedback and from receiving academic and professional guidance in preparation for future examinations. A mentor is also crucial in assisting the mentee to evaluate the suitability of their work situation and relevance to the mentee’s learning needs.

You may be taking on the role of an academic or a personal mentor, or you may be taking on both roles. Generally, a mentor can play many roles, but the most crucial can be summed up in three words: support, vision and challenge.

1) **Support**: a trustworthy listening ear, a confidential “sounding board”
2) **Vision**: help as your mentee clarifies his/her goals and take steps to achieve them
3) **Challenge**: open, honest and evidence-based feedback.

As part of the College’s duty of care and for the purposes of accountability, we do require the following commitment from mentors:

1) Be prompt in responding to communication from your mentee, and attend agreed meetings (at least once a month for an hour at a time).
2) Read the Mentoring Handbook.
3) Complete the following brief documentation at three key points in the mentoring relationship and return these to College:

- **Early stage mentoring**: Mentoring Agreement, Professional Inventory, Workplace Inventory, First Meeting
- **Intermediate stage mentoring**: Intermediate Meeting, Mentee Feedback
**Final stage mentoring:** Final Meeting, Evaluation Meeting, Mentee Feedback

Some key principles to keep in mind:
- Communicate directly, honestly and respectfully with your mentee
- Ensure that responsibility for decisions and actions rests ultimately with the mentee
- Be clear about your goals and what you hope to gain from the mentoring relationship
- When giving feedback to the mentee, try and give specific examples to support your viewpoint
- Take the initiative to raise topics that you perceive as important for your mentee’s professional and personal development
- View mentoring as an opportunity to reflect on your own learning
- Maintain confidentiality.

**What should I expect from my mentee?**
Your mentee should meet with you individually on a regular basis (at least once a month for about an hour at a time). Your mentee should respond to phone calls and emails promptly, and attend meetings you have arranged together.

**How do we get started?**
Your mentee should take the initiative to contact you. If this does not happen within a month of the mentoring arrangement, please inform the State Director of Training (DoT).

In your first meeting, you and your mentee should complete the Mentoring Agreement together, the Professional/Workplace Inventory and First Session record to help you clarify your mutual goals and expectations. (See below.)

**How long is the program?**
The program starts within a month of the mentoring arrangement being made and finishes with the mentee’s final Fellowship Examination. The mentoring match may be reviewed once a year for mentees requiring more than 12 months of mentoring.

**What College resources are available to me in my mentoring?**
As a mentor in the College’s formal mentoring program, you will be able to access the College Mentors Course on the elearning portal (under Other Courses).

You can also claim CPD points for your time spent in mentoring activities: Category 1 → Level 2 → STA → SUPM.

To be formally accredited for your time as a mentor, please contact the College’s Mentoring Co-ordinator, Judy Hext (phone 02 8741 4110 or email judy@dermcoll.edu.au). You may be eligible for the unit TAEDEL404A Mentor in the Workplace, which is part of the Certificate IV in Training and Assessment qualification.

**What if the mentoring doesn’t work out?**
For whatever reason, despite the best of intentions, not all mentoring relationships work out. Always raise issues with your mentee first, and if these cannot be resolved, please see your Director of Training (DoT). If the mentoring relationship is still not working, then it can be dissolved at the DoT’s discretion.
Mentoring Agreement

Mentor: _________________________  Mentee: _________________________

Broad goals

Our broad goals for this mentoring relationship are: ________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Our ground rules

We have discussed our expectations and protocols for working together and we are committed to honouring the following ground rules:
________________________________________
__________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Roles

The mentor agrees to:

• Support the mentee’s learning in a safe and supportive environment
• Challenge the mentee appropriately through encouraging critical thinking and stimulating self-reflection
• Work with the mentee towards the mentee’s ongoing growth and development
• Be considerate of the mentee’s wellbeing
• Complete mentoring training as required by College.

The mentee agrees to:

• Take responsibility for their learning, for their actions and decisions
• Take the initiative to raise issues they perceive as important for their professional and personal development
• Maintain an attitude of open-mindedness with regard to suggestions and ideas discussed during mentoring meetings
• Be committed in working toward the agreed goals.

Confidentiality

We will maintain a professional and ethical mentoring relationship and agree to keep confidential the content of mentoring sessions. If an issue arises in our mentoring relationship, it will be discussed with the other person first. The state Director of Training (DoT) will be the first port of call if we cannot resolve an issue between ourselves.

Signed by: _______________________________     Signed by: _______________________________
(Mentor)  (Mentee)

Mentors are requested to email a signed copy of this Agreement to the College Mentoring Co-ordinator (grace@dermcoll.edu.au) within two weeks of signing.
These inventories are tools for mentor and mentee to use together to reflect on the mentee’s needs.

**Professional Inventory**

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>Need in the short term</th>
<th>Need in the longer term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current strengths in knowledge and skills in relation to the specific learning outcomes to be achieved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing knowledge and skills that need further development in relation to the specific learning outcomes to be achieved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New knowledge and skills needed</td>
<td></td>
<td></td>
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</tbody>
</table>

* Examples of generic skills to consider: Communication, interpersonal, organisational, research, professional
# Workplace Inventory

<table>
<thead>
<tr>
<th>Workplace Inventory</th>
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</thead>
<tbody>
<tr>
<td>Who is the mentee?</td>
</tr>
<tr>
<td>Consider their work and life roles.</td>
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</table>

<table>
<thead>
<tr>
<th>Workplace Inventory</th>
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</thead>
<tbody>
<tr>
<td>What are the key development outcomes that you want to achieve within the mentoring program?</td>
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<tbody>
<tr>
<td>Describe the organisational environment. What has led to the initiation of the mentorship?</td>
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<tr>
<td>What personal or work-related concerns has the mentee raised for discussion?</td>
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<tr>
<td>What will be the duration of the whole mentoring program, the frequency of meetings and the length of each session?</td>
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### Mentoring session – First Meeting

<table>
<thead>
<tr>
<th>Mentor name:</th>
<th></th>
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<tbody>
<tr>
<td><strong>Mentee name:</strong></td>
<td></td>
</tr>
<tr>
<td>What needs to be discussed? Provide an agenda.</td>
<td></td>
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<tr>
<td>Relevant topics discussed as identified in the Professional Inventory/Workplace Inventory</td>
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<tr>
<td>SMART goals set (Specific, Measurable, Action-oriented, Realistic, Timely)</td>
<td></td>
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</table>
| Mentor’s self-reflection on communication skills:  
* Active listening  
* Appropriate questions  
* Feedback relevant to the discussion  
* Positive non-verbal reinforcement |  |
| Feedback from mentee regarding mentoring process and any changes required |  |
| What post-session follow-up will be provided? |  |
| What information will be recorded and how? |  |
| Mentor signature | Date |
| Mentee signature | Date |