
Mentorship Course Handouts

December 2016

Department of Medicine

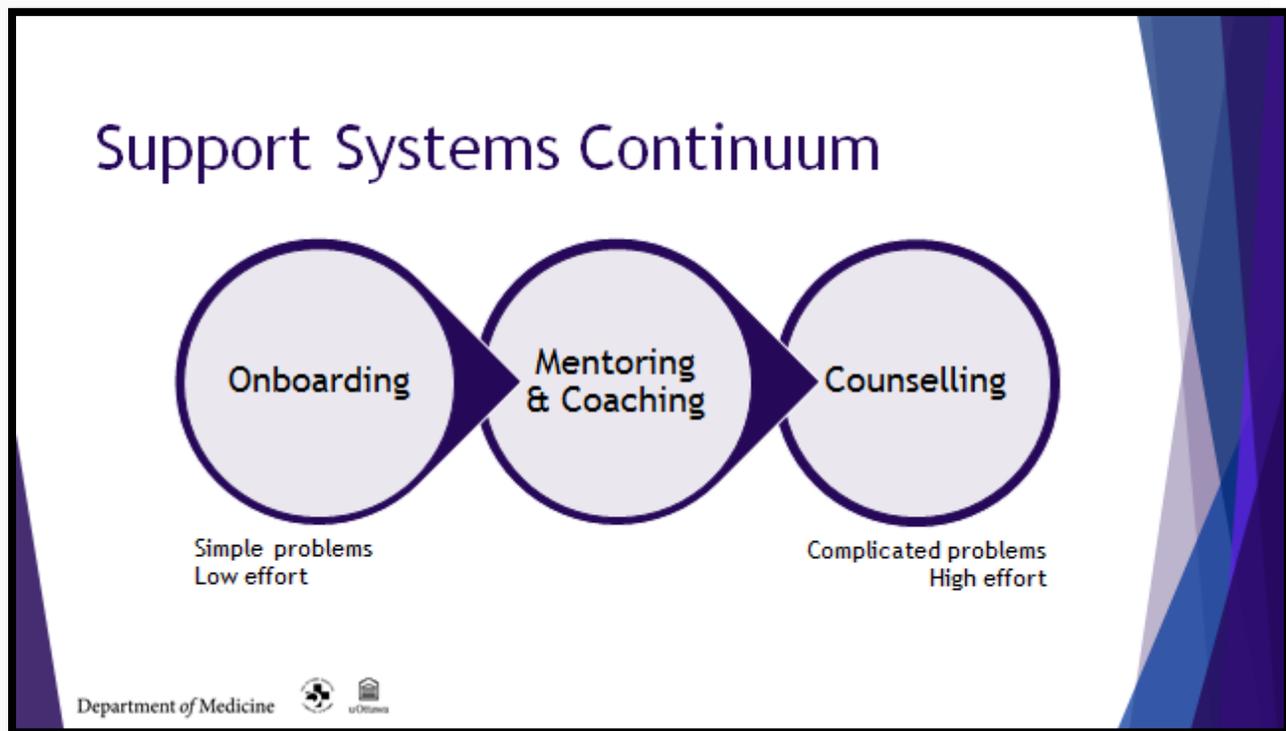


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Support Systems Continuum



Mentor vs. Coach (vs. Counsellor)

| Mentor | Coach | Counsellor |
|----------------------------------|-------------------------------------|---------------------------------------|
| <i>Experienced</i> | <i>Process Expert</i> | <i>Professional</i> |
| <i>May</i> ask leading questions | <i>Never</i> asks leading questions | <i>May</i> ask leading questions |
| <i>Often</i> gives advice | <i>Never</i> gives advice | <i>Occasionally</i> gives advice |
| <i>Unequal</i> Relationship | Relationship of <i>Equals</i> | <i>Clinician/Patient</i> Relationship |
| <i>Can be</i> judgemental | <i>Non</i> judgemental | <i>Non</i> judgemental |

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Skills for Mentoring

To be a good mentor, you need similar skills to those used in coaching, with one big difference: you must have experience relevant to the mentee's situation.

Mentoring is about transferring information, competence, and experience to mentees, so that they can make good use of this, and build their confidence accordingly. As a mentor, you are there to encourage, nurture, and provide support, because you've already "walked the path" of the mentee.

Build sustainable improvements, not quick fixes

Use the mentoring session to exchange views and give the mentee guidance, rather than giving the mentee immediate answers to a problem.

What Makes a Good Mentor?

| | |
|--|---|
| 1. Be accessible | Mentors need to be available. A mentoring relationship is one of mutual trust and respect. So meet regularly, and lead by example. The mentoring conversation may be informal, but treat the overall arrangement with formality and professionalism. If possible, conduct mentoring meetings away from the mentee's normal working environment. A change of environment helps remove the conversation from everyday perspectives. |
| 2. Establish agreement about desired outcomes | Set a quick agenda for meeting outcomes and some performance goals for the mentee to pursue outside of their regular appraisal structure. |
| 3. Listen and act as a sounding board | Maintain eye contact and give your full attention. Allow the mentee to explore his or her thoughts, feelings, and ideas. Just having someone listen helps clarify thinking and gain insights. |
| 4. Be open-minded | Try not to use your own values and opinions to judge. Be willing to explore other perspectives. |
| 5. Ask open questions | Open questions encourage the mentee to think through situations themselves and consider the consequences of various courses of action. Share your experiences without making decisions for the mentee. |
| 6. Give constructive feedback | Identifying current strengths and weaknesses and learning how to use them to be successful in the field can be very beneficial BUT... Not all feedback is helpful. A good mentor will deliver feedback in a way that helps the mentee gain |

| | |
|---|--|
| | insights that allows them to further develop specific qualities or skills. A good mentor focuses on the mentee's behavior, never his/her character. |
| 7. Acknowledge achievements | Highlight for your mentee any achievements they might have forgotten, to help build their confidence. Remember to celebrate their successes on your mentoring journey too. |
| 8. Offer a fresh perspective | A mentor often has the clarity of distance from an issue or problem that is needed to provide objective feedback. |
| 9. Ask tough questions | A mentor can challenge the thinking and limiting beliefs of a mentee and thus help them get "unstuck." |
| 10. Be practical | Give insights about keeping on task and setting priorities. |
| 11. Educate | Mentors educate about life and their own careers. |
| 12. Provide insight | Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions. A simple answer to a problem is rarely as valuable as understanding how to approach such problems in the future. |
| 13. Be supportive | No matter how difficult the mentee's experience, mentors continue to encourage them to learn and improve. |
| 14. Be specific | Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions. |
| 15. Care | Mentors care about their mentees' progress and career planning, as well as their personal work/life balance. |
| 16. Offer advice <u>when the mentee asks for it.</u> | He or she also asks for permission to give feedback before doing so. It can be very tempting for a mentor to jump in and offer advice before a mentee has actually asked for it, especially when you've dealt with a similar situation yourself. Being a sounding board for your mentee, allowing them to discuss the situation with you, then helping them to think through the situation by asking them questions to draw out the consequences of various actions, is always more empowering for a mentee than advising them what to do. It helps them work through the issue and come to their own conclusions. By doing so, you ultimately help them to learn to think through issues themselves and trust their own judgement, both valuable life skills. |

Materials adapted from various sources:

The Connecticut Mentoring Partnership and the Business and Legal Reports, Inc. — *Best Practices in Human Resources*, Issue 653, September 30, 1999.

www.management-mentors.com/effective-mentoring-skills

www.blueskycoaching.com.au

www.mindtools.com

Listening Skills

“The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.”

- *Rachel Naomi Remen*

- Mirroring** – Let me see if I understand... So you are saying... Is there more?
- Summarizing** – Let me see if I got it all...
- Validating** – That makes sense to me because ... I can understand that ... I can see how you would see it that way
- Empathizing** – I can imagine that might make you feel...You appear to be unhappy about that

Behaviours That Build Emotional Safety and Openness

1. **Non-verbal cues**
 - body language shows interest and engagement.
2. **Paraphrasing**
 - testing to ensure the message you received was the message sent by stating in your own words or giving an example.
3. **Focus of attention**
 - you are 100% present for the other (as much as is humanly possible).
4. **Perception / reality check**
 - showing desire to relate and understand through checking your perception of the other’s inner emotional state.
5. **Summarizing**
 - a tool to check your understanding of their dilemma. Allows the person to know that they have been heard and correct if necessary.
6. **Unconditional positive regard**
 - acceptance of the other person (not an agreement with their ‘story’). It does require acceptance of their feelings. Empathy, compassion and respect for the other’s experience.
7. **Seeking information to help you understand the other**
 - questions directly related to what the other has said; being comfortable staying with the material that the other person is bringing forward. Probing.
8. **Offering information relevant to the other’s concerns**
 - this may or may not be used. Ensure that you ask if the person is open to your suggestions or advice.

Behaviours That Do Not Build Emotional Safety and Openness:

1. ***Changing the subject without explanation***
 - e.g. to avoid the other’s feelings.
2. ***Explaining the other person, interpreting their behaviour***
 - this binds the other to an interpretation of motivation or shortcoming.
3. ***Advice and persuasion***
 - especially when unsolicited.
4. ***Vigorous agreement***
 - binds the person to the present position; limits them in being open to changing their minds.
5. ***Denying the other’s feelings***
6. ***Approval on personal grounds***
 - praising the other for thinking, feeling, or acting in ways that you want them to.
7. ***Disapproval on personal grounds***
 - blaming or censoring the other for thinking, feeling, or acting in ways that you want them to. Implying unworthy motives to the other’s behaviour.

Slides for Active Listening Exercise

Quick Listening Exercise

In Pairs (5 minutes for each)

- ▶ Think of an accomplishment that you are proud of or a challenge that you have overcome. What strengths did you need to accomplish this? What challenges did you encounter you were able to overcome? Why are you so proud of it?
- ▶ One listens the other speaks
- ▶ Be an active listener - "I noticed that you said ... and then add one more strength not mentioned by the mentee.
- ▶ Switch and give feedback on active listening.

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Active Listening

- ▶ Mirroring
 - ▶ Let me see if I understand - so you are saying ... is there more?
- ▶ Summarizing
 - ▶ Let me see if I got it all ...
- ▶ Validating
 - ▶ That makes sense to me because ... I can understand that ... I can see how you would see it that way
- ▶ Empathizing
 - ▶ I can imagine that might make you feel - you appear to be unhappy about that

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SMART Goals Activity Sheet

Specific | Measurable | Achievable | Relevant | Timely

Write down a personal goal using the smart model

Hand to your partner to score.

| | Excellent | | | | | | |
|--------------------|-----------|---|---|---|-------|---|------------|
| <u>S</u> pecific | 1 | 2 | 3 | 4 | 5 | = | _____ |
| <u>M</u> easurable | 1 | 2 | 3 | 4 | 5 | = | _____ |
| <u>A</u> chievable | 1 | 2 | 3 | 4 | 5 | = | _____ |
| <u>R</u> elevant | 1 | 2 | 3 | 4 | 5 | = | _____ |
| <u>T</u> imely | 1 | 2 | 3 | 4 | 5 | = | _____ |
| | | | | | Total | | _____ / 25 |

Practical Session: The T-GROW Model

Instructions for Role-Playing the Mentor

The focus of this session is:

- Establish and maintain rapport
- Active listening; encouraging and acknowledging accomplishments
- Explore the goals the mentee states are important
- Follow a sequence of questions that keeps the focus of the conversation
- Explore goals and narrow down on one that holds priority, seems achievable and holds enthusiasm for the mentee
- Fill in any gaps the mentee may not be aware of: “You have mentioned your interest in following a fast track to promotion, have you also considered work life balance as a goal? Is this something that interests you or is important to you at all?”
- Follow a structured approach – you can use the questions provided under “G” in your handout or the questions that are on the “priority wheel” handout.

If time allows:

- Help the mentee explore where they are now in relation to their goal – is it far away, relatively close in terms of being achieved?
- What are the obstacles standing in their way?
- Are these obstacles real? I.e. could be based on perception that has not been confirmed or an unfounded belief about their ability to reach the goal, or they simply do not see a way of getting to their goal. Follow the questions on the T-GROW question handout
- In Options – help the mentee explore what they think could take them one step closer to achieving their goal. Brainstorm as many as possible
- Ask permission before providing advice and give the mentee the opportunity to brainstorm ideas themselves
- As you come to “way forward” make sure the mentee states what they intend to do, by when. Also ask if this seems realistic, achievable and their level of enthusiasm for completing these steps.

Instructions for Roleplaying the Mentee

During the practical session, you will role-play a mentor attending their first formal meeting with his/her mentor(s).

As preparation for role-playing the mentee, please spend a few minutes putting yourself into the role of a new faculty member who recently joined the Department of Medicine.

Consider the following:

- Division
- Prior work experience
- Personality type
- Career Path
- Two goals you would wish to achieve aligned to your work-stream
- Potential professional conflicts which may affect you achieving your goals
- Personal situation e.g. partner, children, parents, health etc.
- A potential work life balance issue
- Other ways you are looking for your new mentor to assist you
-

Some Character ideas:

- role-play yourself as you were when first joined the department
- role-play a recent recruit to your division
- role-play a fictional scenario

Please do not share this information with other participants.

Instructions for the Observer

Your role as an observer is to use the feedback sheet provided and note specific examples of:

- Establishing rapport
- Listening well – verbal and non verbal responses
- Ability to help the mentee explore their goals while keeping the conversation on track
- Ability to narrow down to a goal that is a priority, is realistic and achievable.
- Any other behaviours you believe either helped or hindered the conversation?

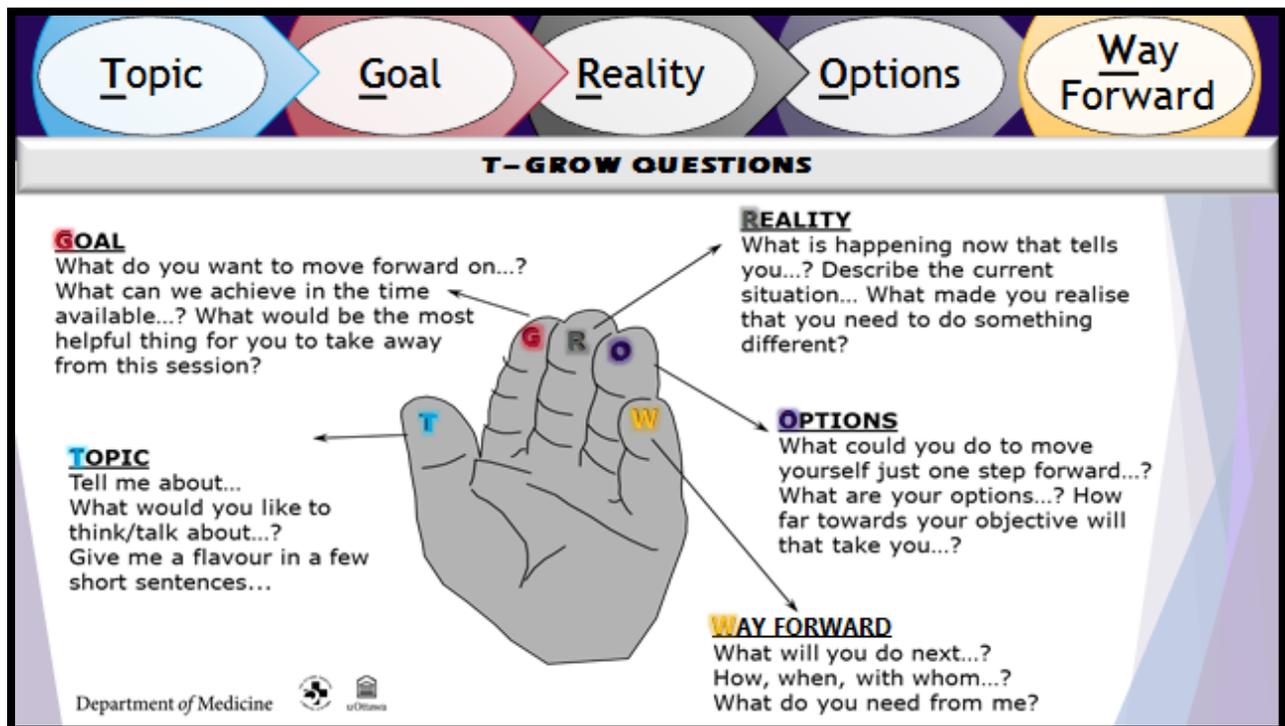
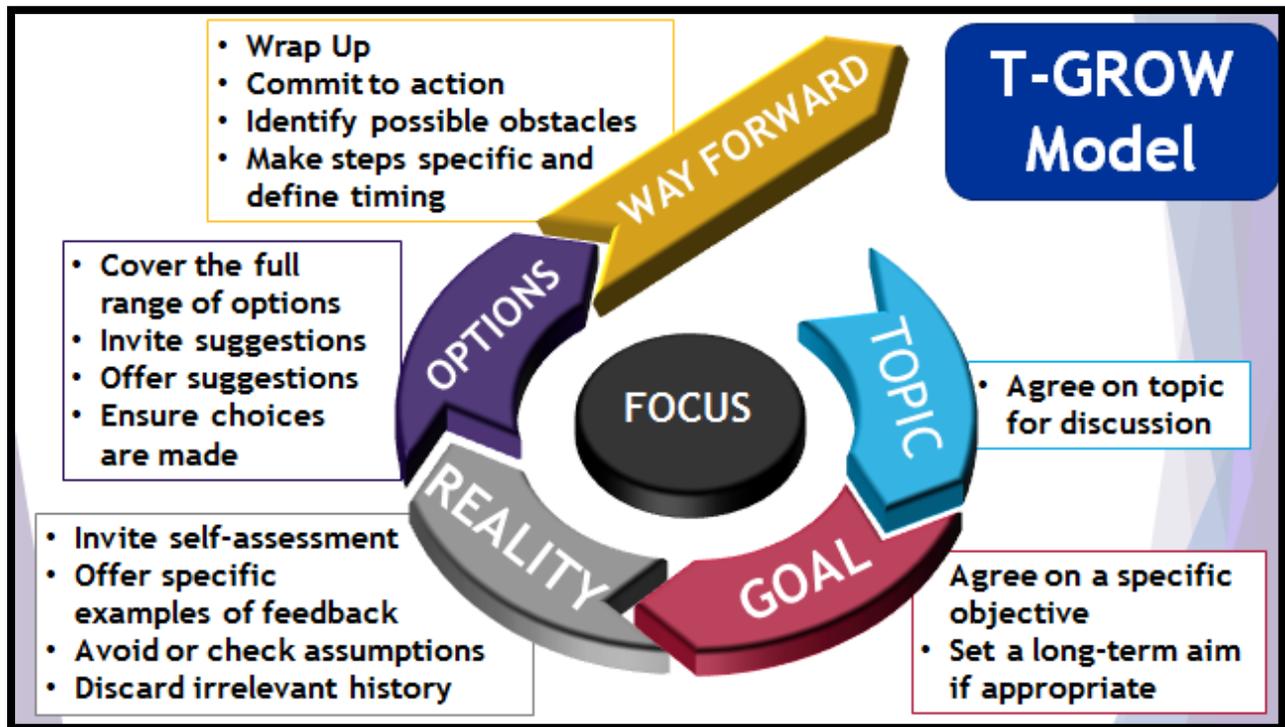
- What comments do you have about how “Reality” was explored with the mentee?

- Pay particular attention to when and if the mentor provided advice:
 - Was it necessary?
 - Did he/she provide the opportunity for the mentee to first explore what they believed their options might be?
 - Did the mentor check to see if it was helpful?

- Was there an opportunity for the mentor to provide feedback?
 - If so was it behaviour Specific? Neutral? Well received?
- If the mentor got to “Way forward” or concrete next steps the mentee, what did the mentor do or say that helped or hindered?
- Did the mentee restate and commit to taking action?

You are also the time keeper – let your mentor know when they have 3 minutes left to start wrapping up. The feedback session should start with how the mentor perceived the session, followed by the mentee and ending with what you observed.

T-GROW Model



Additional Questions for T-GROW Model

T = Topic

1. What would you like to discuss during your session today?

G = Goal

2. By the end of the session what will you be pleased to have accomplished?
3. So thinking about the time period between this session and the next, what would you like to concentrate on?
4. What will this goal give you?
5. What is important to you about this goal?
6. What does success look like with regard to this goal?
7. When do you want to be in this position?
8. Taking yourself forward to this date, how will you be feeling having achieved your goal?
9. How will you know that you have achieved your goal?
10. How challenging is this goal for you?
11. What is motivating you to achieve this goal?
12. If you don't achieve this goal how will you feel?

R = Reality

1. Where are you now with your goal?
2. What is happening now regarding this issue?
3. What have you done so far towards achieving your goal?
4. What has stopped you from doing more?
5. What is within your control when it comes to this goal?
6. What is out of your control/ not in your control?
7. Tell me about a time you have done something similar. What did you learn?
8. What obstacles are you facing?
9. What have you done before that has helped with this issue?
10. What resources do you have to help you?
11. What extra resources will you need?
12. What is your main concern about this goal/challenge?

O = Options

1. What could you do that would move you one step closer to achieving your goal ?
2. What else?
3. What could you do if you couldn't fail?
4. What's missing?
5. What advice would your role model give you?
6. If your friend came to you with this problem-what advice would you give them?
7. If you could start from scratch, what could you do?

W = Way Forward

1. Which option will take you closer to your goal?
2. Which option feels right for you?
3. What will you do?
4. What is the most important action you could take?
5. When will you do this?
6. How will you do that?
7. What is involved in your doing that?
8. What do you need to make this happen?
9. What support do you need?
10. On a scale of 1-10 how committed are you to taking these actions?
11. How enthusiastic are you about carrying out these actions?
12. What could stop you from taking these actions?
13. What would need to happen for this not to be a problem?
14. What practical actions do you want to take over the next 7 days?

Other Questions

1. What evidence do you have to support that?
2. How old is that evidence?
3. What does having this belief cost you on a daily basis?
4. If you no longer had this belief, what could you achieve?
5. What if the opposite were true?
6. What will be the impact of things staying the same?
7. How will you know...?
8. If you were coaching yourself at the moment what question would you ask yourself?

Feedback Sheet for T-Grow Exercise

I think you should START...

I think you should STOP...

I think you should CONTINUE...