GHANA COLLEGE OF PHYSICIANS AND SURGEONS:

MENTORSHIP MANUAL

TABLE OF CONTENTS

Introduction

Training of a doctor in any specialty provides skills and competencies desirable for the tThe College however recognises that ultimately every Fellow will become a potential leader. Even though leadership skills can be imparted in many ways, Mentoring has been identified as an effective tool in delivering tangible leadership and governance skills to trainees in all walks of life. Research indicates that Mentors and Mentees who develop and manage successful mentoring partnerships demonstrate a number of specific, identifiable skills that enable learning and change to take place. The College is endowed with rich, experienced Mentors in most of the specialties of Medicine and Surgery and we believe that harnessing these skills in training our Residents is the key to training Residents for the future.

Historical Background

In The Odyssey (written by Homer, a Greek poet), Odysseus (known as Ulysses in the Latin translation) was preparing to fight the Trojan War when he realised he would be leaving behind his only son and heir, Telemachus. Since the child was young and wars typically dragged on for years (the Trojan War lasted 10 years), Ulysses entrusted Telemachus' care and education to Mentor, his wise, trusted friend. Mentor was actually the goddess Athene in disguise and her role was to accompany and guide the young man Telemachus on a quest to find his father, Odysseus. Mentor/Athene is the real hero of the story and serves as an autobiographical character, who's

role it is to steer Telemachus through his journey of transformation, so that he can best learn about the arts and crafts of enlightened rulership. At the end of the story, he is prepared and empowered to return to Ithaca and replace his father on the throne. This is the origin of the word Mentor and thus Mentorship.

Rationale

Postgraduate training in Ghana has expanded since the Ghana College of Physicians and Surgeons was established in 2003. Training Residents has become more diversified and complex requiring that the trainers adapt to these changes and be versatile in meeting the training needs of the new Resident. With the inception of the sustainable development goals, The College has recognised the need to competently empower Residents to become flexible in the

new healthcare delivery system despite financial and other constraints they face. The phenomenon of ageing trainers has also contributed to increased trainer/resident ratios in recent times.

These phenomena call for a concerted effort of the College to institute innovative methods to ensure that quality training continues for its various programmes. In the same vein, Residents in training should have enough skills to carry on with the training of future Residents.

The College has identified Mentorship as one of the tools it can secure to project its training to the required level in the shortest possible time, while maintaining its standards of training.

The Academic Board of the College thus mandated a 5-member committee to deign a Mentorship Manual to guide the Introduction, implementation and management of Mentorship among its Fellows, Members and Residents.

This manual provides guidelines for the development of trainers (Mentors) and Residents (Mentees) in Mentoring in areas of teaching, research, clinical skills development and competencies, and life skills.

Aim & Objectives

The overall aim of this manual is to empower new and continuing trainers of the various faculties of the College by supporting their professional growth, renewal and development. Additionally, the goal is to produce residents who are have acquired competency skills in training more specialists for the country.

Objectives
1. To facilitate the promotion of trainers to acquire a thorough knowledge of the activities of the College
2. To provide an opportunity for interaction among Residents and Trainers to foster mutual respect
3. To develop channels where difficulties in training are identified early and rectified
4. To identify development needs Residents and their Trainers
5. To promote access to networks /contacts for academic development of residents

6. To guide Residents in academic decision-making

Definition of Mentorship

Mentoring is essentially about helping people to develop more effectively. It is a relationship designed to build confidence and support the Mentee so they are able to take control of their own development and work.

It can be defined in our context as a process of nurturing that involves two individuals (a Trainer/Fellow and a Resident on our case) where the individual with more experience (Trainer/Fellow) guides and counsels the individual with less experience (Resident) to grow professionally and personally in his/her career.

Today, Mentoring is a process in which an experienced individual helps the less experienced person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities.

What are the Benefits of Mentoring?

Mentoring is a very powerful tool and can have many benefits, as an intervention within the Public Management sector. For this reason, it requires much planning, effort and energy which should all be directed towards attaining specific benefits for residency programme.

Mentors also draw benefits from the Mentoring relationship. As a Mentor, you will have the opportunity to share your wisdom and experiences, evolve your own thinking, develop a new relationship, and deepen your skills as a Mentor.

Some typical benefits of implementing a Mentoring programme are:

- It can be used for leadership and management development.
- It supports and reinforces training and skills development interventions
- Mentoring, when combined with training increases a manager's productivity by 88% according to the American society for Training & Development.
- It facilitates leaderships by appointing workplace Mentors and coaches to support learners with the application of skills after training

For the Mentor	For the Mentee	For the Department/ Organisation
• Job satisfaction from seeing others develop • Increased recognition from peers • Challenge and stimulation • Having identified future potential of the person they are mentoring • Learning and developing yourself from the process • Satisfaction at the success of the mentee • Recognition of your mentoring skills by the Department and the University • Motivation from self development and responsibility	• Increased self confidence and motivation • Support and challenge in formulating a clear sense of personal direction • Understanding of the formal and informal culture and structures at MMU • An opportunity to develop skills by observing others • A source of knowledge and experience to tap into • A sounding board to discuss ideas and approaches before action is taken • An opportunity to think about things in a different way	• Increased levels of motivation from those involved • Employees who have a clear direction and clear objectives • Improved communication at all levels and across levels • Sharing of knowledge and experiences and best practice as standard working practice • Tangible and measurable gains if work tasks and projects are used as a development tool • Innovation and continuous improvement in the way that employees approach their work

- It aids in the induction and orientation of new employees or managers

- It assists with career development

- It promotes succession planning and skills transfer

- It promotes teamwork and sound working relationships

- It assists with the implementation of performance management

- It contributes to job satisfaction

- It accelerates employment equity

- It builds competence within the organisation

- It contributes to employee retention

- It harnesses the full potential and talents of residents

- It promotes a learning culture in an organisation

Mentors	Mentees	Organisation
Get more opportunities to apply leadership skills	Learn from experienced people	Pool of talent for professional & management jobs is increased
Develop leadership skills	Acquire skills for career progression	Effective skills transfer
Self-fulfilment to see Mentees perform	Disadvantaged employees are empowered	Future leaders of organisation are shaped
Learn from Mentees	Adapt quicker in new jobs & roles	Supports fast tracking
Improved credibility	Develop networks	Image of organisation is enhanced
Expand opportunities for dialogue at all levels of the organisation	Enhanced interpersonal skills	More co-operation between staff & departments
Enhance professional development		

Models of Mentoring

There are many kinds of Mentoring relationships, ranging from formal to informal.

A formal Mentoring relationship is characterized by its intentionality – the partners in the relationship ask for or offer the Mentoring, establish goals for the relationship and make agreements about its nature. There are also Mentoring programs that facilitate formal Mentoring relationships.

An informal Mentoring relationship usually occurs in a spontaneous format. (Think of times you have been helped by someone more experienced than you without explicitly asking to be Mentored.) Informal Mentoring may also occur within the context of other relationships such as a supervisory relationship or even peer relationships.

A "facilitated" Mentoring relationship has been defined as "…a structure and series of processes designed to create effective Mentoring relationships; guide the desired behaviour change for those involved; and evaluate the results for the protégés, the Mentors and the organisation." These Mentoring relationships occur within a structured and defined framework and involve a third party.

Often these programs have a specific goal such as helping participants develop their careers.

The Mentoring Process
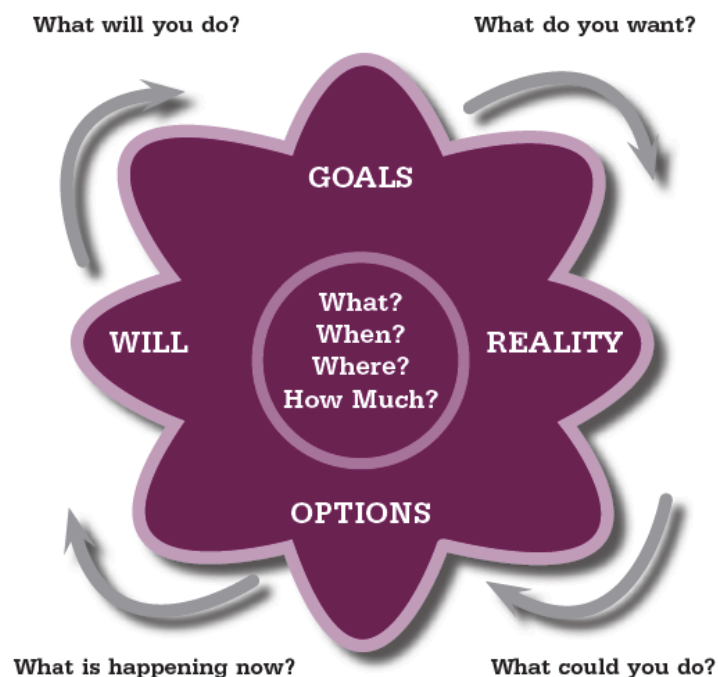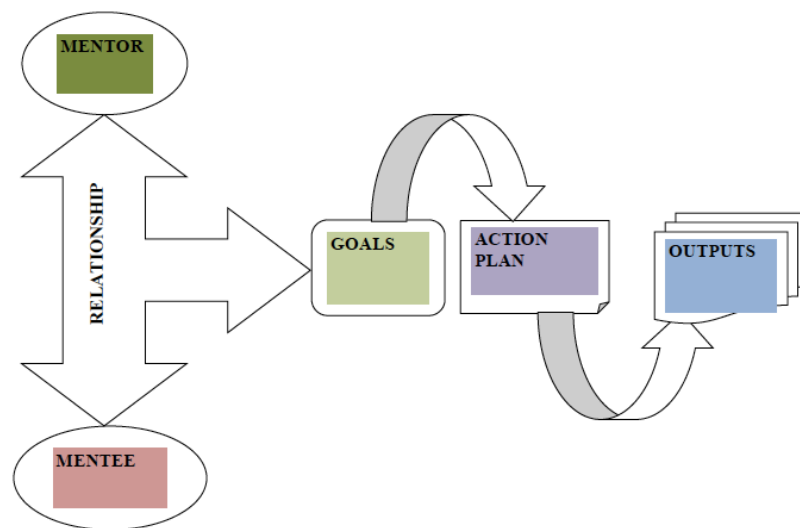
Matching Policy in Mentoring

There needs to be a rationale for the matching of Mentors and Mentees that includes at least three of the following:

- Self-selection
- Age
- Gender
- Discipline, faculty or programme area
- Interests
- Culture/ethnic background
- Availability
- Location

A matching policy gives clear direction on how to create a match and what constitutes an acceptable match within the framework of the programme. A matching policy should promote match longevity by specifying the match criteria best utilized to make a successful relationship. It also reduces programme risk by clearly stating which types of matches are unacceptable.

Key Development Questions:

- What information does your programme coordinator(?) need to determine a match?
- What criteria do you use in matching?
- Do you have a defined matching procedure?
- Are there any circumstances in which your programme would not allow a match between a Mentor and a Mentee (i.e., matching male Mentors with female Mentees)?
- How do the steps in your matching procedure help reduce the incidence of early closure?
- What role do parents/guardians (if any) play in making or approving the match?

Qualities of a good Mentor

- Approachability :

Let your Mentee know you are interested and available. Share personal information and relate to them. Let them know they can come to you and you care.

- Sharing

Share experiences, feelings, observations and knowledge openly. Establish a pattern of mutual information exchange. Encourage trying new things and expanding their knowledge.

- Confidentiality

Honour sensitive personal or professional information either of you might share.

- Openness

Find ways to make sure contact is regular and meaningful.

- Trust

Ensure your Mentee feel free to discuss issues without fear of reprisal or judgment. Create an atmosphere where it is comfortable to test ideas and explore.

- Respect

Let your Mentee know you respect their time and opinions. Acknowledge their skills and progress.

- Appropriate feedback

Express how you feel in a respectful and gentle manner. Timely, assertive, empathetic and honest communication is important.

- Technical expertise

Remain current with your own knowledge (or acknowledge if you might not be and suggest where your Mentee might seek additional information).

- Support

Be motivating, encouraging, positive and empowering. Provide emotional, intellectual and practical support.

- Commitment

Invest sufficient time in the relationship…Mentor regularly.

- Desire

Be truly interested in helping someone else, without promise of help in return.

- Reliability and consistency

Both you and your protégé should carry out agreed-upon actions

Responsibilities of a Mentor.

- Explain how the training programme for the Faculty is structured

- Be respected as an experienced and successful professional in the Faculty

- Support the Colleges' mission, vision and goals

- Stay accessible, committed, and engaged during the length of the Mentorship

- Be an active listener

- Offer encouragement through genuine positive reinforcement

- Be a positive role model

- Share "lessons learned" from their own experiences

- Be a resource and a sounding board

Responsibilities of a Mentee.

- Commit to self-development

- Assume responsibility for acquiring or improving skills and knowledge

- Discuss individual development planning with their Mentor

- Be open and honest about his/her goals, expectations, challenges, and concerns

- Actively listen and ask questions

- Seek advice, opinion, feedback, and direction from his/her Mentor

- Be open to constructive criticism/feedback and ask for it

- Respect the Mentor's time and resources

- Stay accessible, committed, and engaged during the length of the program

- Comfortably give feedback to the Mentor on what is working or not working in the Mentoring   relationship

Schedule of Meetings in the Mentorship Process

STAGE 1:

- Negotiating Expectations and Goals

- Completing the Mentoring Agreement Form

- Planning First Meeting' Activity

STAGE 2:

- Establishing the Relationship

- Getting to know each other

- Career/work history

- Identify development needs

- Mentor to present work examples

STAGE 3:

- Development Needs / Knowledge Acquisition

- Identify opportunities to acquire knowledge together e.g. attend a CPD Event.

- Share and discuss a common planning topic of interest

STAGE 4:

- Career Development

- Career direction check-up

- Sharing each other's CV/review Mentees CV

STAGE 5:

- Sustaining the Relationship

- Keeping in touch!

The First Meeting

Objectives:

i. To establish the foundations for the development of the Mentorship

ii. To ensure that both participants share the same objectives and expectations of the program.

 These should be discussed openly and negotiated within the partnership.

Organising the First Meeting

 The Mentee is responsible for contacting the Mentor to organize a time and place for the first (and subsequent meetings) that is suitable for both participants.

* The first meeting could be organized at the Mentoring Program Induction.

Discussion Points

- **THE COMMITMENT**:
  - It is essential that contact be maintained throughout the Mentorship. It is recommended that participants meet at least 4 times over each 12 month period.
  - the level of time commitment needs to be discussed and negotiated between the Mentor and Mentee. Some partnerships may wish to meet more frequently (monthly) during the program or may supplement this with regular emails or phone calls.
- **PREFERRED STYLE OF CONTACT**:
  - Both the Mentor and Mentee need to decide whether contact during the Mentorship will be formal or informal.
  - Participants should also decide whether they want to follow the suggested program framework, discuss preprepared topics at their meetings or would prefer ad hoc discussions.
- **LOCATION**:
  - Both participants need to agree on a preferred location(s) to meet during the Mentorship. Suggested locations include the Mentor or Mentee's office/university, a café or a park.

- **GOALS**:
    - Participants should discuss what they want to achieve through the Mentoring Program and how they will reach their goals.

Subsequent Meetings

These meetings should focus on the Mentor and the Mentee getting to know each other.

Learning each other's interests and opinions beyond planning helps build trust and understanding in the Mentorship.

Topics for discussion may include:

- "Where in the world do you most want to travel to and why?"
- "How would you spend your last day on earth?",
- "Who is your hero?",
- "What personal/professional qualities do you most admire/detest?",
- "What are your favourite hobbies?",
- "Are you a morning or a night person?",
- "What is your dream job?",
- "Have you completed personality or learning type tests before? What were your results?" etc.

Many people find it easier to start with a more informal discussion, such as the topics suggested above, to build rapport and provide a gentle introduction to the discussion of more serious 'planning' and career development topics.

Mentors and Mentees may find that many of these discussion topics may eventually lead back to 'planning' topics.

Mentees should also feel comfortable asking their Mentors for advice on current planning topics, assignments, job searching, workplace issues or career development.

It is recommended that Mentors should share some of their own career/ work history. Initially, Mentors may share their general career history, significant experiences and how they got to where they are now, however, Mentors should also discuss in detail a couple of anecdotes from their own experience. For example:

- I wish I had known at the time …..

- The project I am most of proud of is ……

- I am so glad I did/didn't …..

- A significant obstacle I overcame was …..

- I was most proud to be a planner when …..

- My biggest learning curve was ….

- My greatest professional success or achievement is …..

- When I graduated, I didn't realise ….

- Today's graduates should know ….

It is useful to encourage the Mentee to find another Mentor for the next stage of their journey Take time to evaluate how you feel you have developed during the relationship and what lessons you have learned.

Difficulties in Mentor-Mentee Relationships

As with any relationship, problems can arise in a Mentoring relationship. The problems can range from minor (for example, scheduling difficulties) to serious (for example, a breach of confidentiality). If a problem arises and it is not addressed, the relationship will suffer. How the problem is addressed will depend on the nature of the problem and whether the two believe the problem can be resolved. Some of the areas in which problems may arise include:

Providing inadequate direction.

There are two errors a Mentor can make with respect to providing direction. Providing too much help can stall a Mentee's movement toward independence and encourage dependence. Providing too little help could leave the Mentee to flounder and, again, inhibit progress toward independence.

Taking advantage of greater power.

Mentors must be careful about the requests they make of their Mentees, since Mentees are inclined to please their Mentors and may perceive a request as a demand. In some cases,

Mentors inadvertently take advantage of their power and have a Mentee take on the work of the Mentor. In addition to leading to fear and resentment on the part of the Mentee, this could increase the Mentee's workload and stall progress in his or her career development.

Dealing with conflicting demands.

Individuals at the beginning of their career have a great deal of difficulty saying "no". Trainees with multiple Mentors or supervisors sometimes become inundated with demands for work. Since they don't have the experience to know how to prioritize these demands, their workloads can become burdensome and a threat to their career development.

Dealing with conflicting advice.

It is inevitable that Mentees with multiple Mentors and advisors receive conflicting advice with respect to various aspects of their career development. Conflicting advice can lead to confusion, fear, and other negative emotions and reactions.

Lacking commitment.

On the one hand, a Mentor may find that his/her Mentee lacks the motivation and commitment to carry out the considerable work required to develop a successful career in the specialty. This situation is difficult for both the Mentor and Mentee because the Mentee stands the real risk of failing; and because the Mentor may believe that he/she has wasted a great deal of valuable time working with the Mentee. On the other hand, it is also possible that the Mentee feels that the Mentor lacks commitment (e.g., the Mentor misses meetings or does not respond to a Mentee's e-mails). The Mentee's frustrations and lack of guidance can inhibit his or her movement toward independence.

Neglecting the Mentee or the Mentor.

It is important to pay appropriate attention to both the Mentee and the Mentor. Mentees need to respond in a timely fashion to requests and recommendations from their Mentors. Mentors need to be available to their Mentees on a regular basis but should also be sensitive to the times when their Mentees need extra support or feedback.

Crossing boundaries.

Boundaries - both professional and personal - tend to be sensitive. Crossing boundaries has the unfortunate effect of making both parties uncomfortable and has the potential for creating tension in the Mentee-Mentor relationship.

Discovering a mismatch between Mentor and Mentee.

Unfortunately, a mismatch between a Mentor and Mentee can occur. The mismatch may result from conflicting personalities, differing career goals, differences in work ethic, or any number of other reasons. The longer the mismatch continues, the more difficult it is to resolve.

Breaching confidentiality.

Confidentiality is sacrosanct in the Mentee-Mentor relationship. A breach of confidentiality has the potential for irrevocably rupturing the Mentee-Mentor relationship. At a minimum, breaching confidentiality will cause considerable damage to the trust established between the Mentor and Mentee.

Failing to give credit.

A Mentor can greatly benefit a trainee by ensuring that suitable recognition is provided in collaborative works. Given the imbalance of power, trainees are vulnerable to having someone in a position of authority take advantage of them. Trainees who are treated unfairly by not receiving proper credit for work done can suffer disruption in the progress of their careers. This can lead to animosity and bitterness between colleagues, loss of trust, and damaged reputations.

Suggested mechanisms for dealing with Difficulties in Mentor-Mentee Relationships.

- Identify the grounds for your dissatisfaction
- If possible, raise your concerns directly with your Mentor/Mentee in an individual meeting and assess whether you feel the problems are remediable.
- Identify a mediator such as another member of the department acceptable to both of you, if the two of you cannot resolve the issue between you.
- Where the issue cannot otherwise be resolved the Head of Department will be brought in to facilitate a conversation about the dysfunction in the Mentoring relationship.
- If in spite of the efforts of the Head of Department the situation remains unresolved a decision will be taken to annul that relationship and assign the Mentee to a new Mentor.
- Every effort will be made to prevent any residual animosity that could arise from the break-up of the relationship.
- There should be a documentation of the cause(s) leading to the break-up of the Mentor-Mentee relationship and the efforts that would have been made to try to bring about a resolution.

Ending the Mentoring Relationship

It is important to consider how the Mentoring relationship will end. Discuss the reasons for the ending of the relationship with your Mentee. In certain situations the end date is agreed during the initial meeting but it is not always possible in all situations to be able to identify a clear end date.

Reasons for ending the Mentoring relationship

- The relationship has achieved its objective
- You feel that your Mentee is confident and ready to move on
- You have tried but the Mentee is not responding
- The programme/residency is coming to a close
- The relationship isn't working successfully and both parties wish to move on.

It is useful and good practice for the Mentor and Mentee to revisit the original goals and objectives and compare them with actual outcomes. This allows both parties to review what progress has been made and to acknowledge what has been achieved.

GCPS Mentoring Agreement

This agreement outlines how the mentoring relationship will proceed and the commitment of both parties to the relationship.

1. How often will we meet formally?

☐ Once a Month

☐ Once every two months

☐ Once every four months (recommended)

☐ Other ....

2. Who will schedule the formal meetings?

☐ Mentor   Mentee

3. What are the goals for the mentoring relationship:

a. Mentee

i. ....

ii. ....

iii. ....

b. Mentor

i. ....

ii. ....

iii. ....

Confidentiality agreement.

I agree to maintain and respect each other's privacy, honesty, and integrity. I have read the Ghana College of Physicians and Surgeons Mentorship Policy and I agree to put my best effort forth to create a successful mentoring relationship and to achieve the goals and standards set forth above.

_____   _____

Signature/Date   Signature/Date

_____   _____

Name of Mentor   Name of Mentee

It is the policy of the GCPS Mentoring Programme the Training Centre should use the factors outlined in the matching procedure to determine the suitability of a Mentor/Mentee match. The following criteria are suggested:

- Preferences of the Mentor,
- Preferences of the Mentee,
- Similarity in gender
- Common interests
- Geographic proximity
- Similar personalities

Matches may be either same (preferable) or opposite sex.

Evaluation

Mentoring can have positive effects for mentees, mentors, and organizations. Mentees experience career advancement and increased confidence in the workplace. Mentors experience personal satisfaction, collegiality, networking, and career enhancement. Organizations see improved productivity, recruiting, employee socialization, and retention.

Evaluating your mentoring program can help you make necessary adjustments and, ultimately, determine its effectiveness. In this resource, we lay out a step-by-step plan for evaluating a mentoring program and provide some example worksheets to assist in the evaluation process. Although evaluation of workplace mentoring programs is still an evolving field, the following recommendations are based on the best and most current evaluation principlesand practices.

Typically, evaluation is divided into two distinct types:

1. **Formative Evaluation**:

   Information that is collected during the course of the mentoring program and will be used to help improve the program.

2. **Summative Evaluation**: Evidence that is collected upon completion of the program in order to demonstrate whether or not the program has achieved its objectives.

The first task is to decide what kinds of information you are most interested in at this stage. If your program is in its early stages, you may wish to focus on formative evaluation information, which will help you revise the program before undertaking a summative evaluation. If the program has been in place for a while and is thought to be relatively stable, then it may be time for a summative evaluation. Typically, you will want to collect both kinds of information, but your emphasis on one or the other may vary based on the program's stage of development.

As you prepare for a summative evaluation, you will want to consider what kind of information would be most useful. For example, do you want to know what the mentees think of the program overall, what value they place on it, and how it has affected their perceptions of themselves in the workplace? Do you want to know what the mentors think of the program, its value, and their perceptions about their role in it? You may want to know what impact the

mentoring program is having on the organization as a whole. For example, are there more women in leadership positions as a result of the program, fewer racial/ethnic minorities feeling isolated, etc.? You may want to gather information to answer all of these questions, so you will need to prioritize what is feasible based on what stage your program is in and what resources you can devote to evaluating it.

References

1. Center for Health Leadership & Practice. Mentoring Guide: A Guide for Mentors. November 2003. Available at https://www.rackham.umich.edu/downloads/more-Mentoring-guide-for-Mentors.pdf Cited July 2nd 2019.

2. Phillips-Jones L. Skills for Successful Mentoring: Competencies of Outstanding Mentors and Mentees. Available at https://my.lerner.udel.edu/wp-content/uploads Skills_for_-Sucessful_Mentoring.pdf. Cited July 2nd 2019.

3. Manchester Metropolitan University. Human Resources Organisational Development Training and Diversity. Mentoring Guidelines. Available at https://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/guidance-procedures-and-handbooks/Mentoring_Guidlines.pdf. Cited July 2nd 2019.

4. UF Pulmonary and Critical Care Medicine Fellowship Program. Mentorship Process: Guidelines and Policy. Available at https://pulmonary.medicine.ufl.edu/files/2018/07/Mentorship-Process-Guidelines-and-Policy-UF-Pulmonary-and-Critical-Care-Medicine-Fellowship-Program-Final.pdf. Cited July 2nd 2019.

5. National Treasury Department, Republic of South Africa. Mentorship Programme: Mentor and manual. Available at http://www.treasury.gov.za/publications/other/scm/Annexure%20C-Mentorship%20Manual/Annexure%20C_%20Mentorship%20Maual%20for%20the%20Mentor%20and%20-Mentee.pdf. Cited July 2nd 2019.

6. The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory. Generic Mentoring Programme: Policy and Procedure Manual. September 2007. Available at http://www.hamfish.org. Cited July 2nd 2019.

7. Planning Institute of Australia Mentoring program Handbook for Mentors & Mentees. Generation advisor group's community for independent women expectations and Goals worksheet. April 2013.

8. Mentoring program Guidance and program plan by June Robinson for the US department of energy, Office of learning and work force development

9. Ohio state university human resources Mentor tool kit

10. Ballasy, L., Fullop, M. and Garringer, M. (2008). Generic Mentoring Program, Policy and

11. Procedure Manual: Effective strategies for providing quality youth Mentoring in schools and communities. National Mentoring Center: Washington DC

12. Beltman, S., Elliott, J.S., Smith, A., & Lynch, E. (2013). Curtin University Mentor program:

13. Connecting every beginning student to a Mentor. In R. Clark, J. Andrews, L. Thomas, & R. Aggarwal (Eds.), Compendium of effective practice (2nd ed., pp. 113-116). York: The Higher Education Academy. Retrieved from http://www.heacademy.ac.uk/assets/documents/retention/ Compendium_2_rc_ja_Final.pdf

14. National Heart, Lung, and Blood Institute, National Institutes of Health, February 2003, Available at http://www.nhlbi.nih.gov/funding/policies/t32/t32evalform.pdf.

15. National Center for Women & Information Technology. Evaluating a Mentoring Programme (May 2011 version). Available at www.ncwit.org.

Appendix I: Final Evaluation of Mentee

Content adapted from DOP Mentoring Model (rev. 8/29/08)

Mentee's Name	**Mentor's Name**	**Faculty**	**Date**

AVAILABILITY

A. How frequently did you meet with your assigned mentee?
- ☐ Less than once a month
- ☐ Every three to four weeks
- ☐ Every two weeks
- ☐ Every week
- ☐ Daily

B. Did you meet with your mentee enough?
- ☐ Yes   ☐ No

FEEDBACK RATING SCALE

Please consider the following definitions when using these ratings.

Poor – More often than not the required behaviour was not there. The need was not met. The mentee's capability, behaviour and/or knowledge level was, relative to the mentoring process consistently unacceptable.

Fair – While the mentee occasionally met the needs of the situation and/or the relationship, there were more times than not that the needs were not met or the optimal behaviour was not evidenced.

Average –The mentee received needed information, knowledge and/or behaviours that were helpful but was not viewed by the mentor as proactive. For the most part the mentee was minimally responsive and took more of a reactive role versus being proactive and appropriately assertive in the relationship.

Good – More often than not the mentee would extend him or herself in ways that proved helpful. The mentor relationship advanced the mentee's knowledge level.

Excellent –Consistently the mentee was proactive in the learning and sharing process, was perceptive to anticipate issues and was able to read situations accurately and ask helpful and insightful questions that proved to be beneficial to the mentoring experience and the mentoring relationship.

For each question please place a check mark in the column that most closely represents your mentorship experience.

#	Questions	Poor	Fair	Average	Good	Excellent
A	To what degree did your mentee follow up on action items/action plans discussed during mentoring sessions?					
	Comment:					
B	How skilled was your mentee at learning new concepts?					
	Comment:					
C	How skilled was your mentee in receiving constructive criticism or feedback?					
	Comment:					
D	How skilled was your mentee at modeling professionalism?					
	Comment:					
E	How accessible/available was your mentee?					
	Comment:					
F	How skilled was your mentee in regular and clear communication?					
	Comment:					
G	How would you rate your overall experience with your mentee?					
	Comment:					
H						
	Comment:					
I						
	Comment:					
J						
	Comment:					
K						
	Comment:					

NARRATIVE

1. What was the most helpful aspect of your mentorship experience?

2. What was the least helpful part of your mentorship experience?

3. Will you continue to be a mentor in the future? Please explain your answer.

Signature/Date: ....

Training Centre of Mentee: ....

Appendix II: Final Evaluation of Mentor

<div align="center">

Ghana College of Physicians and Surgeons

Final Evaluation of Mentor

To be completed by Trainee/Mentee for Mentor.

</div>

Name of Trainee: ....

Name of Mentor: ....

Mentor Roles: ....

Faculty of Trainee: .... Faculty of Mentor: ....

Circle One: NA = Not a role of this mentor 1 = Disagree strongly; 2 = Disagree; 3 = Agree; 4 = Agree strongly;		
TOPIC	**RATING**	**COMMENTS**
Intellectual Growth and Development		
Encourages my inventiveness including identification of new research topics and discovery of new methodologies	1 2 3 4 NA	
Helps me develop my capacity for theoretical reasoning and data interpretation	1 2 3 4 NA	
Helps me to be critical and objective concerning my own results and ideas	1 2 3 4 NA	
Helps me become increasingly independent in identifying research questions and conducting and publishing my research	1 2 3 4 NA	
Provides constructive feedback on my experimental designs	1 2 3 4 NA	
Provides thoughtful advice on my research progress and results	1 2 3 4 NA	

Professional Career Development		
Provides counsel for important professional decisions and navigating barriers to success	1 2 3 4 NA	
Provides opportunities for me to meet with visiting scientists, faculty and peers	1 2 3 4 NA	
Maintains balance between supporting his/her own research and developing my own career	1 2 3 4 NA	
Helps me to envision a career plan	1 2 3 4 NA	
Provides guidance in development and presentation of research projects for outside review groups	1 2 3 4 NA	

Provides training in the skills needed to mentor others	1 2 3 4 NA	
Academic Guidance		
Provides advice on my coursework and academic goals	1 2 3 4 NA	
Ensures that I am firmly grounded in rules regarding ethical behaviour and scientific responsibility	1 2 3 4 NA	
Helps me to work effectively with other individuals	1 2 3 4 NA	
Helps me to develop good negotiating skills	1 2 3 4 NA	
Provides constructive feedback on my presentation and writing skills	1 2 3 4 NA	
Provides constructive feedback on my teaching skills	1 2 3 4 NA	
Encourages me to present my work at scientific meetings	1 2 3 4 NA	
Involves me in peer review of abstracts and manuscripts	1 2 3 4 NA	

Personal Communication		
Listens carefully to my concerns	1 2 3 4 NA	
Routinely monitors my progress and reviews proposed timelines and milestones with me	1 2 3 4 NA	
Takes into account gender, ethnic, and cultural issues in interacting with me	1 2 3 4 NA	
Does not take advantage of my time and abilities	1 2 3 4 NA	
Provides timely feedback	1 2 3 4 NA	
Helps me to clarify my responsibilities such as contributing to team effort, working diligently and responding to criticism	1 2 3 4 NA	
Is appropriately accessible to me	1 2 3 4 NA	
Serves as Role Model		
Conveys high ethical standards and concern for research subjects	1 2 3 4 NA	
Illustrates active teamwork and collaboration	1 2 3 4 NA	
Illustrates good mentoring skills	1 2 3 4 NA	
Illustrates good work habits	1 2 3 4 NA	
Illustrates good work/life balance	1 2 3 4 NA	
Would recommend this mentor to future trainees	1 2 3 4 NA	

Signature/Date: ....

Training Centre of Mentee: ....