

Mentorship Programme Guidelines for Participants

1. Introduction

1.1 These Guidelines are written to support and encourage professional and personal growth in the context of mentees and mentors of Hauora Taiwhenua's Mentorship Programme. The programme relationships are:

- Tertiary student mentee with a professional mentor
- Secondary student mentee with a tertiary student mentor
- Professional mentee with a professional mentor

2. Scope

2.1. The overall scope of the programme is focused on rural health, rural students, rural professionals and rural communities. Objectives include:

- Support and guidance: Help navigate academic and/or professional pathways.
- Knowledge and skills transfer: Assist in the transfer of knowledge, skills and experiences.
- Networking opportunities: Facilitate networking opportunities to help build relationships.

2.2. The following themes are suggested for the three strands of the programme and are provided as a guide for conversation starters, outcomes and for managing risk to the individuals and the organisation.

2.2.1. Tertiary Student Mentee with Professional Mentor

- Pastoral care such as settling into city life
- Study support such as goal setting, study methods that work, keeping energised and focused on study, managing exam anxiety
- Career progression such as what to do after graduation, including post-graduate study
- Job application process from writing a great CV to the interview process

2.2.2. Secondary Student Mentee with Tertiary Student Mentor

- Advice on next steps on how to apply to a tertiary institute for a health degree
- Advice and information on available financial support for rural students
- How did it feel to move to the city, did you miss everyone, how did you make friends?
- Support of the application process and career pathways

2.2.3. Professional Mentee with Professional Mentor

- Work-life balance in a rural setting
- Personal development - career aspirations, progression and goal setting
- Skills enhancement, developing leadership, healthcare management

3. Matching Mentors with Mentees

- 3.1. Mentees and mentors complete online matching profiles consisting of questions that focus on professional orientation, work life priorities, and interests.
- 3.2. Ideally, mentors and mentees will be matched according to a variety of factors – health discipline, region of origin, gender, ethnicity and background. It is important that a mentor is experienced in their field, develops rapport with their mentee, is positive about rural health and is respectful and mindful of differences such as gender or background.
- 3.3. Confidentiality is central to a mentoring relationship and the key to a long-term mentoring relationship is defining roles and obligations at the beginning, while revisiting these from time to time as an interactive process between mentor and mentee.
- 3.4. Learning will be more effective in the mentoring relationship if the mentee is proactive and responsible for setting the agenda and schedule for the meetings.
- 3.5. The Programme Manager will perform the task of matching and corresponding with applicants of the programme.

4. Duration

- 4.1. The programme is designed to last for the duration specified on the application, with the possibility of extension upon mutual agreement. The Programme Manager matches mentors/mentees as best they can to meet requests of both

mentors and mentees. The duration outlined by the Mentor and Mentee is unlikely to be identical but somewhat similar. The Programme Manager will advise of the confirmed duration on confirmation of matching.

5. Meeting Frequency

- 5.1. It is recommended that mentors and mentees meet regularly (at least monthly), however, this will depend on availability, need of mentee and what is outlined on the application. The frequency will be confirmed by the Programme Manager upon matching however, this may change throughout the mentorship duration based on need and availability.

6. Goal Setting

- 6.1. Not all relationships will require goals, however, goal setting should be addressed at the beginning of the relationship with clear and tangible goals that are revisited and adapted throughout the mentorship.

7. Evaluation

- 7.1. Feedback from both the mentor and mentee would be valued upon completion of the mentorship, for Hauora Taiwhenua to continually improve the programme.

8. Terminating a Mentorship

- 8.1. Not all mentorships succeed and because of this Hauora Taiwhenua has a no-fault response and termination policy. Hauora Taiwhenua will make every effort to ensure that there is a fit for both the mentee and mentor by reviewing application forms, discussing the options for matching and keeping an ongoing and open conversation with all parties. Should a mentor match not work, Hauora Taiwhenua will make every effort to re-match the applicants and ensure that any concerns have been addressed.

9. Mentoring Out of Scope

- 9.1. Sometimes mentors can be faced with questions or concerns from a mentee that are out of scope of the agreed partnership or outside their field of expertise. This can sometimes occur by a gradual creep or a sudden crisis.
- 9.2. Should the mentor not feel capable of supporting the mentee in these instances, mentors can contact the Programme Manager to discuss next steps or options

or provide advice on further support. In the later instance we ask that the mentor alerts us to this change in scope.

- 9.3. Should a mentee feel that the mentor is not meeting their expectations and is drifting from the agreed scope of the mentorship, or pushing an out-of-scope agenda the mentee can contact the Programme Manager for support and advice.

10. Roles

10.1. Programme Manager

10.1.1. The Programme Manager will oversee the programme management cycle from development to implementation and ongoing monitoring and evaluation.

10.1.2. Day to day tasks will include:

- Attending to any correspondence in relation to the programme.
- Ensuring the programme is delivered to best practice and organisational standards.
- Completing all tasks related to the programme such as administration, promotion, monitoring and reporting in a timely and agreed manner.
- Receiving and reviewing applications for mentors and mentees.
- Undertake any training or mentoring to support mentors and mentees in the delivery of this programme.
- Disseminating promotional and registration material.
- Accepting or declining applications for mentors and mentees.
- Matching mentors and mentees and communicating this opportunity.
- Supporting mentors and mentees to ensure they get the most out of the programme. This may include making suggestions for conversations, keeping the mentoring on track, and providing other advice as required.
- Disseminating, collating and providing feedback.
- Considering and acting on any feedback that improves the programme and the outcomes for participants.

10.1.3. The Programme Manager will report on the success of the programme in accordance with Hauora Taiwhenua's reporting model. This will include quantitative and qualitative reporting, financial reporting and risk analysis reporting.

10.1.4. Relationship management such as any sponsorship or partnership will be managed by the Programme Manager and owned by the Chief Executive or other senior management member as agreed.

10.1.5. Access and administration rights to the ZOHO CRM portal and database will be managed at this level.

10.2. Mentor

10.2.1. The role of the mentor is a rewarding and insightful opportunity.

10.2.2. On accepting the role of mentor, you will contact your mentee via the Hauora Taiwhenua Members portal, or email, or by phone. In the portal both the mentor and mentee will have provided information on when, and how often mentoring will take place. It is also important to discuss whether you wish to be available outside of the agreed mentoring sessions.

10.2.3. To establish your mentorship, you will agree with your mentee on the terms of how you intend to work together, the purpose of the mentoring and what to expect from each other.

10.2.4. The Mentor models best practice behaviour. You will:

- act as a confidential and non-judgemental sounding board
- listen well, question constructively and offer supportive challenge when needed
- encourage reflection, and independent and creative thinking
- give constructive feedback and provide new insights
- respect and keep to the points agreed at the start
- recognise and celebrate achievements
- focus on the objectives set by the mentee
- be willing to share experience, knowledge and expertise
- provide advice when relevant
- be encouraging and supportive
- show commitment and flexibility
- be respectful and sensitive to your mentee – e,g culture, gender etc
- be aware of and practice confidentiality and privacy
- complete feedback forms and requests for information as received from the Programme Manager.

10.2.5. Completing feedback on the programme is a key monitoring and reporting action for Hauora Taiwhenua. We ask that you commit to completing any requests for feedback to support this key performance indicator.

10.3. Mentee

- 10.3.1. The role of a mentee is active and engaged.
- 10.3.2. As a mentee on the Hauora Taiwhenua Mentorship Programme, you will be supported by the Programme Manager to ensure you have the best possible experience on the programme.
- 10.3.3. The mentee should:
- Be prepared to 'drive' the mentoring opportunity such as scheduling meetings, maintaining a record of agreed tasks and goals
 - Be clear on what they would like to achieve
 - Be respectful and keep to the action or discussion points agreed at the start
 - Be prepared to reflect and evaluate own practice – what went well, what could have been done differently
 - Be committed to attending scheduled meetings and doing any tasks agreed
 - Be honest and transparent when sharing information
 - Be prepared to step out of their comfort zone and consider new ways of doing things
 - Be respectful and sensitive to the mentor – e.g culture, gender etc.
 - Be aware of and practice confidentiality and privacy
 - Be timely in completion of any feedback, reporting or other requests received from the Programme Manager.

11. Tips for a successful engagement in the Mentorship Programme

11.1. Communication

- 11.1.1. It is recommended that mentees and mentors maintain open and honest communication, showing empathy and actively listening.

11.2. Commitment

- 11.2.1. While we understand that schedules may change, both mentees and mentors should honour their agreed-upon activities where possible and communicate changes as soon as possible, offering alternative timeframes.

11.3. Feedback

- 11.3.1. Provide feedback, advice and information in a constructive and respectful manner.

11.4. Goal setting

11.4.1. As a mentor you may wish to set goals for your mentee but not all mentoring is about tasking and achieving; the mentee might just want to have a sounding board or professional friend.

11.4.2. Should you take the route of goals, tasks or actions consider setting objectives or outcomes using the following techniques:

- Use SMART outcomes. These are tangible outcomes with five key characteristics:

S	Specific	Clear, unambiguous and focused on specific deliverables
M	Measurable	Include milestones and markers to measure progress over time
A	Attainable	Realistic but requiring a stretch
R	Relevant	Aligned with the overarching organisational or programme goals
T	Time-based	Include a time frame for achieving each specific objective, task or output

- Use the GROW Technique. The GROW technique is similar to the SMART technique with a more organic, exploratory process.

G	Grow	What is the objective or desired outcome? Ask the mentee: How will you know when you have achieved that goal?
R	Reality	What is the current situation? What is stopping the goal from being reached? Check any assumptions with the mentee: Why do you think that might happen?
O	Options	What choices do they have? What different journeys can they choose to reach the goal? This is also known as 'Obstacles Exploration.'

		Avoid making suggestions on the mentees' behalf.
W	Way forward	What will they do next? This is also known as 'Will' or 'Way forward.' Gain commitment to an action and a follow-up if required.

11.4.3. What kind of Mentor are you?

- Different types of mentors exist, and it is helpful if a mentor considers what type of mentoring best suits them. The following are four common types and their role:

Guide	Generally, professionals in the field, know the profession, how it works and what the future holds. A Guide mentor will share advice, knowledge and build confidence.
Ally	Generally known for their ability to develop skills, knowledge, career pathways or learnings. An Ally mentor will support Mentees in their journey from a generalist point of view.
Catalyst	Generally have fewer years' experience than a Guide, but can offer on the ground advice and support in a practical manner. A Catalyst mentor will ask a mentee to share situations and stories.
Advocate	Generally senior leaders in the community who are influential and have an extensive network. An Advocate mentor will focus on aspirations and goals.

12. Support

- 12.1. The Hauora Taiwhenua Programme Manager is available to support mentors and mentees throughout the programme. For any concerns, questions or additional information, please contact Ingrid.busby@htrhn.org.nz.
- 12.2. Hauora Taiwhenua Rural Health Network is committed to fostering meaningful and productive relationships. By adhering to these guidelines, participants can maximise the benefits of the programme and contribute to a supportive and thriving community.