



eHealth Training & Development

MENTORING Guidelines



eHealth & Disruptive Technologies

PUTTING LEARNING INTO ACTION

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“One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination”.

John C. Maxwell, Author and Speaker on Leadership.

Introduction

Even the most talented, charismatic, and self-sufficient people need the help and cooperation of other people if they are to realise their true potential. For this reason, mentoring others in the eHealth and Disruptive Technologies to achieve ever-higher levels of performance is something we should all subscribe to. It is to our mutual benefit to help each other and this urge to do so is both natural and laudable.

The Greek word mentor originates from Homer's The Odyssey. On his departure to fight the Trojan Wars, King Odysseus entrusted his son Telemachus to the guidance of his sagacious tutor Mentor. The word Mentor is adopted into the English language to mean a **wise guide**.

What is Mentoring?

According to the Office of Health Management (1999) Guidelines on Mentoring and Coaching; mentoring is defined as “...*off-line help by one person to another in making significant transitions in knowledge, work and or thinking*”

The term ‘off-line’ in this context, denotes that the mentoring relationship is **not** between the manager and the immediate report.

In these Guidelines, the term ‘mentoring’ refers to the relationship between a more senior experienced person (the mentor) and a less experienced person (the mentee). Simply put, Mentoring is two people working together within a supportive relationship, principally for the advancement of the mentee.

The mentor draws upon their experience and knowledge to provide guidance to the mentee. The mentor also encourages the mentee to reflect and to build on their existing knowledge and understanding of the organisation or profession.

Mentoring is sanctioned by the eHealth and Disruptive Technologies as it is designed to support our people and the organisations goals.

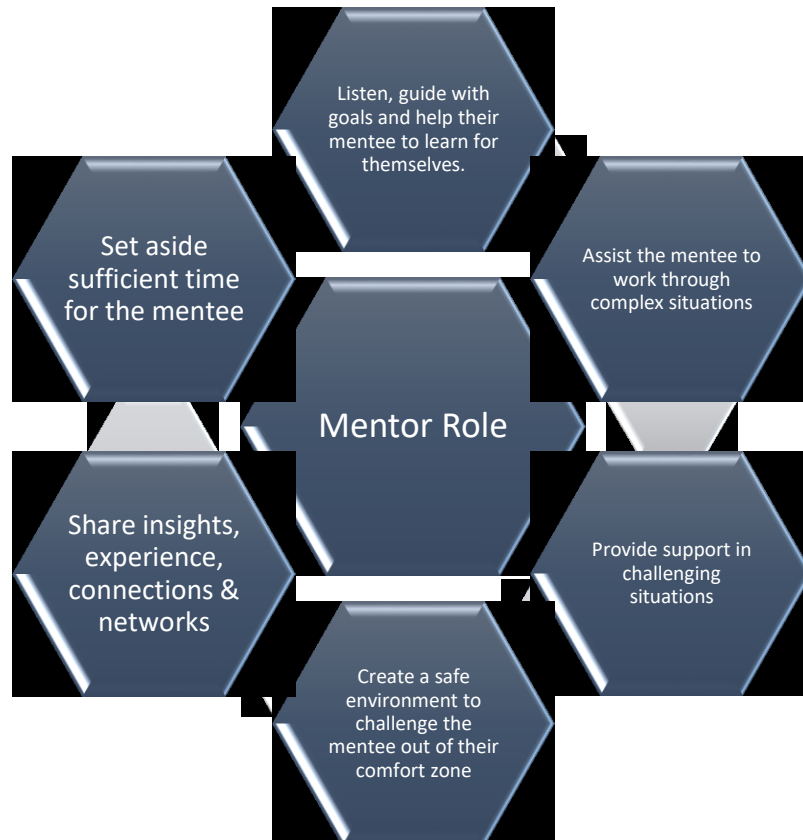


Role of the Mentor and Mentee

Within the mentoring relationship the mentor and mentee have divergent roles and responsibilities. For mentoring to work, both parties must be committed to the process.

Role of the Mentor - As a Mentor your role is to:

- Listen and guide the mentee with their goals and support them to learn for themselves.
- Assist the mentee to work through complex situations.
- Provide support in challenging situations
- Share your insights, experience, connections and networks.
- Create a safe learning environment to challenge the mentee to move out of their comfort zone.
- Set aside sufficient time for the mentee.



“Colleagues are a wonderful thing – but mentors, that’s where the real work gets done.”

Junot Diaz, American, Novelist and Creative Writing Professor Massachusetts Institute of Technology,

Role of Mentee - As a Mentee your role is to:

- Commit to the process and brings 'real' issues to be discussed.
- Take on board what the mentor offers and then decide a course of action.
- Retain an open mind about trying to do things differently.

When to consider being Mentored

- If you are new to the eHealth and Disruptive Technologies and would benefit from support in understanding how the organisation works, politically, rationally, formally, and informally.
- Following a promotion.
- When you require support to progress your career path.
- If you would benefit from a sounding board.
- Appreciate the patronage of a trusted adviser.
- Value the guidance from someone with experience and has 'walked the walk' and 'seen it all before'.

The Mentoring Process

1. The eHealth and Disruptive Technologies mentoring programme incorporate a set period of time during which the mentor is actively and purposefully engaged with the mentee.
2. Meetings should take place **once a month for 6 months for approximately 60 minutes**. For ease of scheduling it is recommended that monthly meetings are set for the same time each month. *Specific arrangements for meetings are left to the discretion of the individual pair. Additional meetings may take place if it is mutually agreed to be necessary.*
3. Where possible, mentoring meetings should take place face-to-face. If distance or other factors does not permit meeting face to face consideration should be given to telephone or internet-based remote meetings via MS Teams, WebEx, Skype or FaceTime.
4. Trust; Boundaries; Confidentiality and Motivation (HSE Women in Leadership Mentoring Programme) are at the heart of an effective mentoring relationship. To do this effectively it is important that both parties agree on a **shared contract**.

Contracting

It is vital that contracting forms the basis of the mentor and mentee first meeting. Both parties should discuss and agree on a contract for how they will work together. The mentoring contract (Appendix I) should be signed by both mentor and mentee and should include:

- Confidentiality and privacy agreement.
- Shared understanding of boundaries setting out:
 1. What to do when issues fall outside the scope of the mentoring relationship.
 2. Defined time frame for the frequency and length of meetings.
 3. Confirmation of meeting location or preferred option for remote based meetings.
 4. What to do if the relationship is not working.
 5. A no fault conclusion.
 6. Confirmation on how best to close the relationship.
 7. How to give each other feedback.



Boundary Setting

Mentoring is a professional relationship, and it is essential that the mentor outlines the boundaries and structure of the relationship. There can be occasions when it may be necessary to refer a mentee to someone else with more expertise in a specific area. Understandable examples of an appropriate referral are where a mentee experience challenges of a psychological, personal nature or following a critical incident.

Mentors are not expected to take on the role of a counsellor and should refer their mentee to the HSE Employee Assistance Programme (EAP). For further details of the HSE EAP go to:

<https://healthservice.hse.ie/staff/benefits-services/benefits/counselling.html>

Confidentiality

No matter the mentoring model, it is critically important to establish how issues of confidentiality will be handled. All staff need to work in an environment in which they can feel safe and able to address concerns without fear of retribution. A breach of confidentiality, or misunderstandings about confidentiality, can be harmful to the mentor- mentee relationship and potentially to the staff member's career.

Clarify how each party defines confidentiality. Do not assume all communications are private and confidential. Be clear with each other about what is to be held in confidence. Be realistic – total confidentiality may not always be possible, such as when the mentor also serves in a formal reviewing capacity for the mentee.

No-fault conclusion

If the match is not working or worthwhile, for whatever reason, neither party should experience pressure to maintain the relationship. The situation should be discussed as openly as possible, including having clarity about reasons for requesting a change. Both parties can then agree to a “no-fault conclusion,” without consequence. A request for a new match should be made to Thelma Pentony Thelma.pentony@hse.ie

Getting Started

Once the mentoring contract has been established the mentor should explore the mentees expectations and overall goals. The following are sample questions the mentor might use to start this conversation.

- What do you hope to achieve from our mentoring relationship?
- What do you see are your strengths?
- What do you perceive are areas for improvement?
- What areas would you like to see worked on?
- Are you comfortable with seeking out experiences that may be out of your current comfort zone in order to build confidence in areas of improvement?
- How do you feel about...?
- Tell me about your current role and responsibilities.
- What are the most challenging things about your role?
- What are the most exciting things about your role?
- Where do you see yourself in 5 years? 10 years?
- What motivates you?
- What stresses you?

Goal and Objective Setting Tools

Subsequent meetings are likely to be more ‘problem focused’ or centred on the pursuit of the mentee’s goals and objectives. Goal and objective setting are powerful motivators, the value of which has been recognised in an abundance throughout organisations. Mentors may find it helpful to use one of the following models to support Mentees in identifying and achieving their goals and objectives.



Ulrich's Four Threes

Goals can be categorised into short-term or long-term. As the name suggests, short-term goals take relatively less time to achieve than longer-term goals. While there is no set definition to mark the transition between a short or long-term goal, we can think of goals which take between hours, days to a few months to achieve. Ulrich's Four Three's model focuses on goals setting from the immediate through to more long term by asking the following questions.

When?	What?
3 hours	What specific thing will you do in the next 3 hours?
3 days	What will you do in the next 3 days to demonstrate sustained commitment?
3 weeks	What will you put in your diary where you demonstrate the new behaviour and get feedback on it?
3 months	What will it look like when the change is embedded?

Ulrich, D (2008) 'Coaching for results' Business Strategy Series 9(3): 104-14

Setting SMART Goals

SMART is an acronym for Specific, Measurable, Achievable, Relevant and Time bound. To make sure goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

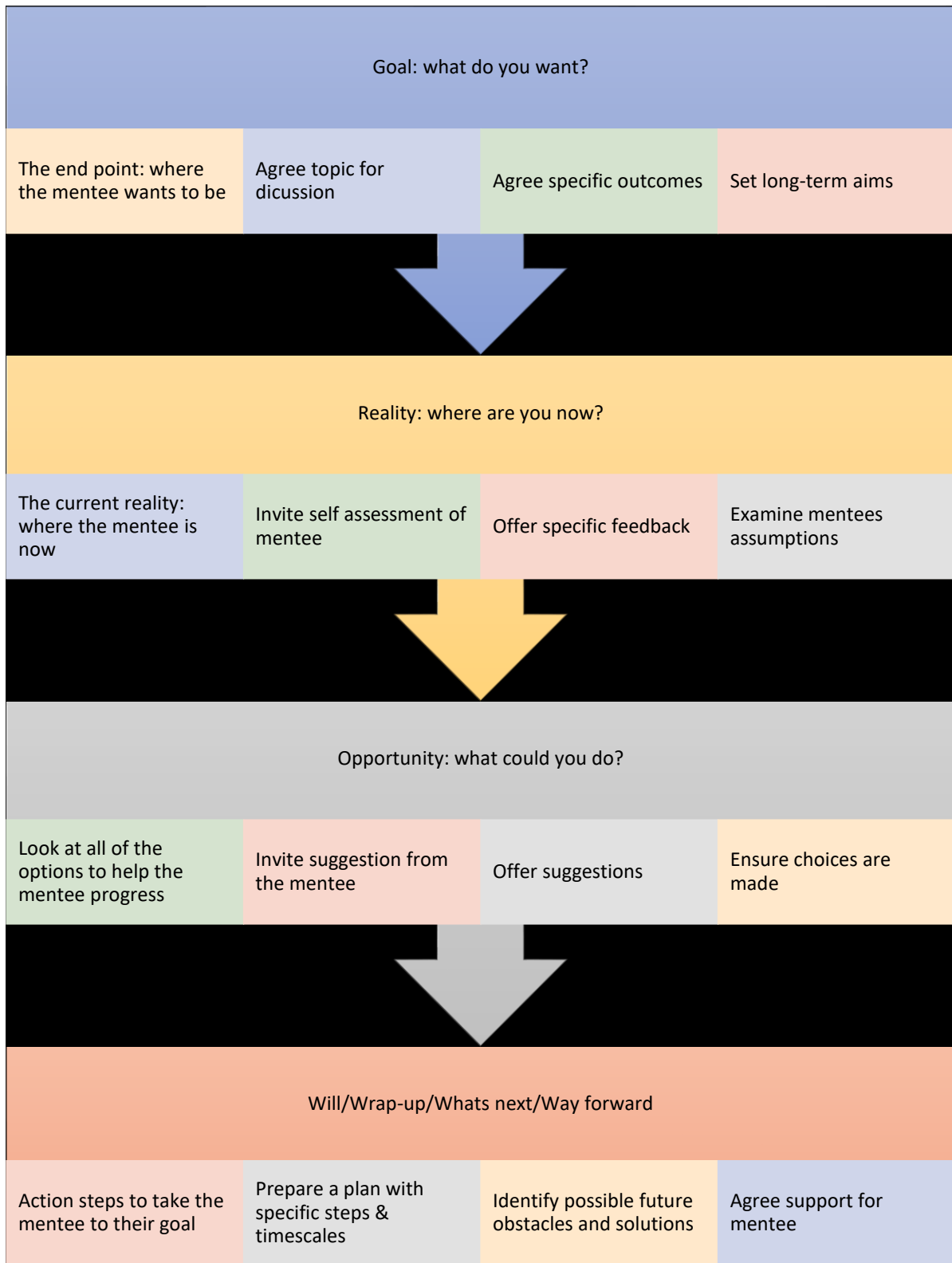
GROW Model

GROW is an acronym for

1. Goal
2. Reality
3. Options
4. Will/Wrap-up/What next or Way forward.



GROW provides a simple, yet-powerful framework of four main stages of a mentoring session. These four phrases correspond to the main stages of a mentoring session.



We all have the capacity to adapt and to achieve our personal expectations. Through goal and objective setting, we raise the bar in relation to our own potential and push ourselves to achieve things we only hoped were possible.



The Power of Open Questions

Mentoring meetings can be used as a 'safe space' for mentees to consider how to resolve difficult issues. This can include aspects of the work or service, challenging colleagues, politically sensitive issues, or influencing policy and practice in environments that may feel unfavourable to change.

The mentor can lend their experience and wisdom to helping the mentee resolve these issues. Using an open questioning style is important as it invites the mentee to think for themselves. This will create more awareness and ownership of the situation, rather than the mentor simply telling the mentee what to do.

Open questions can help the mentee gain greater self-awareness and clarity, and see possibilities and alternatives that they didn't see before.

Please see the following sample questions.

Investigative Questions - Solicit facts, objective data	Discovery Questions	Empowering Questions
<p>Tell me what you have accomplished so far.</p> <p>What happened?</p> <p>What concerns you?</p> <p>What are your ideas?</p> <p>What would happen if you did ...?</p> <p>What is your reasoning?</p>	<p>What did you learn from this?</p> <p>If you had it to do again, what would you do?</p> <p>What worked best?</p> <p>What advice would you give someone else just starting the same project?</p> <p>What scares you about this?</p> <p>Tell me three things that you would consider in making a decision on that.</p> <p>What are you most comfortable with?</p> <p>What conclusions can you draw from the experience?</p> <p>What did he/she do to help the most?</p> <p>Give me two alternative ways of thinking about this.</p> <p>If he/she says this, what could you say back?</p> <p>What else could you have done?</p> <p>What is most important to you?</p>	<p>What outcome are you looking for?</p> <p>What will you do first?</p> <p>What must you do to make that happen?</p> <p>How will you begin?</p> <p>How will you know when you...?</p> <p>Who else needs to know this?</p> <p>What resources do you have/need?</p> <p>What is the risk of doing this? Not doing it?</p> <p>How might you get in your own way?</p>

Giving Feedback

"We all need people who will give us feedback. That's how we improve." Bill Gates, Author, Philanthropist & Principal Founder of Microsoft Corporation



Mentorship is an exceptional relationship for giving feedback and challenging perceptions. Being non-judgemental does not mean never contesting the mentees view. However, feedback and challenge should be presented respectfully and sensitively, and the following five-step model support this perspective:

1. **Ask for Permission.** Doing this can make a surprising difference. A simple “can I give you some feedback?” This can help the receiver be mentally prepared, for positive or constructive comments.
2. **State What You Observed.** Where possible, use specific examples and avoid being judicious.
3. **Explain the Impact.** Point out the direct impact that resulted from this behaviour.
4. **Pause.** Pause and ascertain the others reaction. Allow time for the person to think through what has been said and respond to it.
5. **Suggest Concrete Next Steps.** Offer actionable suggestions (ideally only one or two) that the other person can take in the future, to change this behaviour.

If an individual resists feedback, even if it has followed all the guidance above, it is often best to leave things be rather than to insist that it is taken on board. **Resistance is often deep-seated** and pushing against it can be unwise. The question is not whether someone *should* hear what you are saying, but *can* they hear what you are saying.

Video Resource - Constructive Feedback <https://discoveryzone.hseland.ie/ehealth-and-disruptive-technologies-training-resources/>

Evaluation of the Mentoring Process

Clutterbuck (2017) argues that one of the enigmas of formal mentoring is that the essences of the relationship is its *informality*. This is the ability to discuss in private a wide range of issues that will help the mentee cope with and learn from situations they encounter.

The idea of measurement and review is, on the face of it, somewhat at odds with the need to retain a high degree of informality and *ad hoc* responsiveness. In practice, a definite amount of measurement provides the basis, on which the informal relationship can best develop.

After 3 months and again at the end of the mentoring relationship both mentor and mentee will be asked to complete an evaluation of the process.

The eHealth and Disruptive Technologies evaluation is **not** an attempt to assess or report upon mentees’ performance to a third party. Nor is it a disclosure of the content of discussions. It is simply to gage if it is necessary to improve or adjust the mentoring process.



Frequently Asked Questions (FAQ's) Mentors and Mentees

Q. Are discussions between the mentor and the mentee confidential?

Yes, unless the mentor is concerned for the mentees safety and wellbeing.

Q. Approximately how much time will be involved in a mentoring relationship?

The eHealth and Disruptive Technologies recommend mentors and mentees arrange to meet once a month for 6 months. Plan each meeting for a minimum of one hour. It maybe easiest to regulate set monthly meetings for ease of scheduling. Never leave a meeting without confirming the next meeting.

Specific arrangements for meetings are left to the discretion of the individual pair.

Q: Mentor and mentee work and live at outlying locations ... what can they do?

The mentoring relationship is a monthly commitment. If distance does not permit meeting face to face consideration should be given telephone or internet-based remote meetings via Teams, WebEx, Skype, FaceTime, etc.

Q: Where is the best location for mentor and mentee to meet?

An informal setting is best. Lunch or coffee outside the office can make for an agreeable change from the daily routine. If it is not possible to get outside of the office, move to a conference room or someplace confidential outside of the office to provide a feeling of neutrality and to avoid any distractions. If it is not possible to meet in person, schedule a telephone meeting or an internet-based remote meeting via Teams, WebEx, Skype, FaceTime, etc.

Q. Will there be any supervision of the mentors?

There will be no formal supervision. However, there will be co-ordinator and peer mentoring support.



Appendix I - Mentoring Contract

This contract is between:

_____ *(name of mentor)* and _____ *(name of mentee)*

The mentor and mentee agree to commit to working together in this mentoring relationship so that the mentee can be helped to achieve their expressed goals and developmental ambition.

The mentor and mentee have discussed these goals and both are positive that the mentee's goals are appropriate material for this mentoring relationship.

Arrangements Check List – *please tick as appropriate.*

Meetings will take place: Face-to-face Internet-based remote meetings By telephone

Email address have been exchanged Mobile numbers have been exchanged

Both parties commit to this mentoring relationship for a period of six months and, during that time, they will meet approximately every _____ for a minimum of 60 minutes.

Boundaries of the relationship have been discussed.

Face to Face Meetings or **Virtual** meeting options have been discussed and agreed.

Cancellation of meetings. Method and notification period of meeting cancellation has been discussed and agreed.

Confidentiality: The parties agree that the content of the mentoring meetings will be treated with strictest confidence. Any notes made by the mentor or mentee, and all email and other written communications in relation to this mentoring relationship, will also be treated confidentially.

We, the undersigned, have read and agreed to the above.

_____ *(name of mentor)* _____ *(date)*

_____ *(name of mentor)* _____ *(date)*



References

Clutterbuck, D., (2017). *Evaluating Mentoring*. Viewed 6th September 2019
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Additional Resources

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Clutterbuck, D. (2004). Everyone needs a Mentor: *Fostering talent in your organisation*. 4th Ed. London: Chartered Institute of Personnel Development.

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Kilcullen, J. (2014), *Mentoring and the Practice of Coaching: Theory and Practice of Executive and Business Coaching*. The Carmichael Centre Mentoring Programme.

Acknowledgements:

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