

Pacific Wayfinders mentoring programme: Stage 2 – Continuing negotiation, establishing relationship and identifying areas for growth (mentor)



Introduction

Motivation Australia's Pacific Wayfinders mentoring programme responds to a need for more continuous professional development opportunities for health workers in Pacific Island countries (PICs), as part of the larger Pacific Wayfinders project.

This resource provides information and background for mentors in Stage 2 of the Pacific Wayfinders mentoring programme. For more general information about the programme, please see the Motivation Australia website at <https://www.motivation.org.au/learning/pacific-wayfinders-mentoring-programme/> or the Stage 1 programme framework resource.

Suggested programme framework

Motivation Australia has developed a suggested programme framework for mentees and mentors to follow throughout the mentoring programme. Participants may wish to follow this framework or all or part of the programme or they may wish to develop their own framework.

Below is an outline of stage 2 as per the suggested programme framework.

Stage 2 outline (per suggested programme framework)

- Meeting 2
- 'Getting to know each other' tool
- Reflecting on the mentee's values and strengths, and identifying development priorities
- Meeting 3.

Stage 2: Continuing negotiation, establishing relationship and identifying areas for growth

Meeting 2

The second meeting is an opportunity for the mentee and mentor to get to know each other a little more. Learning about the other person's interests outside of their work can help to build trust and a bond in the relationship.

Often people will prefer to have an informal discussion with the other person before moving on to more formal conversations about goal-setting and professional development. This can help to build a more flexible and dynamic relationship and quite often you may find that discussion leads back to professional and personal development anyway.

In the second meeting mentees should also feel comfortable asking the mentor for advice on any workplace issues, clinical scenarios, ongoing projects and any other professional development.

Reflecting on the mentee's values and strengths, and identifying development priorities

In the second meeting, it is recommended to review the mentee's personal vision statement tool and continue to set goals using the goal setting tool. The mentor should assist the mentee to identify and outline their values, strengths and potential areas for development.

Areas for development for the mentee may include:

- Planning and time management skills
- Coordination of work/life balance
- Skills to help the mentee to de-stress
- Conflict resolution skills
- Communication and interpersonal skills
- Self-confidence
- Public speaking
- Leadership skills
- Development of professional skills and expertise through training, informal or formal education
- Research and analysis skills
- Problem-solving and decision-making skills
- Ability to be flexible and adapt to change at work
- Tactical skills
- Knowledge of ethics, integrity and sustainability
- Ability to accept feedback
- Policy and procedure development skills
- Data recording skills
- Knowledge on current industry trends and new ideas
- Recruitment and management skills
- Report writing skills
- Networking and marketing skills
- Computer and technology skills.

These are all examples of areas of development, there are many more areas for development that the mentee may need or want to work on. Any area for development is applicable to the programme if agreed between the mentee and mentor.

Meeting 3

In the third meeting it is recommended that the mentor shares a little bit more information about their own work history and career. Story-telling can be a good way to do this and the mentor may start by sharing:

- Their work/study journey out of school
- Their first job(s) and what they learnt
- How they worked out where they wanted their career to go/what they wanted to do
- Their work history including any significant milestones or achievements
- How they have ended up in the position they are in now and what that position involves
- Anything they wish they had known when they were younger
- If they had any mentors or inspiration along the way to help them get to where they are now
- Any significant obstacles that they have faced in their career so far
- What they really love about their role and any things that they have found they don't enjoy over their journey
- How they make time for work and family or other commitments
- What drives them to keep improving personally and professionally.

It is expected that the mentee will have questions about the information discussed. It is encouraged to explore any questions in detail, to help the mentee gain a better idea of the work experience of the mentor and form a more trusting relationship. The mentee may then like to share their professional story so far with similar information.

Following on from this discussion, it is good to reflect on the mentee's personal values, strengths and areas for development as established in the first two meetings. If you have not already filled in the goal setting tool it would be ideal to finalise this by the end of the third meeting. This provides a clear structure for the next stage of meetings and gives the mentee clear goals to achieve throughout the programme.

Difficulties that may occur in this stage

In these early stages of establishing and negotiating the relationship it is important that both mentees and mentors get to share information about themselves. Mentees may be more likely to contribute less to the discussion in the early stages as they establish trust in the relationship. It is important for the mentor to be aware of unknowingly dominating the conversation in the early meetings, as they will generally have a lot of useful information to share and be keen to influence the mentee. It is important that the mentor remembers that their role is to facilitate the mentee to drive discussion topics, take responsibility for their development and learning and encourage them to think independently.

Mentors are encouraged to help mentees work through problems themselves by; asking open-ended questions, helping mentees see the 'big picture' rather than focussing on solutions to discrete problems and helping the mentee identify and be flexible their own assumptions and opinions. Mentors should always try to encourage mentees exploration of a topic or issue before presenting a solution or alternative point of view.

Once you have reached the end of stage 2 and have given feedback on the relationship so far, Motivation Australia will provide you with the suggested programme framework for stage 3.

Thank you for participating in the Pacific Wayfinders mentoring programme, for any more details or support please contact danielnoll@motivation.org.au or tomfitzpatrick@motivation.org.au.

Some of the framework and contents from this handbook were adapted from the Planning Institute of Australia's Mentoring Programme Handbook – For Mentees and Mentors, available at <https://www.planning.org.au/documents/item/8391>.