



ACHSM
MENTORING
PROGRAM

MENTOR GUIDE

Mentoring

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Introduction

The Australasian College of Health Service Management (ACHSM) views Mentoring as an effective tool in leadership development. The ACHSM Mentoring Program has been in operation for a number of years and is part of the College's ongoing professional development program.

Individual State Branch Councils coordinate their Mentoring Programs. These Coordinators are usually Branch Council members and experienced Mentors. They are available to provide support and assistance during the Program.

Branch Coordinators - <https://www.achsm.org.au/education/mentoring>

This guide is designed for Mentors and highlights a range of models and current research. There are three main areas the ACHSM Mentoring Program is designed to assist:

1. Personal development and growth
2. Improved leadership and management capabilities
3. Career development

Focusing on professional development and career goals may assist in:

- recognising opportunities as they arise;
- being aware of emerging trends and directions in health;
- being more effective in the workplace;
- influencing and leading others;
- gaining confidence in future employability; and
- experiencing a fulfilling and rewarding career.

A structured approach to professional development demonstrates a commitment to your profession. The practice of regularly reviewing developmental needs and selecting appropriate learning activities provides focus and meaning to your career.

Mentoring is valuable for all professional managers and executives. It is appropriate in fostering the career development of ACHSM members, who in the past may have had limited access to formal academic or development programs and networking opportunities.

A focus on maintaining and building upon current management competences is vital for a success full career. This is so, whether you intend seeking promotion, greater responsibility, and professional recognition through membership of an institution or a professional qualification, or a change in career direction. Increasing demands for accountability, regulations, legislation, new technologies and, of course, business needs for innovation, affect

the employability of all professionals. Therefore, it is imperative that you work at ensuring you continue to benefit from the standing and recognition you have already achieved.

A professional development plan will assist in identifying various pathways, recognise options and highlight transferable knowledge.

Maintaining records of your development will help you to focus on your career plan. Again you should start simply and keep it under revision. As you progress with the process of planning, and recording, you will find it easier to review and amend as new options become available.



Core CPD Cycle

1. What is Mentoring?

Mentoring is a professional relationship where Mentee and Mentor are matched to share professional and personal skills and experiences as well as enhance career development. Mentors provide guidance and counsel to less experienced professionals to assist in them in developing skills to transition to more effective leaders.

Typically, it is a one-to-one relationship between a more experienced and less experienced professional. It is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share.

The intent of Mentoring is to support the individual through both career and personal functions.

Career Functions		Personal Functions	
• Sponsorship	Provides opportunities	• Role modelling	Demonstrates appropriate behaviour, attitudes and values
• Coaching	Teaches and provides feedback	• Counselling	Assists in dealing with difficult professional situations
• Protection	Supports and acts as a buffer	• Acceptance and confirmation	Supports and demonstrates respect
• Challenge	Encourage new ways of thinking and acting	• Friendship	Demonstrates genuine interest

Mentoring is not the same as 'coaching'. Coaching assists in the individual performing the tasks of the job. Mentoring assists the individual make the transition to self-development and the ability to perform other jobs and to achieve goals beyond the present job situation.

2. Why a Mentoring Program?

Mentoring is an effective professional development strategy, which can contribute significantly to management competency and career development.

Mentoring provides the structure for individuals to recognise their preferred style of leadership and develop investigate and practice other styles which may improve their people management skills and make greater use of the diversity of their workforce.

Mentoring is:

- a strategy which can improve the self-confidence and job competitiveness of ACHSM members;
- an effective method for the transference of professional, technical and management skills;
- beneficial to all - the agency, the mentees, mentors and other employees - by increasing the skills, flexibility and knowledge of all participating employees, and
- in line with current trends in professional development

Mentoring research has established some key principles for manifesting a worthy mentoring relationship which ACHSM encourages

- be explicit about expectations and set goals;
- use formal mentors and train them;
- value informal mentors;
- seek out expertise-based mentors;
- find mentors who enjoy the journey; and
- consider multiple mentors to cover life directions, not just career growth.

Mentoring success depends on:

- committing to at least an hour per month;
- understanding limits and boundaries;
- supporting alternative viewpoints; and
- connecting the Mentee with other potential Mentors where appropriate and agreed.

Mentoring provides benefits to the system by:

- improving delivery of services through more informed and skilled employees;
- applying knowledge gained;
- reducing recruitment and selection costs as a result of higher employee retention;
- progressing towards diversity and flexibility in the workforce;
- improving communication between different areas of the health care system;
- supporting networks for employees to build organisational capability; and
- enhancing people management skills.

3. Benefits

Structured mentoring programs can offer the following benefits to Mentees and Mentors.

Mentee

- increase skills and knowledge
- increased potential for career mobility and promotion
- improved understanding of their roles in health service management
- insights into the culture and unwritten rules of the health industry
- supportive environment in which successes and failures can be evaluated
- transition through management levels
- powerful learning tool to acquire competencies and professional experience
- potential for increased visibility
- networking opportunities
- development of professional and self-confidence
- recognition and satisfaction
- empowerment.

Mentor

- opportunities to test new ideas
- enhanced knowledge of other areas of the health care system
- renewed enthusiasm for their role as an experienced health service manager
- satisfaction from contributing to the mentee's development
- challenging discussions with people who have fresh perspectives and who are not already part of the organisational thinking
- opportunities to reflect upon and articulate their role
- improved ability to share experience and knowledge

4. Roles

The Mentoring Program is successful when all parties must understand their part in the process.

Mentee

- maintains financial membership of ACHSM for the membership year ¼-31/3r,
- completes the ACHSM Health Management Competency Assessment Tool,
- accepts responsibility for their own decisions and actions,
- ensures absolute confidentiality of information supplied by the mentor,
- works with the Mentor to identify objectives from participation in the Mentor Scheme and collaboratively developing a program designed to address these objectives.
- organises and undertakes regular discussion and review with his/her mentor regarding the management training and experience gained,
- meets with the Mentor regularly (at least once every 2 months) and may maintain contact more frequently by telephone and e-mail, as agreed with the mentor.
- keeps a record of management experience obtained during the period so that full discussion can be undertaken with the Mentor,
- seeks guidance and assistance from the mentor when required over issues thought to be important by the mentee for their professional development,
- acts on expert and objective advice,
- carries out tasks and projects by agreed times,
- participates in evaluation, and
- attends the Orientation session (this will be organised by your mentoring coordinator in each state).

Mentor

- provides an empathetic ear to the Mentee,
- works with the mentee to identify their objectives arising from participation in the Mentor Scheme and to collaboratively develop a program to address these.
- initiates meetings and make regular contact with the Mentee,
- undertakes reviews of the Mentee's performance and progress at the request of the Mentee during the year and evaluates the Mentee's plans and decisions,
- identifies goals and objectives to achieve career or learning goals,
- identifies learning pathways for the mentee,
- assists the Mentee develop an understanding of the overall health system,
- assists the Mentee integrate into the health system,
- assists the Mentee to establish a network of support within the health system,
- provides a confidential and personalised source of career advice, support and guidance from an

- experienced manager, and, when necessary, highlights shortfalls in agreed performance,
- provides the mentee with advice and assistance in identifying personal development needs and how to address these,
 - ensures absolute confidentiality of information supplied by the Mentee,
 - facilitates the Mentee's professional growth,
 - provides information, guidance and constructive comments,
 - participates in evaluation of the Mentoring Program; and
 - attends the Orientation session (this will be organised by your Mentoring coordinator in each state).

Discussion with successful mentoring pairs identified the following essential attributes, many of which were applicable to both Mentees and Mentors:

- ability to listen, openness and commitment,
- time management and self-management skills,
- assertiveness, realism and discretion,
- knowledgeable or resourceful - able to find out,
- challenging, analytical and reflective, and
- ability to change / accept change.

Additional attributes thought necessary for Mentors were:

- motivating and able to demonstrate leadership,
- able to identify opportunities,
- honest and able to give constructive advice, and
- the ability to act as a role model.

5. Structure

Orientation Sessions

State Branch Council Coordinators may schedule an Orientation session at the commencement of the Program (usually January-March). The purpose of this session is to:

- enable Mentors and Mentees to meet with each other and their Coordinators;
- discuss the Program and provide relevant timelines and contact points;
- develop an understanding of mentoring and a range of models;
- provide opportunities for participants to share their experiences and expectations.

Mentoring Agreements

Clarify respective roles and expectations for participants and should be discussed at the first meeting. The agreement, while not binding, determines the framework of the professional relationship and needs to be flexible to meet the changing attributes and needs of the participants.

Support

State Branch Coordinators offer ongoing support and advice particularly at the commencement of the Program. Occasions may also arise when mentoring relationships run into difficulties during the course of the Program. This could occur for many reasons:

- pressure of work on the part of Mentor or Mentee which makes contact difficult;
- a change of priorities for either party;
- family or personal pressures;
- the Mentor does not have the experience or interest in a particular issue, and
- lack of interest or application on the part of the Mentee or Mentor.

In such circumstances, Mentors and Mentees are encouraged to contact their Branch Coordinators to discuss the issues confidentially. The Coordinator, if requested, may contact the other member of the mentoring pair and discuss the concerns raised. While the Coordinator will do all they can to assist with the relationship, responsibility for the relationship rests with each mentoring pair. Any decision to terminate the relationship must be made by the mentoring partners who inform the Coordinator.

If the mentor/mentee relationship does not work out for whatever reason, a new match may be able to be arranged by the Branch Coordinators

Program length

The formal mentor-participant relationship will continue for a 12month period. When the formal arrangement concludes, Mentors and Mentees may agree to continue on an ad hoc or informal basis, subject to mutual agreement. The one-year time limit on the formal Mentor relationships aims to provide “turnover” and opportunities for more participants.

Evaluation

Evaluations are undertaken at the end of year (at the 12- month point) to gain insights into the benefits of the Mentoring Program to all participants and possible improvements for future planning.

State Branch Councils may also conduct feedback forums or sessions to gain further insights for future planning.

6. Proformas

The following proformas have been developed to assist you on your role as Mentor. They are accessible on the ACHSM website <http://www.achsm.org.au/education/mentoring/>

1. Mentoring Agreement
2. Personal Vision and Priorities
3. Professional Development Plan
4. Mentor's Planning Form
5. Mentor's Action Planning Worksheet
6. Mentoring Session Evaluation
7. Active Listening Self-Assessment
8. Mentor's Self- Evaluation Checklist

7. Appendices

The following appendices have been provided to assist you on your role as Mentor by providing further information. They are accessible on the ACHSM <http://www.achsm.org.au/education/mentoring/>

1. GROW Model
2. ACHSM Management Competency Tool
3. Mentoring Conversations
4. Self-Assessment Process
5. Reflective Journal
6. Recording Professional Development