

MENTORING

What is it? Definition:

Mentoring is an advisory role in which an experienced, highly regarded, collegial person guides another individual in the development and examination of their own ideas, learning, and personal and professional development. The relationship is dynamic, complex and reciprocal. It supports growth and bridges the gap between the educational process and the real world. The relationship identifies the talents the mentee already possesses and the nurturing and encouragement of these talents in order to fully develop them. (Barker, 2006; College of Health Disciplines, 2005; College of Nurses Aotearoa, 2007).

Mentoring may take place on a one to one basis or as part of a group.

Note: It is not a formal process that is focussed, with protected time and has a developed plan.

Mentor:

An appropriately qualified and experienced person, who facilitates learning, supervises and assesses trainees continually so that the trainee achieves their outcomes at the end of the programme. Mentors motivate and encourage trainees to continue their education (CTA, 2006).

Role of Mentor and Mentee (College of Nurses Aotearoa, 2007):

- Respect each others contributions
- Listen
- Be open to new ways of thinking and being
- Maintain confidentiality
- Declare any conflict of interest when issues are raised e.g. prior knowledge of a situation the mentee raises for discussion
- Be committed to professional growth
- Establish and maintain achievable expectations
- Acknowledge if the relationship isn't working for them and terminate it in a professional manner
- Have regular contact
- Agree that if practice issues occur that are outside the scope of the agreed plan then referral to appropriate other is required.
- Development plan to be developed at first meeting, and agreed upon. Regular records to be kept.

Role of the Mentor (College of Nurses Aotearoa, 2007, CTA, 2007):

- Be a positive role model
- Assist the mentee to decide which issues are appropriate to be addressed in mentoring and which should be referred to clinical supervision or to personal counselling, business or legal advice
- Role model professional behaviour
- Introduce the mentee or others
- Guide the mentee in developing skills of reflection and learning from experience
- Challenge assumptions and the status quo
- Provide constructive feedback when asked

- Assist the mentee to develop professional networks
- Encourage independent decision making
- Assist the mentee to set professional career goals
- Provide a listening ear
- Assist the mentee to identify actual and potential personal and professional development opportunities
- Be aware of personal values/beliefs and ensure these are not imposed on to the mentee
- Have time to commit to the relationship
- Undertake ongoing personal and professional development
- Facilitates learning, supervises and assesses mentee
- Referred practice issues to an appropriate others as required
- Ideally should be the trainee's line manager

If the mentor is assisting the mentee with Post Graduate education then

- Post Graduate Diploma (or equivalent) or above

Role of the Mentee (College of Nurses Aotearoa, 2007):

- Raise professional and career issues for discussion
- Make own decisions
- Be prepared to take risks
- Look for new challenges
- Set professional goals
- Take appropriate advantage of professional development opportunities suggested
- Share openly with their mentor
- Accept constructive criticism, use feedback wisely
- Accept referral on to others as deemed appropriate by mentor
- Disclose frustrations and concerns

References:

Barker, E.R. (2006). Mentoring – a complex relationship. *Journal of the American Academy of Nurse Practitioners*. 18. 56-61

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http://www.nurse.org.nz/mentor/men_how_its_works.htm accessed 16/05/2007

College of Health Disciplines. (2005). Preceptor and Mentor initiative for health sciences in BC. [Http://www.health-disciplines.ubc.ca/pm/mentoring/overview.htm](http://www.health-disciplines.ubc.ca/pm/mentoring/overview.htm) accessed 21/11/2005

Clinical Training Agency (CTA). (2006). CTA postgraduate Training specifications. Ministry of Health.