



RCSI Royal College of Surgeons in Ireland Coláiste Ríoga na Máinleá in Éirinn



Why Mentor?

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RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE



Workshop Outcomes



To provide participants with

- A understanding of what mentoring is and the benefits of mentoring
- The knowledge and skills required to be a mentor
- A structure for an effective mentoring session
- A discussion forum for the future of mentoring in your profession.



Mentoring Definition

- “...off-line help by one person to another in making significant transitions in knowledge, work and or thinking”

Clutterbuck & Megginson 1999



mentoring
mentor creative transformative
advice support trust
invaluable expert benefits
growth



Mentors

- “Mentors are those special people in our lives who through their deeds and work, help us and inspire us towards fulfilling our potential”.



Coaching V Mentoring



Coaching:

- Concerned with task
- Focuses on skills and performance
- Agenda set by or with the coach
- Emphasis feedback to the learner
- Typically addresses short term need
- Feedback and discussion primarily explicit

Mentoring:

- Concerned with implications beyond the task
- Focuses on capability and potential
- Agenda set by the learner
- Emphasis feedback and reflection by the learner
- Typically longer term relationship, often for life
- Feedback and discussion primarily about intuitive issues and behaviours



Benefits of Mentoring



Mentor

- increased motivation and self-esteem brought about by the mentoring role
- greater respect and recognition from staff in the organisation
- an opportunity to hone and improve their own management skills, particularly advisory and supporting skills in a safe environment
- an opportunity to learn about the perspectives and views of others less senior than themselves and in other parts of the organisation
- a chance to influence and improve communications with others in the organisation



Benefits of Mentoring



For the Mentee

- a smoother adjustment to a new role or position
- help in acquiring more quickly and comprehensively the skills and knowledge that they need
- help with the necessary choices in the development of their careers
- access to someone more senior than themselves, other than their line manager
- a greater understanding of both the formal and informal workings of the organisation



Benefits of Mentoring



For the organisation:

- an opportunity for junior physiotherapists to be encouraged, supported and motivated to reach their full potential
- greater job satisfaction, morale and commitment by mentors and mentees to their work
- improved work performance of mentees
- leading to a more stable culture
- establish routes for effective career development that can aid the recruitment of high calibre staff



Who Should be a Mentor?



- A mentor is usually a more experienced and senior person than the mentee. They may be technical or professional experts or middle/ senior managers and can come from either inside or outside the organisation
- Typically they are not the mentee's line manager although this can sometimes be the case.
- Mentoring will suit those who are interested in the development of others and who enjoy sharing their knowledge and experiences with them
- It is also important to consider the time commitment, emotional resources and sustained effort that will be involved in mentoring- a mentor can feasibly cope with a maximum of two mentees at any given time.

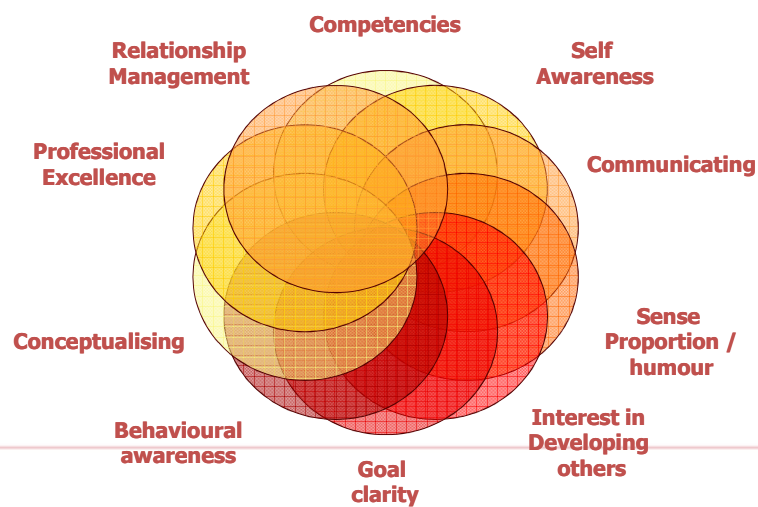


Team Exercise 1

- What do you think are the skills required to be an effective mentor?
- Present your findings to the group



Mentor Competencies



The Role of a Senior Physiotherapist as a Mentor



- Be a sounding board
- Joint problem solver
- Referee
- Flaw finder
- Empathiser
- Networker
- Mirror
- Confident



Mentoring Does & Don't



- Listen carefully watch for body language, tone of voice and eye contact
- Encourage independence
- Help with networking
- Honest and timely feedback to mentee
- Ask for feedback on your performance
- Maintain confidentiality



Mentoring Does & Don't



- Encourage mentee to be proactive
- Keep notes that will help maintain focus of your discussions from one meeting to the next
- Be a role model at all times
- Be aware of your gender and cultural biases
- Watch out for an signs of any emotional distress in your mentee



Mentoring Does & Don't



- Don't shy away from giving feedback for improvement but avoid being unnecessarily critical
- Don't overprotect your mentee
- Don't abuse your authority as a mentor
- Don't expect your mentee to defer to you
- Don't use your mentee's achievements to further your own agenda.



Setting the Scene for Mentoring



- Find out about each other in terms of general background, professional training, time in the organisation / profession career history, key skills and knowledge
 - profile of the mentor
 - profile of the mentee



Setting Up a Mentoring Contract



1. identify and explore the expectations you both have
2. agree the overall objectives of the partnership
3. agree on what each other's roles are within the relationship
4. consider what will be covered and what will not
5. decide how you will give each other feedback
6. discuss any involvement of the mentee's line manager
7. decide who will be involved in organising meetings



Setting Up a Mentoring Contract



8. decide when and where you'll both meet
9. decide on how long you will generally meet for
10. discuss on-going informal contact with each other
11. agree on the structure for meetings
12. agree on the breadth of confidentiality
13. decide on the overall duration of the partnership
14. agree on the 'opt-out' clause after a certain timeframe (usually three months) if the partnership is not working



Setting Up a Mentoring Contract



- Set a date for the next meeting
 - agree an outline agenda
 - confirm any agreed actions



Suggested Agenda for Follow-up Meetings



- decide and agree what you want to get out of the meeting
- review progress since the last meeting
- establish what has been learned
- focus on making progress on a specific issue
 - establish what the issue is
 - explore what is causing it
 - consider it and discuss possible ways forward
 - seek suggestions and, if needed, offer advice
 - agree a way forward
- summarise conclusions and actions
- agree on a time and place for the next meeting



Questions for Group 1

1. What supports are available to you already ? Professional body/ employer/ locality ?
2. What would prompt you to look for a mentor ?
3. If you were changing career path – from being a physiotherapy manager, do you think it would be helpful to have a mentor ? What would be the focus ?
4. If you are in the same role for a prolonged period, would it be useful to undergo some mentoring ? What would be the focus ?
5. How do you think it is perceived by colleagues when you tell them that you are working with a mentor ?
6. What do you perceive to be the difference between mentoring and coaching



Questions for Group 2

8. Would it be beneficial in some circumstances to avail of both coaching and mentoring ?
9. In your opinion, what would a **good** mentoring relationship look like ?
10. As a mentor, what expectations would you have of the arrangement ?
11. As a mentee, what would you be hoping for ?
12. What concerns/ reservations would you have going into a mentoring arrangement ?
13. How would you make the mentoring arrangement safe ?



Questions Group 3

14. What barriers do you anticipate to making it work for you ?
15. What characteristics would be important in a mentor – in your opinion ?
16. Would you rather have a mentor who is a physiotherapy manager?
17. Can you suggest where we might source mentors from outside the profession ?
18. Would you consider mentoring to be CPD ?
19. How would you measure the success of a mentoring programme



Any Questions



Thank You

For further Information
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