MENTORING HANDBOOK

Early to Mid-Career Mentoring

Table of contents

Introduction

With this booklet, we hope that mentors and mentees participating in the iHEA Mentoring Program will have a clear idea of what is expected of each party and more importantly, what can be gained from participating in the program. Other resource materials provided include a mentoring contract, a slideshow and a list of links to useful resources.

The preparation and implementation of the mentoring program is a collaborative effort of the Professional Development Subcommittee and representatives of the Early-Career Researchers' Special Interest Group (ECR-SIG), with support from the management team and the Board of Directors.

We thank Professor Rhiannon Tudor Edwards from the UK Health Economist's Study Group (HESG) for helpful comments and initial guidance on how to structure the information in this booklet.

Purpose and objectives

The purpose of the iHEA Mentoring Program is to support health economists in their professional development and personal wellbeing. More generally, it is a formal program with an overall aim to promote and foster a global network of scientists in health economics with mentoring support from experienced experts in the field.

The objectives are:
- o To build competence within the health economics profession;
- o To overcome geographic barriers to progress for disadvantaged groups;
- o To build bridges between geographically diverse parts of the International Health Economics Association membership.

What is mentoring?

Mentoring is a form of one-to-one support whereby one person shares their knowledge, skills and connections to assist a less experienced colleague with their current and future challenges. In particular, it's about motivating and empowering the other person to identify their own issues and goals, and helping them to find ways of resolving or reaching them – while acknowledging and respecting different ways of working. The mentoring relationship is voluntary, confidential and professional.

Mentoring is separate from supervision/appraisal and allows the mentee to speak more freely than with a research supervisor. It is a pre-defined space where mentees can discuss work-related and career-related topics with a more experienced person. By developing a formal mentoring scheme, a consistent approach to support can be provided within an organizational context such as iHEA.

A formal mentoring scheme can be thought of as a structured program in which mentoring relationships are established and supported. The benefits of formal mentoring include the possibility to: A) foster social inclusion, i.e. to ensure both equal opportunities and the effective use of the diversity of talent, experience and backgrounds; and B) help ensure that the relationship has a clear purpose (Clutterbuck, 2014). The scheme provides a practical framework of support for mentor and mentee, including resources like this booklet, a process by which mentors and mentees are matched, and regular review.

Mentoring models

In modern mentoring models (often described as developmental mentoring) the emphasis is on mentees finding their own solutions to challenges rather than straight advice-giving by the mentor. Providing support in this way is more effective in the long term as the mentee develops problem-solving skills that help with future self-sufficiency. As such, mentoring is a developmental activity with the focus on empowering and enabling people to do things for themselves. The process is concerned with co-learning and helping someone make better decisions and grow in wisdom, as a result of a deeper self-awareness (Clutterbuck, 2014).

It is possible to look at the whole spectrum of mentoring through two dimensions with a model of "helping to learn" that is simple and yet inclusive (**Figure 1**). The first dimension offers a spectrum of the mentoring relationship from directive to non-directive and the other dimension is a spectrum of the individual need from being stretching to nurturing. Within these two dimensions, four "helping to learn" styles can be identified: Coaching, counselling, networking and guiding (**Figures 2 and 3**). Mentoring draws on these four styles (Clutterbuck, 2014).

Effective mentoring entails that the mentor moves along the two dimensions, in any direction, in response to their observation of the learner´s need at the time. He/she may use the challenging behaviors of stretch coaching at one point and the empathetic listening of counselling at another time point. Two types of mentoring are contrasted in **Figures 2 and 3**. The iHEA Mentoring Program draws on developmental mentoring (**Figure 2**); where the emphasis is on empowerment and personal accountability, rather than on power and influence as in the sponsorship mentoring model. The two models are contrasted in **Table 1**.

Figure 1 Two dimensions of helping to learn

Figure 2 Developmental mentoring

Figure 3 Sponsorship mentoring

Table 1 Comparison of two models of mentoring (Clutterbuck, 2014).

Developmental mentoring	Sponsorship mentoring
Mentee (literally, one who is helped to think)	Protégé (literally, one who is protected)
Two-way learning	One-way learning
Power and authority of mentor are "parked"	The mentor´s power to influence is central to the relationship
Mentor helps mentee decide what he or she wants and plan how to achieve it	Mentor intervenes on mentee´s behalf
Begins with an open ending in mind	Often ends in conflict, when mentee outgrows mentor and rejects advice
Built on learning opportunities and friendship	Built on reciprocal loyalty
Most common form of help is stimulating insight	Most common forms of help are advice and introductions
Mentor may be peer or even junior - it´s relative experience that counts	Mentor is older and more senior

Although people often work long hours, deep thinking time often takes place on the journey to and from work, while taking exercise or in other parts of leisure time. Entering such reflective space with a mentor can help the mentees tackle their issues more objectively and more intensively from a wider range of perspectives than doing that on his/her own. That way, the path from analysis to insight and understanding leading to an action can become

faster and more effective. Some mentors report that mentoring also helps them to take reflective space to consider their own issues (Clutterbuck, 2014).

Source: Clutterbuck, D. (2014). Everyone needs a mentor. 5th edition. CIPD, London.

Choosing a framework of communication

At the outset of the mentoring arrangement, the mentor and mentee need to establish a framework for communication: What media will you use – Phone? Email? Skype? Or a combination? **Table 2** summarizes the pros and cons of each form of communication. Skype or Zoom conference calls (with video enabled) are recommended in the iHEA Mentoring Program as the main method of communication.

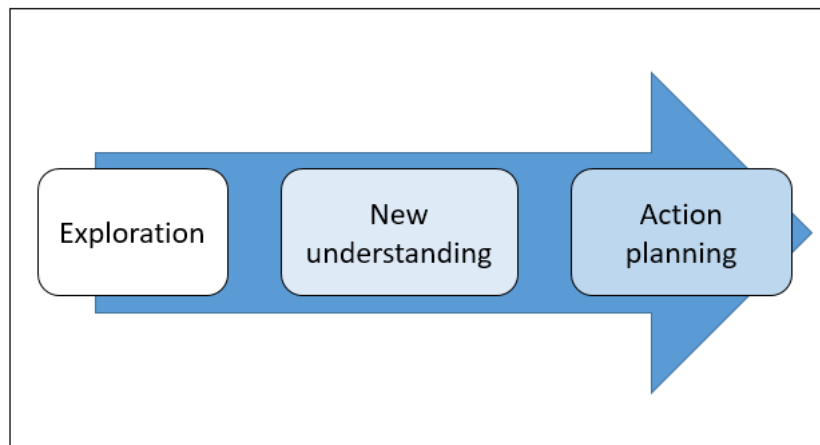**Table 2** Pros and cons of different sources of communication.

Method chosen	Pros	Cons
Email (e-mentoring)	Good for different time zones	Lack of verbal clues and body language
	Good for short exchanges and practical information	Harder to build rapport and trust (especially if used from the outset)
	Good for reflection, as some time can be spent thinking over responses	Confidentiality issues from email content
		Technical difficulties e.g. Email can be rerouted into a spam folder
Telephone mentoring	Verbal clues can be picked up (these do require concentration, and it's advisable to confirm them)	Lack of body language and facial expression
	It's possible to infer emotions	Confidentiality: who can hear the call?
Video Skype or FaceTime	Best option for remote mentoring due to similarities with a face-to-face meeting	Technical problems can 'cut off' conversations
	Free and easy to use	

Source: The academy of medical sciences (2019). **www.acmedsci.ac.uk/mentoring**

Framework for each mentoring conversation

A 3-stage model, adapted from the "skilled helper model"
(Egan, 2009) is a useful framework around each mentoring conversation. The three stages are: exploration, new understanding and action planning (**Figure 4**).

Figure 4 The 3 stage mentoring process (Alred and Garvey, 2010)

Exploration: The mentor uses open questions and active listening to encourage the mentee to talk about his/her concerns/challenges. The mentor helps the mentee find out what they need to focus on and what the mentee´s goals are.

New understanding: The mentor has now confirmed with the mentee which issues are important to the mentee. He/she encourages the mentee to reflect on his/her issues and gives constructive feedback. This should help the mentee to see things from different perspectives and decide what to do next.

Action planning: At this stage the mentee has identified what they need to do and specific objectives can be set to achieve their goals with the mentor´s encouragement.

In the first meeting the primary objective should be to get to know each other and build the rapport they need to make the relationship work (Clutterbuck, 2014).

Source: Egan G. (2009). *The skilled helper. A problem-management and opportunity-development approach to helping*. 9th ed. International edition: Brooks/Cole.
Source: Figure adapted from Alred, G. and Garvey, B. in *Mentoring pocketbook. 3rd ed. Alresford, Hants: management Pocketbooks; 2010* (as seen in Ackroyd, R. and Adamson, K. A. (2015). *J R Coll Physicians Edinb*; 45; 143-7).
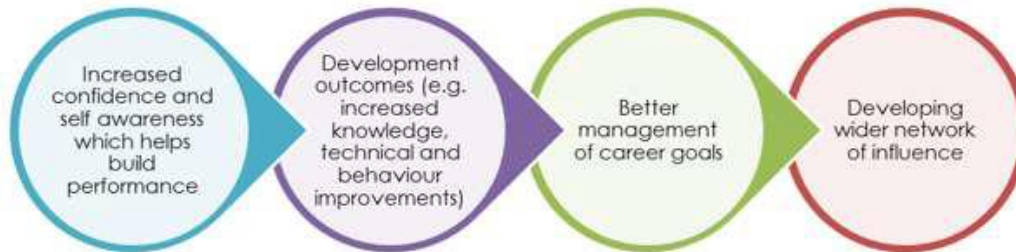Source: Clutterbuck, D. (2014). Everyone needs a mentor. 5th edition. CIPD, London.

Why become a mentee?

Mentoring can give you different perspectives which helps
you to clarify and be sure of your vision in career development as a health economist.

Mentee benefits

Clutterbuck (2004) identifies four benefits for the mentee.

Mentee qualities

According to Clutterbuck (2014), successful mentoring relationships are characterized by mentees who are:

- Realistically ambitious for the relationship, having clear expectations of what it can do for them.
- Unambiguous about their own role in selecting and bringing issues for discussion.
- Prepared to take the prime responsibility for arranging meetings and the agenda.
- Willing to challenge and be challenged.
- Able to approach the relationship with respect, good humor and openness.
- Aware of the obligations the relationship places on them, with regard to their behavior towards the mentor and to interested third parties, such as their line manager.

Why become a mentor?

Reasons for and benefits of becoming a mentor

- To put something back into the system
- To help a less experienced colleague to progress
- Increased job and personal satisfaction - the rewards of seeing someone you've helped progress and succeed are immeasurable
- Transferable skills development, to assist career progression
- The mentoring relationship enables you to:
  - Develop strengths (yours and theirs);
  - Check assumptions (yours and theirs);
  - Clarify misunderstandings (yours and theirs);
  - Work with people from different contexts and backgrounds;
  - Practice offering positive and constructive feedback;
  - Generate workable solutions together in a mutually respectful way;
  - Motivate, advise and support whilst empowering someone to make their own decisions and take responsibility for their own actions and development.

Qualities of the mentor

If you are interested in becoming a mentor, check yourself against this list (University of Cambridge, 2019):

1. Are you interested in helping others to succeed - even if they may surpass you in achievement?
2. Are you reliable, honest, and trustworthy to keep things confidential?
3. Are you capable of active listening - not interrupting, picking up important cues from what someone says, able to reflect back the relevant issues and check understanding, minimizing assumptions and prejudices?
4. Are you empathetic - can you convey understanding of their experience without saying 'yes me too' and launching into anecdotes of your own?
5. Are you able to question someone sensitively but in an empowering way to help them explore their own issues?
6. Can you pass on your knowledge and expertise clearly, encouragingly and helpfully?
7. Do you have the time needed to commit to the mentoring relationship (four 60-90 minute meetings over a 12 month period)?
8. Are you still keen to learn?

A summary of characteristics of a good mentor are provided in **Table 3**.

Approachable	Role model
Genuinely interested in others	Sounding board
Effective listener	Enthusiastic
Willing to be challenged and be challenged	Non-judgmental
Passion for developing others	Facilitator
Constructive	Encouraging

Table 3 Characteristics of a good mentor (Acroyd and Adamson, 2015).

Research suggests that the mentor´s motivations can have an impact on how effective they are. That is, the more a mentor is motivated by altruism (such as giving back, preventing the mentee from making the same mistakes that I did), the less effective they are. In such circumstances the mentor may slip into a mindset that is mostly about them while more positive motivations seem to focus around personal learning and mutual discovery of the mentor and the mentee (Clutterbuck, 2014 (citing Engstrom, 1997/8))

Source: University of Cambridge (2019)
https://www.ppd.admin.cam.ac.uk/career-development/mentoring-university-cambridge/why-become-mentor
 https://www.ppd.admin.cam.ac.uk/career-development/mentoring-university-cambridge/what-makes-good-mentor (Points no. 7 and 8 were added to the list).
Source: Acroyd, R., Adamson, K. A. (2015). Mentoring for new consultants. *J R Coll Physicians Edinb*; 45:143-7.
Source: Engstrom, T. (1997/8). *Personality factors impact on success in the mentor-protégé relationship*. MSc thesis to Norwegian school of Hotel Management, Oslo.

Why the mentee needs to take the initiative and set the agenda

"One of the most common problems with formal mentoring schemes is that mentor and mentee meet, each hoping the other will define what they should be talking about" (Clutterbuck, 2014). Although the mentor will manage the relationship in general the mentee is supposed to drive it with what their goals are and what issues/objectives they like to focus on. That is, the mentoring should be mentee-centered and in that sense focused on the mentee´s agenda (Ackroyd and Adamson, 2015). The core question the mentor needs to keep asking themselves is: "Is this going to help the mentee work out what is the right evolution for them?" (Clutterbuck, 2014).

Source: Clutterbuck, D. Everyone needs a mentor (2014). 5th edition. CIPD.

What mentors and mentees have said

In a recent study on the role of mentoring in academic career progression, the mentors saw their role as "encouraging mentees to talk openly, offering an alternative perspective and acting as a sounding board" (Iversen, Eady and Wessely, 2014, pp. 314). In the same study, mentees reported that the mentor´s role was to "suggest specific career strategies, help mentees find their own solutions and to be good listeners".

Mentees reported:

Having had the experience of successfully navigating through clinical medicine and science, my mentor has been instrumental in helping me structure my career when I hit a 'road-block'.

When the challenges of combining clinical training and research clouded my judgment about future career steps, my mentor proved to be indispensable in making the most objective and adequate choice.

Without his mentoring, I worry that I might have gone down the wrong path, rather than following my long-term aims. He was truly brilliant throughout. So it was that kind of contact . . . with someone who basically took an interest in my career and in my development . . .we discussed lots of anecdotes, you know and about his experiences and again, that was also encouraging for someone who is starting out with the issues he'd faced and how he overcome them and how it was a complete nightmare when he was doing his clinical training, and again it was someone really inspiring who gave you a lot of energy and strength.

Those who had less successful mentoring relationships reported difficulties in a variety of different domains:
Partly my own fault, but I have not been proactive in asking to meet with the mentor specifically to discuss career progression. I often meet him briefly at academic meetings and in general he is very supportive but we haven't sat down together and talked about career progression

We only met once, and a second meeting was cancelled at short notice. I didn't know enough at the time to realize I should have simply continued to make arrangements to meet, but after this didn't make contact again. The fault for this lies with me, not the mentor!

I liked and respected my mentor, but I don't feel that we were a good match. I think responsibility for this lies with me rather than them and I have recently taken steps to change my mentor.

My experience of the scheme was a negative one
but I support the idea in principle and would very
much like to have a mentor with whom I could meet on a regular basis
and discuss career progression!

This was an expectation of the DoH Clinician Scientist fellowship scheme
so I did it. I already knew the person, so the scheme per se changed
nothing. I am not a fan of appointed mentors, either as a mentee or as a
mentor. I think formalising a relationship ruins its mentoring capability.

I met him at a conference after e-mails had been exchanged and he made
it clear that he was willing to be my mentor but that he had no real
intention of engaging.

Mentors reported:

I think being a mentor has kept me more in touch with the realities and
challenges for early career academics in navigating their way through a
clinical academic career and highlighted the need to press for more
resources to support career pathways in academic medicine.

It is a good thing to share your experiences with an 'up and coming person'
and having no ties to him/her (e.g. being responsible
financially/educationally) gives a greater degree of freedom to really say
what you think no codes, no partial concealment . . . just honest opinion!

It is enjoyable and provides a unique insight into the problems faced by my
early career colleagues at a national level. I have got to know some very
nice and interesting people! The process of mentoring someone else
inevitably makes one reconsider your own position and reflect on what you
want to do and achieve.

Source: Iversen, A. C., Eady, N. A. and Wessely, S. C. (2014). The role of mentoring in
academic career progression: a cross-sectional survey of the Academy of Medical
Sciences mentoring scheme. *Journal of the Royal Society of Medicine*, 108 (8): 203-317.

What to do if there is a problem?

The iHEA mentoring program is a formal distance mentoring program. Some research
findings conclude that formal mentoring may be less effective than informal mentoring but
others report no difference between formal and informal mentoring. Challenges specific to
distance mentoring as opposed to face-to-face mentoring need to be considered, such as
possible problems in developing the mutual trust needed for a successful mentoring
relationship. A recent study concludes otherwise (Evans, 2018). In fact, ideas about
generalized trust suggest that individuals without much direct contact may trust each other
simply because they belong to the same group. Furthermore, similarities in background and
interests are likely to aid development of trust. Another benefit of distance mentoring is that

it may help promote openness and honesty as it provides a safe space away from local colleagues (Evans, 2018).

To avoid unrealistic expectations on either side, it is important that both mentors and mentees know what the objectives of the mentoring program are. It is also important that it is acknowledged in advance that if either party is unhappy with the mentoring relationship, it can be ended. If required, either party can speak to the program co-ordinator.

Although mentors and mentees will be matched systematically and transparently using a preference-based matching method, the relationship is not guaranteed to be successful. If a relationship is not meeting the mentoring objectives it is seen as a sign of the mentee's self-confidence and a sign of the mentor´s developmental competence to bring the relationship to a close (Clutterbuck, 2014).

Source: Evans, C. (2018). Trust and connection in formal, virtual mentoring. *International Journal of Evidence Based Coaching and Mentoring*, Special issue 12.

Review and evaluation

The program manager will collect feedback from each mentor-mentee pair after the first two sessions and at the end of the mentoring agreement. This will be in the form of short online surveys with the main objective being to collect information for quality improvement of the mentoring program. According to Clutterbuck (2014), effective measurement in mentoring is: relatively unobtrusive, valued by all parties as helpful, timely, and straightforward and easy to apply. The surveys sent to mentors and mentees will be designed keeping these qualities in mind. It is our hope that the mentoring pairs will look at the surveys as an opportunity to reflect on issues such as whether significant learning has taken place, whether the mentee has gained in competence in an area they wanted to work on and whether the mentee has a clearer personal development plan, but also as a platform for ideas and feedback on the program in general.

Key Points to Remember

- At the first meeting, discuss and agree upon points outlined in the mentoring contract.

- After the second mentoring meeting, the **mentee** confirms the mid-point of the relationship by emailing the program manager and also informs the manager on the date of the first mentoring meeting. This is to ensure that both parties receive a short survey from the manager which is an important platform to give feedback at this time point of the relationship.

- After the fourth and final meeting, the **mentee** informs the program manager via email about the end of the mentor-mentee relationship. This is to ensure that both parties receive a short survey from the manager which is an important platform to give feedback at this point of the relationship.

Links to useful resources

Videos

2 videos from the academy of medical sciences.
Tips for the first mentoring session. The mentee sets the agenda.
https://www.youtube.com/watch?v=0AW7GuYzKf8&list=PL4ripzZbfIsxIwvqaUf7RgO4pMNn qaKXs&index=2

Ten questions on mentoring
https://www.youtube.com/watch?v=z0DygmIpuZM&list=PL4ripzZbfIsxIwvqaUf7RgO4pMNn qaKXs&index=6

Other useful resources on mentoring

https://acmedsci.ac.uk/grants-and-schemes/mentoring-and-other-schemes/mentoring-programme
A booklet from the Academy of medical sciences
https://acmedsci.ac.uk/file-download/33984-50d44316cfb98.pdf

https://www.ppd.admin.cam.ac.uk/professional-development/mentoring-university-cambridge

http://www.exeter.ac.uk/careers/employment-services/develop/mentor/

https://research.uq.edu.au/research-support/researcher-development/mentoring

https://www.sheffield.ac.uk/hr/sld/developmenteverywhere/coachmentor

CIPD mentoring fact-sheet
https://www.sheffield.ac.uk/polopoly_fs/1.110468!/file/cipd_mentoring_factsheet.pdf

Mentoring organizations

The international mentoring association (IMA). https://mentoringassociation.org/
Created in 1987 to promote individual and organizational development through mentoring best practices in public and private institutions, businesses, and industry.

European mentoring and coaching council. https://www.emccouncil.org/
An independent organization formed in 2002, to promote effective practice in mentoring and coaching across Europe.