Prevocational Doctor Mentor Program

Program guide
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Prevocational Doctors as Mentors Program

Mentoring represents the structured promotion of individuals within a professional group with the aim of optimally supporting their professional careers as well as their personal development. In medicine, mentoring is a positive developmental opportunity targeting the needs of the prevocational doctor, fostering career development in all areas of the profession, including non-technical skills.

Mentoring ensures the human aspect of medicine is nurtured in the prevocational doctors, supporting Caboolture hospital’s Caring Together philosophy. Mentors can inspire prevocational doctors, fostering idealism and humanness in medicine. Empathy, a core component of emotional intelligence, is fostered by mentoring, ultimately impacting patient care.

In addition to providing a supportive environment for the career and personal development of Prevocational Doctors, mentoring provides an opportunity for the ongoing development of the profession, in addition to improving the engagement of medical staff at Caboolture hospital, enhancing workplace culture and communication.

The Caboolture Hospital Prevocational Doctors Mentor Program (PDMP) is another element the Medical Education Unit (MEU) can add to the learning and development opportunities prevocational doctors receive at Caboolture Hospital. PDMP also had the additional benefit of increasing the level of well-being support, supplementing the existing support services depicted in Figure One.

![Diagram of support services available to Prevocational Doctors at Caboolture Hospital](image)

**Figure 1:** Support services available to Prevocational Doctors at Caboolture Hospital
Program mission statement

The vision of the PDMP is to create a medical culture at Caboolture Hospital that fosters collegiality and positive role-modelling, where peers support each other’s learning, development and career progression, whilst maintaining a patient centred approach to care. The mission statement of PDMP is to;

*Provide prevocational doctors with mentoring by near-peers during their transition from medical school to medical practice in order to promote well-being, professional development and career advancement*

The PDMP program enhances the Caring Together culture of Caboolture hospital, in addition to providing business benefits through staff development and creating a positive work environment, which in turn may assist recruitment and retention of prevocational medical staff.
Program timeline

PDMP is planned to run in line with the Queensland Health Term Dates. Aligning PDMP with the prevocational doctors teaching year will provide a manageable commitment for both mentors and mentees, accounting for staff transitions within this group of doctors which occur primarily on an annual basis in accordance with this calendar.

Figure 2: PDMP program timeline
Education program

The MEU endeavours to support the PDMP with a tailored education program. Three 45-minute education sessions are provided by the MEU (Figure 3) over lunch for the mentors and mentees to attend, network and problem shoot. In addition, the MEU will provide a Mentoring and supervision skills workshop (Figure 4) which is open to all participants in the PDMP, as well as any staff interested in supervisory roles, as a professional development opportunity.

**Term 1  Building the mentoring relationship**
- Principles of high quality mentoring
- Responsibilities of mentoring
- Goal setting

**Term 3  Developing the mentee**
- Challenging your mentoring relationship
- Delivering feedback
- Effective questioning

**Term 5  Transitioning the relationship**
- Deciding on the future direction of your mentoring relationship
- Reflecting on the benefits of PDMP
- Establishing your ongoing professional development plan

**Figure 3: Mentor / mentee education and networking plan**

**Term 4  Mentoring skills and supervision workshop**
- Establishing the relationship
- Mentoring vs Supervision
- Developing learning objectives and setting goals
- Orientation
- Confidentiality
- Mandatory reporting
- SMART
- Effective questioning and coaching
- GROW
- Putting your skills into practice
- Case studies
- Delivering feedback and navigating difficult conversations
- Positive critique
- Assessments

**Figure Four: Mentoring and supervision workshop education plan**

In addition, the MEU has an open-door policy and are available to assist you with any enquiry.
Mentoring

Mentoring is a professional relationship, in which an experienced person, the mentor, shares knowledge, skills and perspective to develop the personal and professional growth of another, the mentee. Mutual trust, respect and communication are important elements of successful mentoring. The mentor and mentee will need to meet regularly to set goals, exchange ideas and discuss progress.

As you prepare for mentoring, take some time to reflect on your reasons for deciding to take on this role. Consider the skills, knowledge and experiences that you would like share with your mentee.

Stages of mentoring

There are four stages of mentoring that build successful mentor-mentee relationships:

- Preparing for mentorship
- Building the relationship
- Developing the mentee
- Transitioning the relationship

**Figure Five:** Stages of mentoring

This program guide is intended to assist mentors and mentees navigate each stage of the relationship. Education and assistance will be available from the MEU to support you through this process. Further resources are also available via the MEU LibGuide (Appendix 1).
Preparing for mentoring

Mentor pairs who take the time to prepare for PDMP tend to experience more successful and fulfilling mentoring relationships.

Prior to the program commencing;

☐ Familiarise yourself with mentoring, your role and responsibilities
  - Reading this guide and reviewing the additional resources as per Appendix One will provide a positive start

☐ Consider the time you will have available for mentoring and the forms of communication you can employ.

☐ Reflect why you volunteered to be involved in the PDMP.
  - Complete your self-reflection.

☐ Mentee, take the initiative to schedule your first meeting with your mentor.
  - Allow at least one hour.
  - Prepare to complete the PDMP mentoring agreement during this meeting.

☐ If you feel comfortable to do so, share your CV with each other prior to the initial meeting.
  - Mentees locate any assessments (e.g. MBTI, DISC, StrengthFinder) that might be useful to share with your mentor.
  - Mentor’s consider your understanding of the mentees experience and needs considering your own background.
Principles of effective mentoring

*Mentoring is a professional relationship in which an experienced person (the mentor) shares knowledge, skills and perspective to develop the personal and professional growth of another (the mentee).*

Mutual trust, respect and communication are important elements of successful mentoring. The mentoring pair will need to meet regularly to set goals, exchange ideas and discuss progress. A mentor is not expected to provide solutions to problems the mentee poses, but instead is to act as a guide to the mentee so they are able to identify their own solution and meet their goals independently.

People come to mentoring for a number of reasons, such as to aide career progression. At Caboolture, we see mentoring as a valuable strategy for meeting the developmental and well-being needs of our prevocational doctors.

The key principles that guide high quality mentoring include:

- **Confidentiality**  
  Mentoring partners agree that everything discussed remains confidential. This provides a safe and trusting environment that encourages open and honest discussion.

- **Commitment**  
  Both partners are committed to the relationship and obtain benefits from it. All agreements made are respected and tasks are followed through.

- **Shared expectations**  
  Frequency and methods of contact suit both partners. Terms of engagement are clearly stated at the commencement of the relationship.

- **Mentee-driven**  
  The mentee drives the relationship, with their needs and goals forming the focus. The mentor provides guidance.

- **Facilitative**  
  Good mentors do more active listening than talking and empower the mentee to work out their own solutions. They understand and utilise the mentee’s strengths and learning styles, provide options, constructive feedback and encourage a problem-solving approach.

- **Shared purpose**  
  The mentor and mentee understand and agree on the goals of the mentoring relationship, roles and responsibilities and boundaries.

- **Empowering**  
  The mentoring relationship may focus on both personal as well as professional needs.

- **Non-judgemental**  
  The relationship is sensitive and respectful of any individual differences. The mentee respects the options and opinions given by the mentor and expects to be constructively challenged by new ideas.

Mentoring is not clinical supervision. It has no role in formal assessment or performance management. Mentoring aims to supplement the learning and development that already takes place in a training environment, not replace it. The focus of mentoring is the mentee and their personal and professional development, with the mentor’s role being to enable and empower the mentee and allowing them to take charge of their own development.

It is also important to distinguish between mentoring and coaching. Coaching is task-driven, generally over a short time-frame and is more focused on performance, in comparison to mentoring which is usually long-term, driven by
the goals of the mentee, focusing on their personal and professional development. This is not to say that coaching does not have a role in mentoring. For example, if a mentee identifies a particular area in which they would benefit from coaching, it may be possible for the mentor to recommend or provide coaching around this particular goal. The coaching does not necessarily need to be delivered by the mentor and can be delivered by another colleague skilled in that area.
Benefits of mentoring

All involved in mentoring have the potential to benefit from the experience from the mentees and mentors, to the organisation overall.

At Caboolture hospital, the PDMP aims to improve employee engagement, create a better culture and increase communication across departments and generally among all medical staff, and to improve staff wellbeing.

In addition, PDMP aims to improve the orientation and integration of new medical staff, facilitate the more efficient transfer of knowledge and skills and begin the development of the future leaders of Caboolture hospital. PDMP will allow prevocational doctors the opportunity to teach and learn skills such as teamwork, leadership, communication and professionalism, in a practical setting.

Benefits to the mentee

The benefits to the mentees are obvious; they gain in personal and professional development, by having a role model and being able to work through issues in a non-threatening environment. Furthermore, the PDMP will facilitate the mentees to maintain emotional and psychological wellbeing during their internship year, in addition to other benefits, including:

- Exposure to new ideas and ways of thinking
- Advice on developing strengths and areas requiring development
- Guidance and clarification on professional development and career advancement
- Networking opportunities
- Increased visibility and recognition within the organisation
- The opportunity to develop new skills, knowledge and expertise
- Increased confidence and leadership skills
- Access to a network and support/opportunities in the workplace
- Increased strategic view of our organisation
- Opportunity to be challenged constructively

Benefits to the mentor

For the mentor it can be a chance to share their experiences, to develop self-awareness and a greater understanding of others in the workplace. Mentoring provides an opportunity to give back to the profession. Additional benefits mentors will gain from being involved in the PDMP include:

- Recognition and opportunity to share their knowledge, experience and expertise
- Extension of their professional development and networks
- Networking opportunities, including opportunities to collaborate with projects and research arising from the PDMP, in addition to access to training opportunities as they arise
- Ability to influence and shape the development of future departmental leaders
- Exposure to fresh perspectives, ideas and approaches through interaction with junior staff
- Opportunity to reflect on their own goals and practices
- Development of their personal leadership and coaching styles, including ability to provide feedback, communication and interpersonal skills
- Staying in touch with emerging issues relevant to Caboolture hospital
Responsibilities

Mentees

The move from a medical student to an Intern is a challenging period, and the aim of the PDMP is to assist mentees through this transition period by providing the support and assistance to ensure the development of the skills and knowledge required as a prevocational doctor.

The opportunity to have a mentor is one of the most effective and valuable opportunities incoming prevocational doctors can be offered, as they are being provided with the encouragement and support of a trusted and experienced mentor who can provide them with a broad range of personal and professional benefits, ultimately leading to improved workplace performance.

To make the most of this opportunity it is important mentees have a clear idea about what they want to achieve through being mentored. It is the mentees responsibility to:

- Identify developmental goals, priorities and career interests
- Be responsible for their own development
- Communicate clearly and honestly when sharing their concerns and achievements
- Use their mentor as a ‘sounding board’ to discuss issues and review their own progress
- Respectfully listen to feedback with an open mind and expect to be challenged with alternative points of view
- Treat their mentor with courtesy and respect
- Maintain confidentiality

As the relationship is mentee driven, it remains the responsibility of the mentee to organise regular meetings with their mentor and document the outcomes.

Mentors

Criteria for being a mentor in the PDMP are;

- Being a ‘near peer’, maximising your ability to relate to and understand the experiences of Interns whilst allowing you to provide contemporary advice on practical aspects of their role
- Working at Caboolture Hospital for the period of the program
- Available and accessible to your mentee, and dedicated to fulfil the commitments of the program

Please note that as a mentor you are not the mentee’s;

- Line manager
  - Any issues relating to your mentee’s performance should be appropriately escalated. The MEU is available to provide advice on the appropriate path for escalation.
- Supervisor
  - You are not responsible for setting scope of practice or orientation.
- Trainer
  - You are not responsible for training your mentee for specific skills or performance improvement.
- Decision maker
  - You are not responsible for your mentees career progression or success.
Medical Education Unit

Potential mentors and mentees are advised of opportunity to be involved in the PDMP in Term 5 (Appendix 4). All who respond are tabled and considered for suitability.

The MEU allocates mentors to mentees and notifies each member via email, providing them with the opportunity to feedback on the match should there be any concerns.

During the PDMP, the MEU will be available to:

- Provide advice and guidance on the mentor/mentee relationship
- Assist with the escalation of issues identified by mentors and mentees
- Monitor the progress of the program throughout the year
- Evaluate the program on completion of the year (Appendix 6), including presenting outcomes to CabMEC in order to ensure future progression and development of the program
- Maintain the LibGuide as a reference point for mentors and mentees
- Provide access to training resources for mentors as need arises
- Provide opportunities for social networking for PDMP participants
  - Introductory lunch and education session on building the relationship
  - Mid-program lunch and education session on developing the mentee
  - PDMP summation lunch, delivery of program evaluation and education on transitioning the mentoring relationship
Building the relationship

The role of the mentor relationship is to empower the mentee to take responsibility and action to drive their own development.

Together this can be achieved by the mentor and mentee by;

✓ Relationship building

- Building trust and a strong rapport.
  
  *Break the ice with informal chat about yourself, your interests outside of work and why you decided to become a mentor/mentee.*

- Agree on the terms of your mentoring relationship.
  
  *Use the PDMP mentoring agreement ([Appendix 3](#)) as a guide.*

  *Discuss your expectations, including individual boundaries.*

  *Agree that discussions can be open and honest and that they will remain confidential.*

- Be respectful of and sensitive to individual differences.
  
  *Respect and understand potential differences in background, culture and styles of communication.*

  *Discuss your differences sensitively and use them as an opportunity to learn more about each other.*

- Turn up to meetings on time and be prepared.

- Follow through on promises.

**Mentors**

- Support and encourage your mentee to build confidence.

- Respond promptly to the mentee’s requests for meetings.

**Mentees**

- Be proactive in organising times for meetings
  
  *Include time and location.*

✓ Information sharing

**Mentors**

- Share their knowledge of the department, profession, networks and experiences.

- Assist the mentee with knowledge of current working environments and further understanding of their role within the organisation.

- Offer career advice, sharing experiences and assisting with networking opportunities.

- You do not need to know all the answers, instead only how to guide the mentee to identify their own solutions and to meet their own goals.

**Mentees**
Document your long- and short-term goals in preparation for your meetings, addressing what you hope to gain from the mentoring relationship and your future ambitions.

Provide your mentor with any self-evaluations you have available (e.g. MBTI, DISC, StrengthFinder).

**Facilitative**

**Mentors**

- Actively listen and question to elicit facts.
- Assist your mentee to achieve short and long-term goals by encouraging them to find their own way.
- Encourage your mentee to take responsibility for their development and decision making.
- Support your mentee in challenging situations and foster development of reflective skills to aid personal and professional growth.
- Remain focussed on the mentee’s goals.

> Mentors should encourage the mentee to lead discussions, actively listen and encourage mentee problem solving rather than offering solutions.

**Mentees**

- Lead discussions and then listen and take time to question and understand feedback.

**Challenging**

**Mentors**

- Constructively and respectfully challenge your mentee’s expectations and ideas allowing them to gain insight into their decisions and actions.
- Encourage your mentee to listen, to clarify understanding, review and consider different perspectives.
- Stimulate your mentee’s critical thinking and develop problem-solving skills.

**Mentees**

- Listen and reflect on feedback.

**Modelling**

**Mentors**

- Be a role model for your mentee by sharing life experiences and thoughts.
- You are a change agent. Be the change you want to see at Caboolture hospital.

**Visionary**

**Mentors**

- Help your mentee to envision their future and build their career by exploring options and offering opportunities.
Confidentiality

The foremost commitment by mentors to their mentees is confidentiality.

To enable the mentee to speak openly about issues that may be of concern to them, it is vital that all discussions between mentee and mentor remain confidential. Much more can be achieved when working through workplace issues in an environment where you know that information will not be shared with your colleagues or supervisor. There are some exceptional circumstances where legal obligations may require you to break this confidentiality.

It is important mentees are aware at the beginning of the relationship that there are exceptions to maintaining confidentiality, such as where notifiable conduct has been disclosed by the mentee, where there is potential for a mentee to harm either themselves or others, or where a court has ordered that the information be disclosed. Ensure that you are both aware of your current legal reporting obligations. A factsheet can be found on the Australian Health Practitioner Regulation Agency website (Appendix 2).
Setting goals

When setting goals in the mentoring relationship, successful outcomes are more likely if a model, such as SMART is employed, as they assist with organising and achieving goals.

![SMART goal setting model](image)

SMART does not have one definitive meaning. In fact, the words within the acronym have changed over time and they continue to vary somewhat depending on the person using the acronym. Generally, they are:

- **Specific**: target a specific area for improvement.
- **Measurable**: quantify, or at least suggest, an indicator of progress.
- **Achievable**: or attainable, in that the goal should be challenging, but not impossible. This is sometimes swapped out for assignable, requesting that you specify who will do what to achieve the goal.
- **Relevant**: referring to whether goals are consistent with key responsibilities or long-term goals. Sometimes substituted for realistic, with the intention to state what results can realistically be achieved given available resources.
- **Time-frame**: or time-related, specify when the result can be achieved.

The acronym is also sometimes expanded to SMARTER to incorporate additional areas of focus for goal-setters. The two additional criteria are:

- **Evaluated**: appraisal of a goal to assess the extent to which it has been achieved.
- **Reviewed**: reflection and adjustment of your approach or behaviour to reach a goal.

SMART provides a clear and simple framework for defining and managing goals and objectives. The core of its value is that SMART prompts people into the act of clearly considering and defining goals and objectives as they set them. This reduces the risk of creating a vague or unclear goal that is unlikely to be achieved.
Effective listening techniques

It is all very well to be effective in our approach to questioning, but if we do not listen to what we are being told, the effectiveness of our questions is irrelevant, and we are missing the opportunity to demonstrate interest and understanding of the person we are communicating with.

Listening is a skill, which is important in everything we do and although we spend a lot of time ‘hearing’, only a small proportion of this time is spent actually ‘listening’. ‘Hearing’ is a passive response, whilst ‘listening’ is an active action. Active listening is a simple technique which, when used in conjunction with effective questioning will help you and the people with who you interact become even more effective at reaching clearer understanding, thereby increasing your chances of achieving positive outcomes.

Active listening means we are consciously listening for cues and clues as to what the actual message is and not making assumptions or trying to shortcut to an answer because of our own experiences or beliefs about what may be going on. We can do this very simply by allowing the person to speak and then reflecting back to them what we think is the key message and following up with an open question to help get more information. We can also show that we are actively listening by using other forms of communication whilst the person is speaking, for example, eye contact, nodding, by using affirming sounds or words.

The LACE listening model (Figure 7) is one tool you can utilise to develop your listening skills.

**Figure 7: The LACE model**

<table>
<thead>
<tr>
<th>Listen</th>
<th>Acknowledge</th>
<th>Check</th>
<th>Enquire</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Listen to the verbal communication and observe non-verbal cues and emotion, without judgement &quot;What's been going on?&quot; &quot;Is everything ok?&quot;</td>
<td>•Use responsive communication to acknowledge your understanding</td>
<td>•Check your understanding</td>
<td>•Enquire further to increase your understanding</td>
</tr>
<tr>
<td>•Paraphrase &quot;So you're saying that...&quot;</td>
<td>•Use empathy to acknowledge feelings &quot;That sounds really difficult...&quot;</td>
<td>•Repeat key words and pause to think</td>
<td>•Encourage the person to be more specific &quot;How did that effect you?&quot;</td>
</tr>
<tr>
<td>•Make sure you have heard them &quot;This is how I've understood you see the problem. Is that correct?&quot;</td>
<td></td>
<td>•Frequently summarise what has been said</td>
<td></td>
</tr>
</tbody>
</table>
Developing the mentee

This will be the most productive stage of the mentoring relationship. It is when the mentor and mentee work together to achieve the planned goals. Maintaining communication and commitment are critical to ensuring successful outcomes from the PDMP.

Together, the mentor and mentee can continue to build on their successful mentoring relationship by:

✓ Regular contact
  □ Maintain regular meetings and communication.
  □ Record the actions from each meeting and report on achievements the next time you meet.
  □ Remain committed, even if there are setbacks. If obstacles occur, such as rostering, discuss it as soon as possible to arrange alternatives and maintain engagement.

✓ Challenge
  Mentors
  □ Challenge your mentee to move beyond their comfort zone and to develop their independence.
  □ Provide thoughtful and constructive feedback. Remain positive and encourage progression.
  □ Be open to sharing your experiences, including mistakes and failures, as these are often where lessons are learned.
  □ Help your mentee to identify development opportunities, such as people to meet, references to access, shadowing opportunities, and follow-up for outcome.

  Mentees
  □ Express your thoughts clearly and be receptive of constructive feedback.
  □ Be prepared to make decisions and take responsibility for achieving your agreed goals.
  □ Demonstrate initiative by soliciting input from your mentor and acting on it appropriately.

✓ Review
  □ Regularly revise the goals and progress you have made.
  □ Celebrate the successes along the way – MEU would love to hear about them!

Mentoring is very broad and complex. It is a learning and development process that is difficult to define. It has been likened over the years with coaching, consulting, advising and teaching. However, mentoring does not represent only one of these, but involves using all of them in addition to other learning and developmental techniques, employed depending on the immediate objective of the mentoring process.
Feedback

Providing feedback is an integral part of the mentoring process and should be a continuous component of the relationship. Most mentees will welcome the opportunity to discuss their strengths and areas for improvement. Feedback should encourage self-reflection, raise self-awareness and assist the mentor to plan for future practices.

When giving feedback, be:

- **Timely**: Be clear that you are giving feedback. Ensure the setting is private and the time is available to allow appropriate feedback, i.e. avoid a corridor conversation.

- **Specific**: Use specific and non-judgemental language. Avoid global praise, such as “you’re doing great”.

- **Constructive**: Mentors can use feedback opportunities to encourage their mentee to understand other perspectives and to consider ways to improve and make positives out of a negative situation. For example, “what are two things you could do to change that situation?” Help the mentee to develop solutions, rather than focus on problems.

- **Open to input**: Mentees should be given the chance to comment on the fairness of the feedback and to provide explanations.

- **Attentive**: Involve attentive listening. Mentors should ask clear questions to understand their mentee’s experience, their assessment of the situation and point of view.

- **Positive**: Avoid jokes, hyperbole or personal remarks. Concentrate on the action or behaviour, not on the mentee. Be mindful not to dampen positive feedback by qualifying it with a negative statement.

Using regular feedback will encourage and enthuse the mentee, allowing them to better define their goals increasing their likelihood of success.

Positive critique feedback framework

Positive critique, in which the mentee is asked to speak first, is a powerful framework for delivering feedback.

![Figure 8: The principles of positive critique](image-url)
This approach, while not avoiding the negative feedback, emphasises the positive and encourages self-reflection. Often the positive critique approach is easier on the mentor, as the mentee may bring up areas of concern first. This also provides an opportunity for the mentor to gauge the mentee’s level of insight.
Difficult conversations

Some conversations can be confronting and some questions difficult to ask. They should still be asked, but sensitively and with some thought.

Tips for heading into a difficult conversation include:

☑ Be clear about the issue
What exactly is the behaviour that is causing the problem? What is the impact of the behaviour?
You need clarity, so you can articulate the issue in two or three succinct statements.

☑ Know your objective
What is the desired outcome? What are the non-negotiables?
Don’t end without clearly expressed action items.

☑ Adopt an inquiry mindset
What are your preconceived notions?
Your mindset will predetermine your reaction and interpretations of the other person’s responses, so it pays to approach such a conversation with an inquiry mindset. Be open to hear first what the other person has to say before reaching closure in your mind.

☑ Manage emotions
Understand and manage the emotions in the discussion. Acknowledge emotion, rather than ignore it.

☑ Be comfortable with silence
Periodic silence in the conversation allows us to hear what was said and lets the message sink in. A pause also has a calming effect and can help us connect better.

☑ Preserve the relationship
Limit any collateral damage to a relationship.

☑ Be consistent
Ensure that your objective is fair and that you are using a consistent approach.

☑ Develop your skills
Managing conflict effectively is a vital skill that will improve with experience.
Effective questioning

Effective questioning allows you to:

- Promote engagement
- Stimulate creativity and motivate fresh-thinking
- Discover learning needs and knowledge level, so that pitch is at an appropriate level.
- Promote higher-order thinking
- Focus intention, attention and energy
- Monitor progression
- Surface underlying assumptions
- Encourage reflection
- Open the door to change and lead forward

Suggestions for effective questioning in your mentoring relationship include:

- Use open-ended questions that require more of an answer than yes or no.
- To ensure a shorter, to-the-point answer use open/closed questions.

  *e.g.* “Give me the two most important things you need to do now to work towards your goal.”

  This will require an answer that is more than just a yes or no but is restricted to two responses. This allows you to both focus quickly on what is most important and begin to work on the solution rather than the problem.

- Once you have asked a question, be prepared to actively listen to the answer, giving your full attention. Make eye contact and show that you are listening by nodding or paraphrasing to indicate that you understand a point.

  *e.g.* “I understand from what you are saying that ... and your next step will be to ...”
Useful mentoring questions:

**Assessment**
- Why do you think that happened?
- How did that make you feel?
- How could it have turned out differently?

**Clarification**
- What do you mean by that?
- What do you want to change?

**Elaboration**
- Can you tell me more about...
- What other ideas/thoughts do you have about it?

**Learning**
- What did you learn from this situation?
- What would you do differently next time?

**Evaluation**
- What is the challenge here?
- What is the opportunity here?
- What do you think that means?
- Why do you think that happened?

**Exploration**
- What are the possibilities?
- What part of the situation have you not explored yet?
- What are your options?
- What do you think would happen if you did X?
- If it had been you in that situation, what would you have done?

**Options**
- What would be your ideal outcome?
- Where do you see yourself in the future?
- What does your intuition tell you to do?
- What would you like to be different?

**Action**
- What is your plan?
- What will you need to get the job done?
- What support do you need to accomplish that?
Coaching

Coaching differs from mentorship in that it does not focus on advice and counselling. Coaching requires the provision of contemporaneous and individualised feedback on observed behaviour, and the use of stimulating and challenging observations to maximise the coachee’s full potential. The coach uses a combination of provocation, questioning, challenging and encouragement to help the coachee achieve an improved performance.

Although PDMP is not coaching, some of the skills from coaching can assist development of the mentee.

The two most commonly utilised models for coaching are CLEAR and GROW. The GROW model can be used when the coach is not an expert in the individual situation. The coach merely acts as a facilitator, to help the mentee select the best options, and not offer advice or suggestions.
Figure 9: GROW coaching model

- **Goal**
  - What do you want?
  - What is it that you want? What is exciting about this goal?
  - How will you know you have got there? What does success look like?
  - What will this give you? How will you measure the results?

- **Reality**
  - Where are you now?
  - Where are you right now? What have you learnt?
  - What values and needs are most important?
  - What challenges have you overcome? What is the biggest concern?

- **Options**
  - What could you do?
  - How might I achieve this? Would you like to brainstorm some options?
  - How would I do it if I had no fear?
  - What is possible? If you had infinite resources, time or authority, what would you do?
  - What are some of the advantages and disadvantages of each option?

- **Will**
  - Where are you going?
  - Which option is your best choice?
  - What will you definitely take action on?
  - When will you get started? What’s the first step? What else do you need to do?
  - When will you take action? How will you feel when you take action?
  - On a scale of 1-10, how committed are you to this plan? What would take you to a ten?
  - What accountability structures would support you?
  - How will you celebrate success?
Figure 9: CLEAR coaching model

- **Contract**
  Agree on what will be discussed in the session. This may involve review of the previous session and revisiting agreed actions.
  
  - *What progress has occurred since our last session?*
  - *What do we want to talk about in this session?*
  - *What are the major issues concerning you right now?*
  - *What would you like to have achieved by the end of the session?*

- **Listen**
  Encourage the mentee to explain the issue in their own words and describe how they feel about it.

  Mentor asks questions at this stage only to clarify their understanding of the issue and to encourage the mentee to engage in self-reflection.
  
  - *What happened next?*
  - *How do you feel about this?*
  - *How did you/they react?*

- **Explore**
  Mentor offers a different perspective or gently challenges the mentee.

  The aim is to help the mentee explore the issue in more depth with questions designed to open up the discussion.

  Mentor reflects back to mentee what they are hearing.
  
  - *Why do you think that happened?*
  - *What prompted this?*
  - *Are there other situations where you/they have responded in a similar way?*
  - *What did you learn from this?*

- **Action**
  Focus on the actions that the mentee is going to take between now and the next session. This should be quite specific.

  The mentor can help to clarify or confirm these actions.
  
  - *What are you going to do?*
  - *When are you going to do it?*
  - *What will you do if...?*
  - *What exactly are you going to say to X?*
  - *Is there someone who could give you feedback on this?*

- **Review**
  Review of the achievements of the session
  
  - *Did we achieve what we set out to do today?*
  - *How do you feel the session went?*
  - *Was it helpful when I...?*
  - *What was the key learning point for you?*
Transitioning the relationship

The PDMP runs for the training year, however, that is not saying that at the end of this period, the mentoring relationship must end. The options available are:

1. Bring the mentoring process to a close
2. Bring the formal mentoring process to a close and continue the mentoring relationship separate to PDMP
3. Opt to continue in PDMP for the next year

This period of the PDMP should be used to evaluate the outcomes of the mentoring relationship. Together, the mentor and mentee should discuss:

- Your reason for joining PDMP and whether this was a good decision
- The goals that were set for the year
- What was achieved? Were all the mentoring goals achieved? If not, why? Were there unexpected achievements?
- Were there disappointments? Discuss how any outstanding goals might be achieved.
- Discuss future contact arrangements.

This is also an opportunity to reflect on what you have personally gained from the PDMP and to celebrate your collective achievements.

Program evaluation

A formal evaluation of the PDMP will be conducted by the MEU.

In Term 5, all participants in the program will be sent an evaluation (Appendix 6). The evaluation seeks information to assess whether the program met its mission statement, its impact on the Caboolture Hospital working environment for prevocational doctors and to request suggestions for how the program can be improved.

All feedback will be collated in a report which will be circulated to all participants and tabled at Caboolture Hospital’s Medical Education Committee meeting for quality improvement purposes.
Appendices

Appendix One: PDMP resources

Accessible via http://redcab.libguides.com/MedicalEdCab/Mentor

Metro North Hospital and Health Service

Medical Education Caboolture: Prevocational Doctor Mentor Program

The PDMP mission statement is:

Provide prevocational doctors with mentoring by near-peers during their transition from medical school to medical practice in order to promote well-being, professional development and career advancement.

If you are interested in being involved in the program, please contact the MEU.

Program resources:

- Prevocational Doctor Mentor Program Guide
- Mentor self-reflection
- Mentor self-reflection
- Mentoring agreement
- Mentor evaluation summary

Mandatory reporting is an incredibly complex legislative tool designed to improve public safety. If you have any questions about whether you should report a fellow practitioner please consult the Guidelines for Mandatory Notifications.

If you need help:

If you need MH/ED/KE help contact:

Lifeline

11 13 14

24 hours a day, 365 days a year.

If you need help contact:

- Queensland Health Employee Assistance Program (EAP) on 1800 604 610
- Queensland Health Advisory Service Queensland on 7 3302 4352
- BeyondBlue on 1300 22 4636
The PDMP Program guide and the meeting templates are accessible via the PDMP LibGuide.

If you require immediate assistance, please contact:
- Caboolture Medical Education Unit (07) 5433 8243
- Queensland Health Employee Assistance Program (EAP) on 1800 604 640
- Doctors’ Health Advisory Service Queensland on 07 3833 4352
- Lifeline (11 13 14)
- BeyondBlue on 1300 224 636

The below, in addition to further articles (PDF) to provide further reading around mentoring and all the accompanying skills are available via the PDMP LibGuide.

Codes, guidelines and standards
- Medical Board of Australia Good medical practice: a code of conduct for doctors in Australia
- AMC Intern training - Intern outcome standards
- Intern advocacy and wellbeing
- QHealth Mental Health and Wellbeing framework

Additional resources
- Benefits of mentoring
- Mentoring - Responsibility for success
- The GROWTH coaching model
- Teaching on the run tips
- The one-minute preceptor: Shaping the teaching conversation

Wellbeing resources
- QHealth EAS
- Beyond Blue heads up
- RUOK
- Black Dog Institute
- AMSA Keeping your grass greener
- Are you ok?
- RACP Physician health and wellbeing
- The Happy MD
- Smiling Mind
- Smiling Mind App
- Vigeo App
Appendix Two: Guidelines for mandatory notification

The mandatory reporting regime is a complex legislative tool designed to improve public safety.

If you have any questions about whether you should report a fellow practitioner please consult the Guidelines for Mandatory Notifications.

The obligation is on any practitioner or employer who forms a reasonable belief that another practitioner has engaged in notifiable conduct to make a report to AHPRA as soon as practicable.

Section 140 of the National Law defines ‘notifiable conduct’ as when a practitioner has:

1. practised the practitioner’s profession while intoxicated by alcohol or drugs; or
2. engaged in sexual misconduct in connection with the practice of the practitioner’s profession; or
3. placed the public at risk of substantial harm in the practitioner’s practice of the profession because the practitioner has an impairment; or
4. placed the public at risk of harm because the practitioner has practised the profession in a way that constitutes a significant departure from accepted professional standards.

The Guidelines for Mandatory Notifications discuss these types of notifiable conduct, followed by the exceptions. The guidelines are only examples of decision-making processes, so practitioners, employers and education providers should check the exceptions to make sure they do not apply.
# Appendix Three: PMDP mentor meeting forms

Accessible via [http://redcab.libguides.com/MedicalEdCab/Mentor](http://redcab.libguides.com/MedicalEdCab/Mentor)

---

## PDMP mentoring agreement

*Please complete this agreement at your first meeting*

<table>
<thead>
<tr>
<th>By signing this agreement we both agree that we have a clear understanding of our role and commitment to the mentoring relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentee name</td>
</tr>
<tr>
<td>Start date</td>
</tr>
</tbody>
</table>

## Meetings

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Meeting length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Between meetings we will contact each other by;</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ email</td>
<td>☐ phone</td>
</tr>
<tr>
<td>The day(s) that best suit us both to communicate are:</td>
<td></td>
</tr>
</tbody>
</table>

## Mentee goals

*These are the key goals that we agree to focus on during the period of the agreement*

| Goal 1 |
| Goal 2 |
| Goal 3 |

*These goals will be reviewed every ............... weeks*

## Cancellation policy

*If the mentoring relationship is not working out, we agree to discuss any issues and make every effort to resolve them together before cancelling this agreement*

## Confidentiality

*We agree to keep the content of our mentoring partnership confidential*

| Mentee signature | Date |
| Mentor signature | Date |
**PDMP mentee self-reflection**

As you prepare for mentoring, take some time to consider your future and what you would like to achieve during the mentoring process. Consider some short and long term goals to discuss with your mentor.

Take this completed form to your first meeting.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would you like to achieve in the next five years?</td>
<td></td>
</tr>
<tr>
<td>What would you like to achieve during your intern year?</td>
<td></td>
</tr>
<tr>
<td>What do you consider your strengths?</td>
<td></td>
</tr>
<tr>
<td>What do you consider your areas requiring development?</td>
<td></td>
</tr>
<tr>
<td>What are you hoping to achieve as a result of the mentoring program?</td>
<td></td>
</tr>
</tbody>
</table>
PDMP mentor self-reflection

As you prepare for mentoring, take some time to reflect on your reasons for deciding to take on this role. Consider the skills, knowledge and experiences that you would like to share with your mentee.

Take this completed form to your first meeting.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you volunteer to be a mentor?</td>
<td></td>
</tr>
<tr>
<td>What events have you experienced that have significantly impacted your career?</td>
<td></td>
</tr>
<tr>
<td>How might these events influence who you are as a mentor?</td>
<td></td>
</tr>
<tr>
<td>What are you hoping to achieve as a result of the mentoring program?</td>
<td></td>
</tr>
<tr>
<td>What skills, knowledge and insights do you have that would be valuable to share with your mentee?</td>
<td></td>
</tr>
</tbody>
</table>
# PDMP mentoring session summary

*Both mentor and mentee should keep a copy to ensure future planning occurs.*

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
<th>Date</th>
</tr>
</thead>
</table>

## Session agenda

## What we discussed

## What we will do before our next meeting

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
</table>

## What we might do more of next time

## Next meeting date:
**PDMP SMART goals action plan**

*Both mentor and mentee should keep a copy to ensure future planning occurs.*

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td><strong>Measurable</strong></td>
<td><strong>Achievable</strong></td>
<td><strong>Relevant</strong></td>
<td><strong>Time-framed</strong></td>
</tr>
<tr>
<td>Targeting area for improvement</td>
<td>How will success be determined</td>
<td>Goals should be realistic</td>
<td>To overall personal and professional goals</td>
<td>Set progress and completion dates for goals</td>
</tr>
</tbody>
</table>

### Describe your long-term goals

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Describe your short-term goals

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement:</td>
<td>Statement:</td>
</tr>
<tr>
<td>Actions:</td>
<td>Actions:</td>
</tr>
<tr>
<td>Timeframe:</td>
<td>Timeframe:</td>
</tr>
<tr>
<td>Goal 3</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
</tr>
<tr>
<td>Statement:</td>
<td></td>
</tr>
<tr>
<td>Actions:</td>
<td></td>
</tr>
<tr>
<td>Timeframe:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What we might do more of next time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Next meeting date:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix Four: Introductory emails

Email to all prevocational doctors seeking mentors (PDF attachments: PDMP program guide):

Hi All,

This coming year, we will be continuing the Prevocational Doctors as Mentors Program.

The program aims to provide incoming interns with mentoring by near-peers during their transition from medical school to medical practice in order to promote well-being, professional development and career advancement.

**We are seeking mentors** for the incoming **Year** interns.

This could be a chance for you to share your experience and give back to your profession, whilst continuing your professional development. In addition, you will be invited to training opportunities run by the MEU throughout the year. Please see the attached program guide for the benefits and responsibilities of the program.

If you are interested, please reply to this email.

If you have any questions, please do not hesitate to contact **MEO on Phone number or Email.**

Many thanks in advance for your ongoing support of our future medical workforce.

Regards,

**MEU**

Email to Mentee’s (PDF attachments: PDMP Mentoring agreement, PDMP Mentoring session summary and PDMP Mentee self-reflection):

Hi **Name**, 

Welcome to the Prevocational Doctors as Mentors Program!

Your assigned mentor is **Name**.

An introductory session is running this **Day Date at Time in Location**.

This session will provide an introduction to Building the mentoring relationship, in addition to a chance to meet with your mentor and coordinate a time for your first mentor/mentee meeting.

Prior to your first meeting with your mentor you are advised to complete the attached self-reflection.
At the first meeting with your mentor it is suggested that you complete the attached mentoring agreement. I have also attached the mentoring session summary for use at subsequent meetings. For further resources and information, please refer to http://redcab.libguides.com/MedicalEdCab/Mentor

Please note, that all forms and resources are available in your resource guide, which you should have received. If you have not, please contact MEU.

If you have any questions or would like any further information, please do not hesitate to make contact.

Regards,

MEU

Email to Mentor’s (PDF attachments: PDMP Mentoring agreement, PDMP Mentoring session summary and PDMP Mentee self-reflection):

Hi Name,

Welcome to the Prevocational Doctors as Mentors Program!

Your assigned mentee is Name.

An introductory session is running this Day Date at Time in Location.

This session will provide an introduction to Building the mentoring relationship, in addition to a chance to meet with your mentee and coordinate a time for your first mentor/mentee meeting.

Prior to your first meeting with your mentee you are advised to complete the attached self-reflection. At the first meeting with your mentee it is suggested that you complete the attached mentoring agreement. I have also attached the mentoring session summary for use at subsequent meetings. For further resources and information, please refer to http://redcab.libguides.com/MedicalEdCab/Mentor

Please note, that all forms and resources are available in your resource guide, which you should have received. If you have not, please contact MEU.

If you have any questions or would like any further information, please do not hesitate to make contact.

Regards,

MEU
### Questions for Focusing Collective Attention on Your Situation

- What question, if answered, could make the most difference to the future of (your specific situation)?
- What’s important to you about (your specific situation) and why do you care?
- What draws you/us to this inquiry?
- What’s our intention here? What’s the deeper purpose (the big “why”) that is really worthy of our best effort?
- What opportunities can you see in (your specific situation)?
- What do we know so far/still need to learn about (your specific situation)?
- What are the dilemmas/opportunities in (your specific situation)?
- What assumptions do we need to test or challenge here in thinking about (your specific situation)?
- What would someone who had a very different set of beliefs than we do say about (your specific situation)?

### Questions That Create Forward Movement

- What’s missing from this picture so far? What is it we’re not seeing? What do we need more clarity about?
- What’s been your/your major learning, insight, or discovery so far?
- What’s the next level of thinking we need to do?
- If there was one thing that hasn’t yet been said in order to reach a deeper level of understanding/clarity, what would that be?

### Questions for Connecting Ideas and Finding Deeper Insight

- What’s taking shape? What are you hearing underneath the variety of opinions being expressed? What’s in the center of the table?
- What’s emerging here for you? What new connections are you making?
- What had real meaning for you from what you’ve heard? What surprised you? What challenged you?

---


Whole Systems Associates: California, USA.
Appendix Six: Program evaluation

Consultation hub survey

Prevocational Doctor Mentor Program evaluation

Overview
Thank you for being involved in the Prevocational Doctor Mentor Program.

Why We Are Consulting
In order to assess the value of the program and identify its future direction, we would value your feedback.

Help us improve

PDMP Online Evaluation >

Contact:
Jessica Miller
(PMEQ)
MEU Caboolture
(07) 5433 8243
Jessica.Miller@health.qld.gov.au

Closes 1 Feb 2023
Opened 1 Nov 2019
Prevocational Doctor Mentor Program evaluation

**Role in the PDMP:**
- Mentor
- Mentee

<table>
<thead>
<tr>
<th>How much value did the following events add to the PDMP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Required)</td>
</tr>
<tr>
<td>Term 1 education and networking: Building the mentoring relationship</td>
</tr>
<tr>
<td>Term 2 education and networking: Developing the mentee</td>
</tr>
<tr>
<td>Term 3 education workshop: Mentoring skills and supervision</td>
</tr>
<tr>
<td>Term 3 education and networking: Transforming the relationship</td>
</tr>
</tbody>
</table>

**In relation to your mentor/mentee meetings:**
- [ ] Yes
- [ ] No

<table>
<thead>
<tr>
<th>Event</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy to arrange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produced a session summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted your professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted your career progression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted your general wellbeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained confidentiality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**At the beginning of the program, did you:**
- [ ] Yes
- [ ] No

<table>
<thead>
<tr>
<th>Event</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the Program Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the self-evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access the LIBGuide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet in Term 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the mentoring agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Frequency of meetings:**
- [ ] Less than once a term
- [ ] At least once a term
- [ ] At least twice a term
- [ ] More than twice a term

**Comments:**

**Did the PDMP:**
- [ ] Yes
- [ ] No

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve your level of engagement in the workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance your level of performance and motivation in the workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribute to a positive culture at Cadodirius Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote an environment of personal and professional growth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

PDMP program guide

Printed versions are uncontrolled

Page 42 of 44
What aspects of the PDMP did you find:

Most enjoyable: [Required]

Least enjoyable: [Required]

Requiring improvement: [Required]

In your view, was the PDMP successful in meeting its mission statement of providing prevocational doctors with mentoring by near-peers during their transition from medical school to medical practice in order to promote wellbeing, professional development and career advancement:

[Required]
- Yes
- No

Comments:

Almost Done...

You are about to submit your response. After you click Submit, you will not be able to go back and change any of your answers.

If you provide an email address you will be sent a receipt and a link to a PDF copy of your response.

Email address

Save and come back later... Continue >

Your response has been submitted

Your response ID is XXXX-XXXX-XXXX-XX. Please have this ID available if you need to contact us about your response.

Thank you for taking the time to complete this evaluation.

This data will be used to shape the future of the PDMP, as a means of developing best practice and continuing advancement of our medical staff here at Caboolture Hospital.