

Mentorship in Rady Faculty of Health Sciences Education Settings

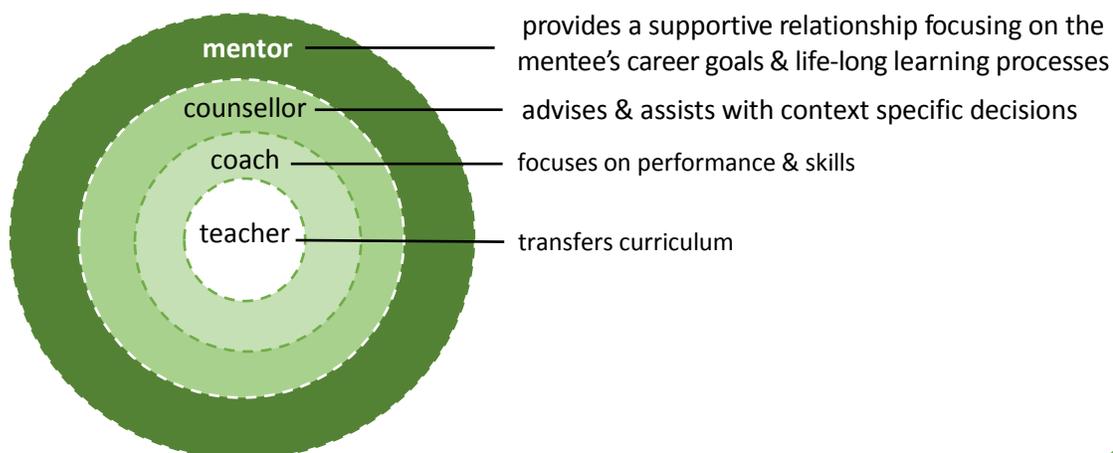
Mentoring is defined as a supportive two-way relationship that is formed with mutually agreed upon roles and responsibilities, encourages self-directed learning, and is enacted within a shared organizational structure. In the Rady Faculty of Health Sciences, mentorship may benefit students, faculty members and staff. The following information and models may be used to establish and guide an effective mentoring relationship that provides career growth opportunities for mentee *and* the mentor. For further assistance with establishing mentorship programs or dyads contact the RFHS Office of Educational & Faculty Development via http://umanitoba.ca/faculties/health_sciences/medicine/education/ed_dev/

Responsibilities of Mentors and Mentees

- Mutually be willing to commit time and energy to the partnership.
- Be clear on each other's expectations, goals and criteria of success in the relationship.
- Be in agreement about mutual confidentiality, accountability and use of meeting time.
- Find points of connection and common ground early in the relationship.
- Meet face-to-face at least four times in a year, and be available for informal meetings and encounters.
- Realize that content of discussions will vary, and mentors are not expected to be an expert in every area.
- Mentors need to be knowledgeable regarding supports available in the system and the community.
- Each member in the partnership must recognize his/her own limitations and boundaries.
- Mentors must know when best to refer to other professionals about matters beyond their knowledge and experience, whether in a personal or professional area e.g. to a counsellor, coach, teacher.
- Both participants should be willing to end the relationship early if it is not a good fit for either.
- The relationship may last years; a commitment of two years is suggested.
- Closure should include a time to reflect on the successes of the relationship, mentee achievements and how to re-define the relationship and move on.

The Nested Roles of Mentoring

(Shea, 1994)



Mentorship Phases Model

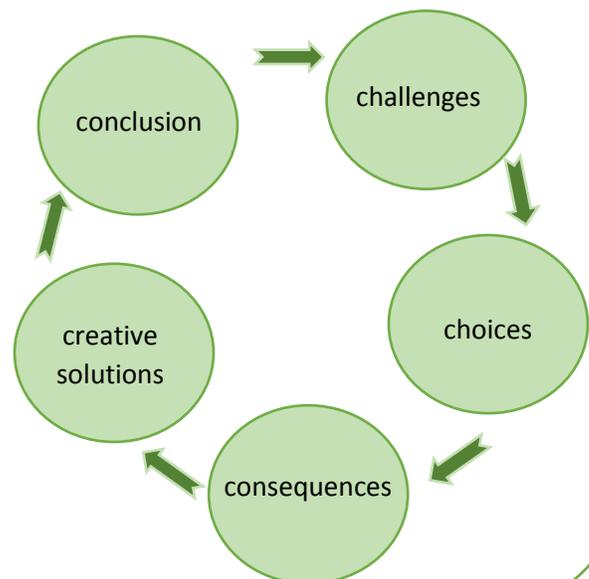
(Ragin & Kram, 2007)

Seed	Establish 'ground rules' <ul style="list-style-type: none">• agree on goals• document relationship expectations including a 'no fault clause'
Cultivate	Guide/support <ul style="list-style-type: none">• use mentoring models to verify roles, identify goals & set objectives• connect learning opportunities to goals• discuss, debate, correct, reflect• come prepared to meetings with performance goals in mind & potential learning resource gathered
Harvest	Re-assess mentoring goals/refer/conclude
Post mentoring	Redefine relationship – colleague? ally? friend?

C-5 Mentoring Model

(Shea, 1994)

Use as a guide throughout the relationship
and as a structure/agenda for each meeting



GROW Model

(Whitmore, 2013)

Goals	What do you want?
Reality	What is happening now?
Options	What could you do?
Will	What will you do?