



A Handbook for Mentors

Faculty of Medicine
University of Jaffna
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This handbook is adapted with permission from the Mentoring Handbook developed by the Centre for Medical Education (CenMED), Yong Loo Lin School of Medicine, National University of Singapore.

DEFINITIONS

Mentoring is a professional relationship in which a more experienced person (a mentor) voluntarily shares knowledge, insights, and wisdom with a less-experienced person (a mentee) who wishes to benefit from that exchange. It is a medium to long-term learning relationship founded on respect, honesty, trust and mutual goals.

Mentoring generally focuses on four long-term developmental areas, namely:

- Leadership development
- Professional development
- Career development
- Personal development

In addition to the above, the Faculty of Medicine, University of Jaffna, expects to improve student wellbeing through the Mentor Programme.

A *mentor* is an experienced, trusted person who is interested and willing to provide guidance in terms of leadership, career, professional, and personal development. A mentor motivates, encourages, and supports the mentee to the best of his/her abilities.

Mentors empower their mentees to find answers by sharing their knowledge and experience with them.

A *mentee* is usually described as a more junior individual with less experience who is highly motivated to learn, develop and grow professionally.

A mentee seeks out and is receptive to feedback and welcomes new challenges and new responsibilities.

MENTORING VS COACHING

The terms mentoring and coaching have come to be used interchangeably and the meanings are often confused. The chart below highlights some of the major distinctions between mentoring and coaching.

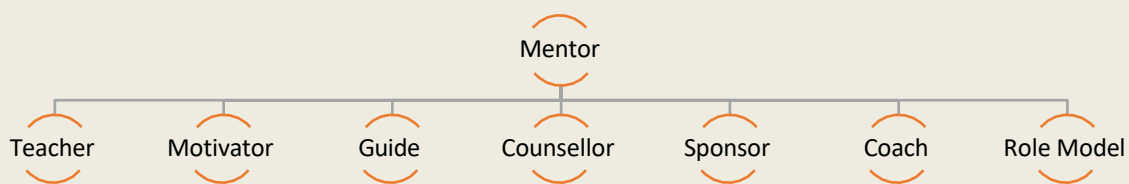
Mentoring	Coaching
Long-term relationship usually lasting for a few years to several years.	Short-term relationship lasting until the individual acquires the skills and behaviours sought out.
Integral part of leadership.	Integral part of mentoring.
Focused on empowering the individual to build insights, self-awareness and unique ways of handling issues.	Focused on helping the individual develop specific skills or behaviours.
Mentors provide guidance in terms of leadership, career, professional and personal development.	Coaches observe the individual doing a specific task and provide objective feedback and encouragement.
<i>Mentors are sought when individuals:</i> <ul style="list-style-type: none">➤ Are keen to increase the pace of their learning;➤ Recognize the need for constructive challenges;➤ Want to build and follow through personal learning plans;➤ Want to explore a wide range of issues as they emerge and become important	<i>Coaches are sought when individuals:</i> <ul style="list-style-type: none">➤ Are concerned about some aspect of their performance;➤ Want to make some specific changes in behaviour;➤ Want to acquire some specific skills.

ROLE OF A MENTOR

Mentoring encompasses many roles.

During the development of a mentoring relationship, a mentor may be called to be a teacher, a motivator, a guide, a counsellor, a sponsor, a coach and a role model.

Because the mentoring relationship is usually mentee driven, these functions are determined by the mentee's needs. The chart below highlights the various roles of a mentor.



- Teacher: to help set realistic goals, to inform about professional obligations.
- Motivator: to recognize strengths and areas of development, to empower.
- Guide: to share experience, to act as a resource person.
- Counsellor: to listen, to assist in developing self-awareness, to encourage and support.
- Sponsor: to introduce the mentee and expand his/her network.
- Coach: to develop strategies for leadership, to empower.
- Role model: to act as a person with integrity, one who's actions and values are to be emulated.

In addition to the above, at the Faculty of Medicine, mentors perform the additional function of supervising the mentee's personal and professional development stream (PPDS) activities.

ATTRIBUTES OF A MENTOR

Effective mentors use diverse skills to guide, support and motivate their mentees. A mentor will definitely need to know how to communicate effectively, listen actively and provide support in the way of feedback and motivation.

It is important to understand that a mentor does not need to be expert in all areas but he/she should at least have a working experience and level of comfort with each of the following roles and attributes.

Attributes:

- Spending time
- Helping set realistic goals
- Guiding and supporting
- Stimulating learning
- Building self-confidence
- Encourage to make the most of his/her abilities and personal style
- Assisting in developing self- awareness
- Establishing a non-judgmental and risk- free environment
- Acting as a role model
- Being an active listener and making a genuine attempt to understand
- Respecting confidentiality
- Ability to share realistic perspectives, experience and wisdom
- Being non-judgmental
- Respecting the direction the mentee wishes to take
- Not imposing one's opinions, interfering or taking control
- Being a "people person"
- Being dedicated to professionalism and setting an example



SELF-REFLECTION EXERCISE

1. What can I bring to a mentoring relationship? What are my strengths?
2. What aspects of myself should I work on in order to become a better mentor?

ESSENTIAL COMPONENTS OF A MENTORING RELATIONSHIP

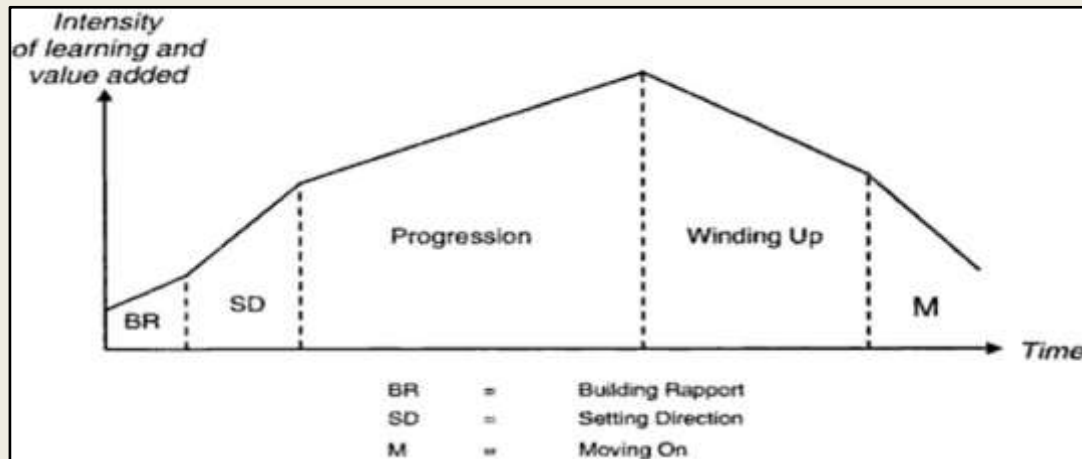
In a mentoring relationship, the mentor and the mentee must be willing to commit time and energy to make it work. The following elements are absolutely essential to a successful mentoring relationship.

VOLUNTARY	No one can be forced into a mentoring relationship.
CONFIDENTIALITY	Information discussed between a mentor and a mentee is strictly confidential. Both parties will share more if they do not fear a breach of confidentiality.
RESPECT	Respect is established when the mentee recognizes the knowledge, skills, and abilities of the mentor and when the mentor appreciates the success the mentee has reached to date and the mentee's desire to develop to his/her full potential.
TRUST	Trust is learned and built gradually. Mentors and mentees should build trust through communicating and being available to each other, reliable and loyal.
COMMUNICATION	Communication is a two-way street. Mentors and mentees need to talk and actively listen. They also need to discuss mutual expectations.
COMMITMENT	Set time aside to meet outside or during working hours. Both mentor and mentee have to agree with the frequency and duration of meetings.
NO FAULT CONCLUSION	Understand that either party can withdraw from the mentoring relationship at any time. It is not necessary to provide an explanation. However, many issues can be resolved if both partners discuss how the relationship is going and review mutual expectations from time to time.
MENTEE DRIVEN	A successful mentoring relationship is based on the mentee's needs. The mentee should be proactive in contacting the mentor and not wait for the mentor to take him/her by the hand.

PHASES OF MENTORING

Clutterbuck's Model

Clutterbuck (1985, 2004) suggests that developmental relationships broadly transition through five phases including rapport building, direction setting, progress making, winding down, and moving on.



Building Rapport	Developing a high degree of rapport is essential in ensuring the positive development of the mentoring relationship. In organizational mentoring programmes, participants can be re-matched if they feel rapport is not present in the early stage.
Setting Direction	This involves setting goals, giving the relationship a sense of purpose, and working out what the short-term, medium-term, and long-term direction might be. Potentially, phases one and two can be accomplished in a few meetings and thus are regarded as taking place at the beginning of the relationship.
Progression	The mentee and mentor can shift to phase three fairly rapidly, possibly within a six-month period of commencing the relationship. The intensity of learning for both the mentee and mentor is greatest during this period of the relationship, with both the mentee and mentor experiencing learning and growth during this phase.
Winding Up	Here the mentee and mentor plan to close the relationship by reviewing and celebrating what has been achieved. The mentee has developed confidence, capability, and competence, and gained a greater insight to enable career success.
Moving On	This involves reformulating the relationship, whereby the mentee and mentor close the formal mentoring relationship and may move on to become friends and colleagues.

MENTORING SESSIONS

This section is aimed at helping mentors and mentees prepare for the sessions.

Please note that this is only a suggested sequence.

Prior to the first session

1. Review the Mentor's and Mentee's pledge to better understand the expectations (refer to Annex A and B)
2. We propose that the mentor contact the mentee to arrange the first session. If you need help with setting up a meeting, the Faculty of Medicine can facilitate this.
3. It would be beneficial to consider the following at the first meeting:
 - Your own expectations and goals and what you want out of the relationship.
 - What needs to be done to make the first meeting effective.
 - What the mentee needs to know about me and what I would like to know about them.
 - How much time you can spare and make a time commitment in your diary – 1-2 hours per term is recommended.

Mentors may request the Mentor Coordinator to arrange meetings at the Faculty of Medicine. Please email fomentoring@univ.jfn.ac.lk or call the Dean's Office at 0212222073.

Introductions

This is an opportunity to get to know each other and develop a rapport as well as ensure that you are aware of each other's expectations.

- Get acquainted; take this opportunity to discuss the Mentor's/Mentee's pledge (Annex A and B) and complete the form for demographic details (Annex C) to get better acquainted.
- Break the ice by talking about why you did medicine, your passions, aspirations, interests. What do you do when you are not working?
- Define time commitments and general rules of behaviour.
- Confidentiality (What do we need to do to protect the confidentiality of this relationship? What are the limits of confidentiality?)
- Expectations (What do you most want from me as your mentor?)
- Discuss strengths and weaknesses and areas requiring development (in what ways do you think you could develop personally and professionally?)
- Academic and personal professional development goals (what do you want to have achieved by the end of the mentoring?)
- Success criteria and measurement (How will we know if we have succeeded?)
- Accountability (How do we ensure that we do what we say we are going to do?)

Homework:

Mentee to think about the following in preparation for the next session:

- What would help you achieve your goals?

Session 2 – Goals and Objectives

Set goals

- Mentor to share experience and look to help the mentee identify goals
- Discuss how to complete the PPDS portfolio and set goals
- What would help you achieve your goals?
- Now plan how to achieve the set goals.

Discuss how to achieve goals

- Discuss approaches, methods, techniques etc. to achieve goals
- Review definition of success discussed in first session

Useful questions:

- In 6 months', what do you want to be saying/doing differently?
- How will you know/measure you have achieved your goals?
- How passionate on a scale of 1 – 10 are you about your goals?
- Where are you now?
- What are your strengths that will help you achieve these goals?
- What are the development areas to be addressed?
- What is getting in the way? (fears, obstacles, people)
- What can you do about the obstacles?
- What do you commit to doing between now and the next session?

Homework:

Mentee to:

- Think about personal strengths and weaknesses
- Practice techniques or identify opportunities to develop skills

Session 3 – Skills, Strengths and Weaknesses

Skill gap analysis

- Review of skills required in medicine
- What do you need to do to develop these skills?

Strengths & weaknesses

- What are your strengths? How to make better use of strengths?
- What would you like to improve? What are your areas for development?
- What have others complimented you about?
- What have others had to help you with on more than one occasion?
- Which projects and tasks seem to drain your energy?
- Which projects have you spent hours on without getting tired?
- What are your hobbies? Why do you like them? What don't you like about them?
- How are you progressing with your PPDS portfolio activities? (Assess progress with PPDS activities.

Session 5 – Subsequent Sessions

- No defined agenda
- Review of progress, issues and PPDS portfolio
- Questions to prompt conversation:
 - What have you achieved/pleased about since our last session?
 - What have you learned since last time?
 - What is still challenging?
 - What can I most support you on today?
 - What do you commit to between now and our next session?
- Initiate proactive conversations to plan for the ending

Last Session – Evaluation and Next Steps

Review of initial objectives and progress

- Assess progress.
- Celebrate achievements and learning.
 - Celebrate – what have you achieved?
 - What are you proud/pleased about?
 - What is there still to work on?
 - What are your new 6-month goals?

Next steps

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself motivated?
- Agree about future contact/nature of the relationship.

COMMON MISPERCEPTIONS AND MYTHS

Misperceptions and myths undermine the efforts to implement a coordinated mentoring initiative and are often detrimental. Here are some:

- You need to be in a senior position to be a mentor

The seniority level of the mentor does not matter. An effective mentor helps mentees achieve their long-term professional goals and aspirations. If an individual is able to accomplish this, s/he can be a mentor. It is, in fact, common to have peer mentors.

- A good mentoring relationship simply needs a good mentor

It takes two to tango - and two to form an effective mentoring relationship. It does not matter how good the mentor is, if s/he is doing all the work, the relationship will not succeed. Both parties need to be committed to the process and to the outcome.

- Mentoring takes place naturally

There are a handful of people who are naturally gifted at assisting others. With this exception, mentoring takes planning and perseverance to be effective.

- Mentoring has to be face-to-face

With telephones and emails, mentoring no longer has to be face-to-face. However, it is ideal to meet face-to-face during the first few meetings before relying on technology for communicating.

- A good boss is a good mentor

A mentor's responsibilities may be similar to those of a good supervisor. However, while supervision emphasizes immediate tasks and short-term needs, mentoring stresses the professional and long-term needs of an individual. Mentoring is an integral part of leadership, even though it is often absent or lacking in supervisory relationships.

- Mentoring involves favouritism

For a number of reasons, those unable or unwilling to participate in a coordinated mentoring initiative may be jealous of the relationship the mentee has with his/her mentor. For instance, when mentors arrange new opportunities for mentees, this may be perceived as favouritism. Proper orientation ensures that this is kept to a minimum.

- Mentoring is a one-way process

Learning goes both ways and the mentor usually learns as much from the mentee.

- High profile people make the best mentors

Prestige and success can be good qualities, but good advice, exemplary leadership, strong work ethics are qualities that vary with individuals. Good mentors are people who challenge the mentee according to his/her needs, readiness, and aspirations.

- Mentor-mentee expectations are the same for everyone

Individuals seek mentors for resources, visibility, enhanced skills, role model and counsel. But each individual brings different expectations. The key is to understand where the mentee is now, not where he or she should be. Mentors must also be very cognizant not to develop clones of themselves and respect their mentee's choice.

ADDITIONAL REFERENCE MATERIAL

1. UCL Mentoring Handbook. (2019). https://www.ucl.ac.uk/human-resources/sites/human_resources/files/ucl_mentoring_handbook_website.pdf

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Annex A: The Mentor's Pledge

As a mentor, I will oversee the leadership, professional, career and personal development of my mentees. I will motivate, encourage and support my mentees to the best of my ability. In doing so, I will actively take on the following responsibilities:

- I will work with my mentees to set realistic goals to develop their leadership, professional, career, and personal competencies.
- I will supervise my mentees' personal and professional development.
- I will respect the confidentiality of the mentor-mentee relationship.
- I will actively listen and have an open mind.
- I will ask probing questions to encourage forward thinking.
- I will stimulate discussion, analysis, and creativity through our interactions.
- I will act as a sounding board rather than attempt to provide solutions.
- I will provide objective and impartial guidance.
- I will provide feedback, advice and suggestions, when requested.
- I will empower my mentees to deal with mistakes and setbacks.
- I will respect the aspirations of my mentees, even if they differ from my own.
- I will work with my mentees to help them build self-confidence and motivation.
- I will help my mentees to expand their networks.
- I will meet my mentees at least *once a term*.
- I will maintain a professional relationship with my mentees *at all times*.

Annex B: The Mentee's Pledge

As a mentee, I am dedicated to learning, developing and growing. In doing so, I will actively undertake the following obligations:

- I will assess my leadership, professional, career, and personal development needs and set mutually agreeable goals with my mentor.
- I will reflect on what, where, when and how to achieve my goals.
- I will embrace new challenges with a positive attitude and open mind.
- I will accept feedback from my mentor and reflect on the suggestions made.
- I will openly and honestly communicate with my mentor.
- I will share answers/solutions to any issues or barriers that may become present during the mentoring relationship.
- I will initiate and maintain contact and arrange meetings when necessary.
- I will respect my mentor's time.
- I will communicate with my mentor at least *once a term*.
- I will maintain a professional relationship with my mentor *at all times*.

Annex C: Form for demographic and other details

1. Name:..... Registration no.....
2. Current address (in Jaffna):
.....
3. Current contact no. (in Jaffna):
4. District of permanent residence:.....
5. Name of parent/guardian:
6. Address of parent/guardian:
.....
7. Contact no. of parent/guardian (in case of emergency):
8. Occupation of parent/guardian (breadwinner):
9. Financial situation (circle): Stable Precarious
10. Family or other support in Jaffna (circle): Yes No
10.1 If yes, details:
.....
.....
11. Self-reported health problems (if any):
12. Need for special learning support (circle): Yes No
12.1 If yes, details:
.....
.....
13. English competency (circle): Excellent Good Satisfactory Poor
14. Participation in extracurricular activities:
.....
.....
15. What is your career ambition?
16. Any other relevant information:
.....
.....

Annex D: Referral pathways for students who need special support

