

# 1. GROW Model

The College encourages Mentors and Mentees to use the GROW Model, developed by Sir John Whitmore, to assess your current situation, your desired career or professional development destination, and the method of delivering the outcomes Mentee's are seeking. The GROW process incorporates the following four elements:

- Goal - Identify and agree upon the goal or outcome that will determine the Mentee's success.
- Reality - Explore the goal and other aspects of the Mentee's life to gain a current understanding of how things are now.
- Options - Generate options that are available to the Mentee in reaching the Mentee's success goal and decide which options to choose to assist in attaining the desired goals.
- Way Forward - The Mentee is mentored about making decisions and committing to them. Future actions to be taken should be confirmed by the Mentor and how they will be supported throughout the mentoring process.

GOAL - The following questions are used to clearly define Mentee goals:

- What do you want to achieve?
- What does success look like?
- What area of your life would you like to focus on?
- What will be different when you achieve it?
- What's important about this for you?

REALITY - The following questions help explore the Mentee's current situation.

- What is happening now?
- Where are you in relation to the goal?
- What difficulties you might encounter and how you might deal with them?
- Who needs to know what your plans are?
- What support do you need in the attainment of your goals, from whom?

OPTIONS - The following questions delve into all the possible alternative open to the Mentee.

- What could you do?
- What ideas can you bring in from past successes?
- What else might you do?
- What haven't you tried yet, that you should try, in order to move at least one step towards your goal?

WAY FORWARD - The following questions are designed to test the Mentee's resolve to action.

- Looking at all your options, which actions appeal to you most as moving you closer to your goal?
- What do you need to get these actions done?
- What commitment, do you have to taking these agreed actions, on a scale of 1 - 10?
- What date will you achieve each of your actions?
- How will you feel if you meet all of your actions items?

## 2. ACHSM Management Competency Tool

Please refer to website for current version of the ACHSM Health Management Competency Tool  
<https://www.achsm.org.au/education/mentoring/>

## 3. Mentoring Conversations

Mentoring conversations assist in imparting new knowledge in a supportive manner and assist in building high-performance capability in Mentees. Research reveals that effective mentoring conversations should lead to the development of rapport between Mentor and Mentee, assist the Mentor explore Mentee's concerns, motivation and attitudes, and facilitate establishment of realistic career pathways. According to the Corporate Leadership Council (2007) there are three coaching models for Mentors to consider and use:

1. F.R.A.M.E Coaching Model
  2. Acknowledge-Paraphrase-Clarify Structure
  3. Six Question Model
1. F.R.A.M.E Coaching Model where *Mentoring Conversations* should include a brainstorming session with the Mentor and Mentee. It is imperative that a Mentor does not provide all the answers but allows the Mentee to develop his or her own thought processes to arrive at an effective solution. The American Society for Training and Development (ASTD) reports that an effective coaching conversation model should have the following elements:
- Focus on each Interaction
  - React non judgmentally
  - Ask thought provoking questions
  - Monitor progress and learning
  - Encourage continued growth
2. Acknowledge-Paraphrase-Clarify Structure - Organisations train managers to articulate well to deliver the required message to respective Mentees. As such, communication and conversational skills form an important part of a manager's training. Literature highlights the following key elements that organisations note while designing a mentoring conversation framework:

Build a Trusting Environment -Mentoring yields effective results when supported with an environment of trust between the Mentor and Mentee. Managers/Mentors generally consider the following while facilitating a mentoring conversation:

- Acknowledge Mentee's ideas and feelings
- Listen patiently and understand Mentee's concerns
- Listen trusting the Mentee has the capacity to handle, work through, and find solutions to a given problem
- Use non-judgmental responses (avoid criticism or praise)

Paraphrase and Ask Clarifying Questions - Organisations ask Managers/Mentors to identify checkpoints during the course of a conversation to clarify Mentee's intent or problem and understand his/her thinking process. The following lead-in statements assist in clarification of Mentee's arguments:

- Please give me an example to support this fact...
- Please tell me more about....
- So, are you suggesting that...?
- So, if I understand you correctly...  
Then you are thinking that...
- What I hear you saying is...

Mentors ask a series of thoughtful questions to enable Mentees find a solution to their problems themselves. Literature suggests two basic types of questions: “information gathering questions” and “deepen the learning questions”, as detailed in the table below: Sample questions include the following:

Gather Information	Deepen the Learning
What have you tried so far?	What have you not tried yet?
Why are you stuck?	What would make that easier for you?
What are you waiting for?	What are you ready to do?
Why did you do it that way?	What have you learned so far?

**Six Question Model** - Research suggests that questions included in this model allow individuals to perceive their own behaviour differently and suggest possible solutions to problems. Provided below is illustrative. List of questions coaches can ask employees to elicit solution focused alternatives from them:

Nature of Questions	Explanation	Suggestive Answer
Miracle Question	Uncover solution oriented behaviour - Provoke employees to think about a change factor which produces a positive outcome	<ul style="list-style-type: none"> <li>• What are you doing differently when performing effectively?</li> </ul>
Exception Question	Identify skills possessed by employees - Enable employees to exercise skills they possess but have not be able toutilise optimally	<ul style="list-style-type: none"> <li>• Are there situations when you are able to do this well? Give me an example.</li> </ul>
Scaling Question	Establish a subjective point of referenceto measure change over time - Evaluate how behaviours rates relative to best and worst alternatives	<ul style="list-style-type: none"> <li>• To what degree can you be candid when providing feedback to others on your team?</li> <li>• How would have rated your team when they have been performing at their best?</li> <li>• How would you rate it at its worst?</li> <li>• What was different about the way you were behaving when circumstances were better?</li> </ul>
Coping Question	Uncover positive aspects of currentsituation - Highlight individual capabilities and encourage perseverance when facedwith frustrating situations	<ul style="list-style-type: none"> <li>• What do you do to keep going?</li> <li>• How have you been able to cope?</li> <li>• What has prevented this from getting worse?</li> </ul>
Relationship Question	Introduce a third party perspective - Develop an outsiders’ perspective to arrive at potential solutions	<ul style="list-style-type: none"> <li>• Who else might notice something different when you do this?</li> <li>• What would your manager notice?</li> </ul>
What Else Question	Elicit additional information - Prompt individuals to generate more solution focused options forimprovement	<ul style="list-style-type: none"> <li>• What else can you tell me about your role?</li> </ul>
		<ul style="list-style-type: none"> <li>• What else can you say is working? Tell me more about that.</li> <li>• What else could you try?</li> </ul>

Research reveals that Mentors should search for the positives in feedback to Mentees. As such, it is imperative that Mentors approach every conversation with fairness and exhibit patience and maturity.

- Ensure Fairness and Accuracy while Delivering Feedback - Mentors should focus on delivering feedback in such a way that Mentees gain useful information that will improve their performance in the future. Feedback can be enhanced by following these suggestions:
  - Acknowledge positive accomplishments, not just failures or mistakes
  - Avoid judgmental comments
  - Balance criticism with positive feedback
  - Be objective, not subjective
  - Elucidate with specific examples
  - Focus on performance, not personal characteristics
  - Keep conversation focused to planned activities
  - Keep a positive attitude
  - Listen to employee's reaction and comments
  
- Focus on Non-Verbal Signs - the literature emphasises that Mentors should develop good listening skills and the ability to ask the right question at the right time are also critical to good Mentoring. Detailed below are tips for good listening:
  - Face the speaker
  - Maintain eye contact
  - Lean towards the speaker
  - Stay relaxed
  - Listen for the central theme
  - Keep an open mind
  - Watch for non-verbal signs
  - Do not interrupt

# 4. Self-Assessment Process

## Understanding your Personal Style

The work of Jung who studied personal preference and personality earlier this century, provided a basis for other personal preference models like the Myers-Briggs Type Indicator (MBTI) and the Team Management Index (TMI) developed by Margison and McCann (1984).

These theories suggest that people have a tendency to react and respond to a range of situations. This predictability relates to personality and suggests people have preferred ways to:

- Establish and maintain relationships;
- Gather data and information;
- Make decisions and solve problems; and
- Organise themselves and others.

### 1. *How do you acquire information?*

Sensing	Intuitive
<p>A Procedural Person</p> <ul style="list-style-type: none"> <li>• Detail</li> <li>• Present</li> <li>• Practical</li> </ul>	<p>A Principled Person</p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Future</li> <li>• Imaginative</li> </ul>
<p>A Procedural Person</p> <ul style="list-style-type: none"> <li>• Is factual and concrete</li> <li>• Notices and remembers specifics and details</li> <li>• Trusts experience</li> <li>• Enjoys the present</li> <li>• Focuses on what's authentic and tangible</li> </ul>	<p>A Principled Person</p> <ul style="list-style-type: none"> <li>• Is abstract and theoretical</li> <li>• Sees patterns and meanings in facts</li> <li>• Trusts inspiration</li> <li>• Enjoys anticipating the future</li> <li>• Focuses on the "big picture"</li> </ul>

### 2. *How do you make decisions and problem-solve?*

Thinking	Feeling
<p>A Logic-based Person</p> <ul style="list-style-type: none"> <li>• Head</li> <li>• Objective</li> <li>• Justice</li> </ul>	<p>A Passion-based Person</p> <ul style="list-style-type: none"> <li>• Heart</li> <li>• Subjective</li> <li>• Harmony</li> </ul>
<p>A Logic-based Person</p> <ul style="list-style-type: none"> <li>• Is job focused</li> <li>• Looks for flaws in logic</li> <li>• Uses sensible logic as a guide</li> </ul>	<p>A Passion-based Person</p> <ul style="list-style-type: none"> <li>• Is process focused</li> <li>• Looks for common ground and shared values</li> </ul>

<ul style="list-style-type: none"> <li>• Applies consistent principles in dealing with people</li> <li>• Focuses on cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Uses personal beliefs as a guide</li> <li>• Treats each person as a unique individual</li> <li>• Focuses on balance</li> </ul>
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3. *How do you organise yourself and others?*

Judging	Perceiving
<p>A Closure-based Person</p> <ul style="list-style-type: none"> <li>• Organised</li> <li>• Structure</li> <li>• Decisive</li> </ul>	<p>An Open-ended Based Person</p> <ul style="list-style-type: none"> <li>• Flexible</li> <li>• Flow</li> <li>• Curious</li> </ul>
<p>A Closure-based Person</p> <ul style="list-style-type: none"> <li>• Enjoys planning and coming to resolutions</li> <li>• Dislikes working under timelines</li> <li>• Likes to things done</li> <li>• Enjoys structure, schedules and order</li> <li>• Focuses on procedures</li> <li>• Does not like change and ambiguity</li> </ul>	<p>An Open-ended Based Person</p> <ul style="list-style-type: none"> <li>• Enjoys the process</li> <li>• Likes working within tight timelines</li> <li>• Likes to keep options open</li> <li>• Is impulsive and accommodating</li> <li>• Prefers to gather more information</li> <li>• Focuses on the “big picture”</li> <li>• Prefer to “share” with others</li> </ul>

4. *How do you establish and maintain relationships?*

Extravert	Introvert
<p>Outward Focus</p> <ul style="list-style-type: none"> <li>• Active</li> <li>• Sociable</li> <li>• People</li> </ul>	<p>Inward focus</p> <ul style="list-style-type: none"> <li>• Reflective</li> <li>• Reserved</li> <li>• Private</li> </ul>
<p>Outward Focus</p> <ul style="list-style-type: none"> <li>• Prefers to talk through problems or issues</li> <li>• Tends to speak or act first, think later</li> <li>• Has many interests</li> <li>• Draws power from the outside world</li> </ul>	<p>Inward focus</p> <ul style="list-style-type: none"> <li>• Prefers to think through problems and issues</li> <li>• Tends to think first, act or speak later</li> <li>• Has a depth of interests</li> <li>• Draws power from the inner world</li> </ul>

Assess the four personal learning styles above and indicate which four better describe your preferred style? You may want to discuss your results and their implications with your Mentor and how you might want to use this knowledge and understanding to improve your mentoring relationship.

<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
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## Understanding your Learning Style?

Honey and Mumford proposed that there are four distinct learning styles, although it is possible that you may have traits from more than one style. This is perfectly normal and means that you will be able to learn well in more than one way. Individuals can be described as an Activist, Reflector, Theorist and Pragmatist. The definitions below will help you to decide which is your preferred style.

### **If you are an Activist -**

you will probably want to be involved in a project or specific assignment to develop on the job skills. Practical, open and flexible learning programs or activity-based courses will be most suitable.

*Activists involve themselves fully and without bias in new experiences. They enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not skeptical and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity.*

*They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves*

### **If you are a Reflector -**

you will appreciate working closely with someone experienced in this area, and learning through observation and discussing your reflections and plans with a mentor. You will also learn much from books, articles and case studies.

*Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious.*

*They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.*

**If you are a Theorist -**

you will most value theory-based courses with well-qualified and experienced trainers, well-written books and articles.

*Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize.*

*They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. "If it's logical it's good." Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.*

**If you are a Pragmatist -**

you will find that succinct, practical books and open and flexible learning are good ways of quickly putting new learning to practical use. You will be particularly attracted to working on real-life projects and appreciate the help of someone who can give you some valuable feedback and coaching.

*Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice.*

*They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'.*



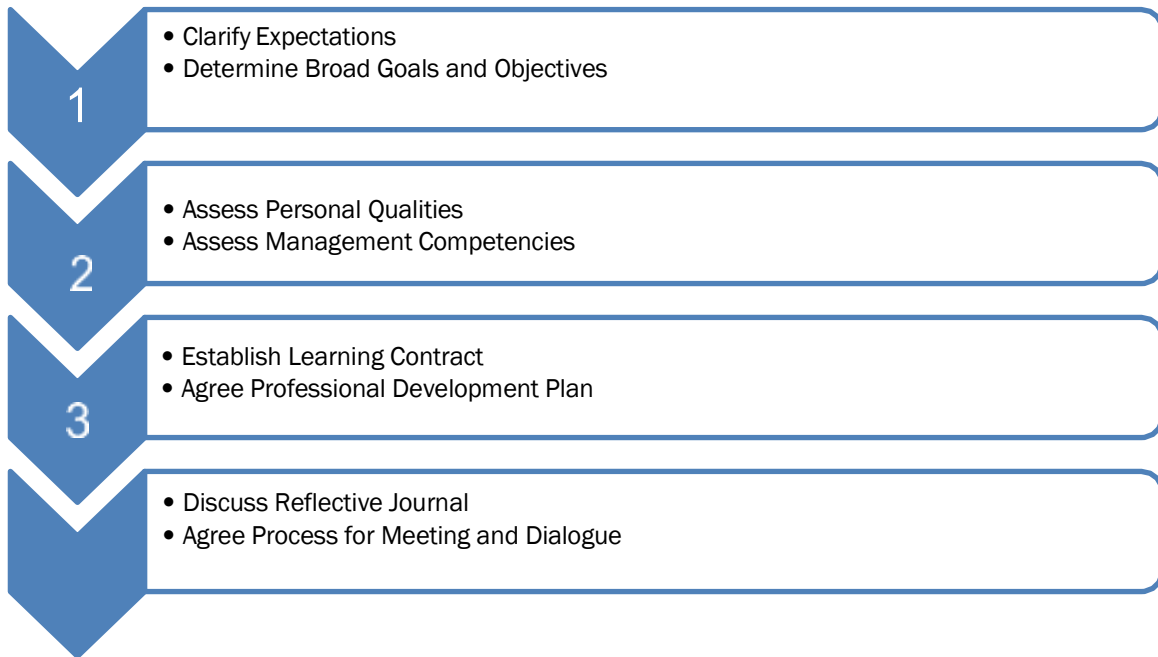
## 5. Reflective Journal

Mentees should keep a Reflective Journal. The reflective journal provides the Mentee an opportunity to reflect and should capture a management situation or describe an event within the health service that the Mentee has encountered within the last 24 hours. The journal entry could also capture a health policy idea, a substantial management issue or significant incident that reflects the outcome of a particular leadership approach. The pattern of observed behaviour that emerges may form part of the repertoire of leadership style or management behaviour for the Mentee to consider in forming up their own behaviour.

The reflective journal should

- Provide an opportunity to reflect (within 24 hours of event)
- Evaluate patterns of behaviour that emerge
- Have each entry address one substantial issue, idea or incident
- Describe the event or issue encountered
- Describe your emotional reaction, what you thought & your behaviour
- Encourage you to think about why you believed you reacted the way you did
- Describe how this new understanding may assist you to deal with future events, how it may lead to a change of behaviour, & how it has identified learning needs.

Mentoring Checklist



## 6. Recording Your Professional Development

Really it is up to you how you record your learning and development. You need to keep records of what you have done for your CPD record, but it is even more useful to actually record what you have learned. The process of committing learning to paper or computer helps you to organise your thoughts and experiences, so you can build on them. It also will aid your recall process by transferring the experience from short-term to long-term memory. This is probably something that you are already familiar with from your days in formal education and it continues to be a powerful aid to learning in adult life.

### **Evidence Summary Record**

This simple form will help you easily and quickly locate a piece of evidence in your portfolio. ACHSM provides a Log Sheet for professional development activities on its website at <http://www.achsm.org.au/members-services/mentoring/> which needs to be completed each year to track your professional development activities in all areas as well as mentoring.