

# NZ HS

## Mentoring Process and Associated Forms For Mentors and Mentees



## Background

### Introduction

The NZOHS Mentoring Programme provides managed assistance to members in their professional development. Members are able to request to be part of the mentoring program at any time and may be recommended for mentoring by the membership sub-committee.

The mentoring programme outlined here follows a conventional model where the Mentor has professional experience. However, peer to peer mentoring and reverse mentoring (where a young practitioner helps a more experienced practitioner with different skills and experiences) will also be considered by NZOHS in the future and are encouraged within the organisation.

### What is Mentoring?

Mentoring as a general definition means a relationship which is beneficial to both the Mentor and Mentee. The relationship is between individuals with different levels of knowledge and experience which they can both utilise from each other. The Mentor must support and encourage the Mentee's professional development.

Mentoring is NOT supervision of the Mentee to tell them what to do and not to do. It is not dealing with Mentee performance issues and it not a platform to be judgemental or directive towards the Mentee. It is not a platform for training on how to conduct a specific body of work.

### The Benefits of Mentoring

Why mentor or be mentored?

Research results show that people who have been mentored report greater satisfaction and career success than non-mentored individuals. Two thirds of top corporate officers interviewed for one study reported having had at least one mentor who significantly helped them in their careers, while twenty-five successful women executives interviewed in a different study were found to have had at least one mentor.

A 2018 study found “strikingly high rates of anxiety and depression” among graduate students. The same study said “strong, supportive and positive mentoring relationships between graduate students and their [principal investigator]/advisors correlate significantly with less anxiety and depression.” (Evans, T., Bira, L., Gastelum, J. *et al.* (2018). Evidence for a mental health crisis in graduate education. *Nat Biotechnol* 36, 282–284)

## **Benefits to Mentors:**

- Personal satisfaction from fostering the professional development of a protégé
- The gratification of passing a legacy to the next generation of Occupational Hygienists
- Development of new professional contacts (networking)
- Exposure to new ideas, technologies, perspectives through interaction with protégés
- Improvement of guidance and coaching skills
- Enhanced reputation
- Sense of accomplishment
- Personal growth
- Increased knowledge and experiences
- Broadened perspective
- Job enrichment
- Gaining CPD points

## **Benefits to Mentees:**

- Acquisition of new technical, interpersonal or management skills.
- Professional development and career direction.
- Increased personal confidence in the work setting.
- Key information on the culture and inner workings of the organisation that could never be gained in a training class.
- Development of a relationship with a person who can be a role model and sounding board to give feedback on ideas and career plans.
- Development of new professional contacts.
- Exposure to new ideas, technologies and perspectives. Greater connectivity with all parts of NZOHS in New Zealand.
- Organisational support and increased performance.
- Greater understanding of your role in accomplishing the NZOHS mission.
- Increased knowledge to assist with progression of membership level.

## **Benefits to NZOHS:**

- Increasing competency and professionalism of NZOHS members
- Provision of competent qualified practitioners for NZ workforce
- Increasing Membership.

## What Does a Mentor Do?

A Mentor is a role model who helps facilitate and foster the development of a Mentee through teaching, coaching, guiding and championing. A Mentor:

- asks questions rather than gives advice;
- provides guidance and support to achieve goals and work through problems;
- shares expertise and experience;
- acts as a sounding board;
- provides feedback and networking opportunities.

A Mentor may play one, some, or all of these roles. The balance will differ even for a single Mentor dealing with different people. What is important is that the Mentor shows a positive interest in helping the Mentee grow and develop.

## Mentor Skills and Qualifications

All Mentors must be a full or fellow member of NZOHS and must act in accordance with the NZOHS Code of Ethics.

### Critical Mentoring Skills:

- Being a good listener and knowing how to give effective feedback.
- Knowing how to help with goal setting and planning.
- Knowing when to give and when not to give advice.
- Having the ability to instil confidence and motivate people.

### Mentor Qualifications

Mentors must submit qualifications and areas of interest to the Mentoring coordinator for approval. NZOHS Mentors are encouraged to complete some basic training for Mentors/Coaches. This may be offered by HASANZ and will be reviewed regularly.

### The Best Mentors:

- Are excited about learning and are continuing their own development.
- Have a desire to be active participants in others' learning and growth.
- Set high standards for their work and can set an example for the Mentee.
- Are known for their skill set to which Mentees are wanting to attain.

Experience shows that a mentor must want to give their knowledge and experiences freely, be committed to the process of self-improvement of the Mentee. Not everyone will have the time or ability to give the level of commitment required for the improvement of individuals.

A great mentor will be able to identify the learning opportunities for a Mentee. Mentors must realise that failure is often a natural part of a learning experience, and may need to be able to cope with helping their Mentee overcome failure.

A great mentor will display the skills listed below and many more.

- Will value the NZOHS, its mission and its work.
- Will care about others and treats everyone with respect.
- Is tolerant, non-judgmental, and accepts personal differences.
- Is confident and secure with self.
- Is able to establish a comfortable environment for discussions.
- Enjoys watching a Mentee develop.
- Demonstrates sensitivity to Mentee's needs.
- Trusts others and can be trusted.

Few Mentors have all of these characteristics. These are skills that can be developed, practiced

and refined through the mentoring programme.

## **Mentee Skills and Qualifications**

All Mentees must be members of NZOHS and must act in accordance with the NZOHS Code of Ethics. They must be at a level where they want to progress through the profession, and have set timeframes for this.

### **How to be a Good Mentee:**

- Be prepared for your sessions (on time, organised, able to update on progress)
- Establish a mutually agreeable plan for mentoring sessions including how much time and when you will meet
- If you need to postpone a session, agree on how much notice you need to give each other
- Let your Mentor know who you are – share your hopes, dreams, fears, ideas and goals
- Focus on the relationship rather than the outcomes.
- Listen with an open mind
- Ask curious questions – in fact, don't be afraid to ask any questions!
- Provide context and updates to your Mentor
- Respect your Mentor's boundaries
- Follow up on all your agreements and commitments
  - Say, "thank you" – remember to thank your Mentor for their time and effort and the value they are making to your progress.

## **Mentoring Timeframe**

The mentoring relationship will normally be for a period of no more than 24 months. The timeframe will be set by the mentee and mentor at the beginning of their relationship. They will also set the frequency of their meetings. It is up to the mentee to coordinate these meetings and make contact with the mentor.

Mentors need to have adequate time to devote to the mentoring process and be willing to give up their time to do this. A Mentor should ideally have only one Mentee at any one time, with a maximum of two Mentees if this is necessary and the Mentor has sufficient time.

## **Responsibility to Provide a Mentor**

NZOHS will work to match Mentors and Mentees, however the society is not obligated to provide a mentee with a mentor if for some reason this is not possible.

## **NZOHS Mentor/Mentee Application Process**

### **Applying to Become a Mentor**

To apply to become an NZOHS Mentor all applicants must complete the NZOHS Mentor/Mentee Application form – [Error! Reference source not found.](#)

### **Applying to Obtain a Mentee**

To apply for a NZOHS Mentor and become a Mentee, all applicants must complete the NZOHS Mentor/Mentee Application form

Once completed the document is sent to [admin@nzohs.org.nz](mailto:admin@nzohs.org.nz) and forwarded to the Mentoring Coordinator to put Mentees in touch with suitable mentors.

Both Mentor and Mentee must read all this document and fill out the mentoring agreement form to outline the relationship and expectations.

### **Starting the Mentoring Relationship**

If your application as a Mentor or Mentee is approved, the Mentee will be paired up with an appropriate Mentor. Before the mentoring relationship begins, both parties must read and sign the NZOHS Mentoring Agreement and submit completed form to the Mentoring Coordinator [mentoring@nzohs.org.nz](mailto:mentoring@nzohs.org.nz)

### **Terminating the Mentoring Relationship**

The Mentor/Mentee relationship is based on open and transparent dialogue and communication. At the end of the agreed period the relationship will be reviewed and will either be terminated or renewed by mutual agreement. Likewise, should the Mentor/Mentee relationship not proceed to either the Mentor or the Mentee's expectation, either party may terminate.

Both parties are to complete their respective reviews at the termination of the mentoring relationship. (Mentor – Appendix 1: NZOHS Mentor Evaluation Form and Mentee Appendix 2: NZOHS Mentee Evaluation Form) and submit it to [mentoring@nzohs.org.nz](mailto:mentoring@nzohs.org.nz)

The Mentee is free to request another Mentor be assigned to them or vice versa.

### **Support for NZOHS Mentors and Mentees**

NZOHS will provide ongoing support to Mentors and Mentees through:

- Providing opportunities to meet at NZOHS Conferences and other times.
- Providing opportunities to attend mentoring training.
- Providing a means for Mentors/Mentees to feedback any concerns they may have about the programme or improvements that could be made.

## **All NZOHS Mentors must act in accordance with the NZOHS Code of Professional Ethics.**

In the unlikely event of any dissatisfaction, either the Mentee or the Mentor can lodge their grievance to NZOHS at any time by detailing their concerns and e-mailing that to [mentoring@nzohs.org.nz](mailto:mentoring@nzohs.org.nz)

## Appendix 1: NZOHS Mentor Evaluation Form

### Introduction

It is natural for mentoring relationships to end. Some relationships may end sooner than others and there is any number of different reasons for terminating a mentoring relationship. When the time comes to end your mentoring relationship, it is important to do so in a professional manner to achieve appropriate closure.

Closure can be difficult but it is an essential component of the mentoring relationship cycle. Closure can be a meaningful and mutually satisfying exercise if both mentoring partners enter the discussion with a positive intent. It is often overlooked due to the fact that the mentoring pair may be meeting infrequently and it is a natural inclination to let the relationship fade away, rather than having a formal discussion about ending the relationship. Also, if the relationship has been difficult, one or both participants may wish to avoid what they feel could be an uncomfortable discussion.

Here are some of the downsides of this avoidance – you miss:

- the affirmation of the growth that occurred during the relationship.
- the opportunity to discuss and plan direction for future growth.
- celebration of successes.
- reflection that leads to deeper learning.
- redefining the relationship for the future.

It is important that the mentoring partners discuss the end of the relationship at the beginning of it. This discussion should have included:

- What does closure look like? Is it the end of a specific time frame or a list of goals achieved?
- Agreement of a "no-fault" conclusion to the relationship – either partner may end the relationship without fear of reprisals or hard feelings.

Now that termination of your mentoring relationship is desired, some reflection and discussion by both participating individuals may be helpful for future mentoring relationships of either individual. These reflections may include a discussion about the learning that has occurred – discuss what each partner has taken away from the relationship and how they plan to use this information. Some pointers include:

- Were the planned goals achieved?
- What did the partners learn outside of the objectives?
- What did the Mentor/Mentee learn about being a Mentor/Mentee?
- What will the Mentor/Mentee do differently in the next relationship?
- What are the next steps?

**ACTION:** When it is time to end the relationship, please complete this form which is Mentors Evaluation Form. This form can be used to guide your closure discussion. When the form is completed, please send a copy to the NZOHS Administrator.

**DIRECTIONS:** Before the end of your mentoring relationship, please take time to reflect on what you have learned and gained from this mentoring experience and what you may do differently in future mentoring relationships.

**Mentors Evaluation Form**

<b>Name:</b>	
<b>Date:</b>	
<b>Please list the reason(s) for terminating the mentoring relationship:</b>	
<b>Please list specific professional or personal changes and/or growth attributed to this mentoring relationship:</b>	
<b>Which of the stated goals were achieved?</b>	
<b>If mentorship goals were not achieved, please explain why:</b>	
<b>Advice/observations to share with other mentoring relationships:</b>	
<b>Recommendations to Mentee, for future mentorship relationships:</b>	
<b>When the form is completed, please send a copy to the Mentoring Coordinator:</b> <a href="mailto:mentoring@nzohs.org.nz">mentoring@nzohs.org.nz</a>	

Reference: Some wording used in this form was obtained from SIAOH mentorship document

## Appendix 2: NZOHS Mentee Evaluation Form

### Introduction

It is natural for mentoring relationships to end. Some relationships may end sooner than others and there is any number of different reasons for terminating a mentoring relationship. When the time comes to end your mentoring relationship, it is important to do so in a professional manner to achieve appropriate closure.

Closure can be difficult but it is an essential component of the mentoring relationship cycle. Closure can be a meaningful and mutually satisfying exercise if both mentoring partners enter the discussion with a positive intent. It is often overlooked due to the fact that the mentoring pair may be meeting infrequently and it's a natural inclination to let the relationship fade away, rather than having a formal discussion about ending the relationship. Also, if the relationship has been difficult, one or both participants may wish to avoid what they feel could be an uncomfortable discussion.

Here are some of the downsides of this avoidance – you miss:

- the affirmation of the growth that occurred during the relationship.
- the opportunity to discuss and plan direction for future growth.
- celebration of successes.
- reflection that leads to deeper learning.
- redefining the relationship for the future.

It is important that the mentoring partners discuss the end of the relationship at the beginning of it. This discussion should have included:

- What does closure look like? Is it the end of a specific time frame or a list of goals achieved?
- Agreement of a "no-fault" conclusion to the relationship – either partner may end the relationship without fear of reprisals or hard feelings.

Now that termination of your mentoring relationship is desired, some reflection and discussion by both participating individuals may be helpful for future mentoring relationships of either individual. These reflections may include a discussion about the learning that has occurred – discuss what each partner has taken away from the relationship and how they plan to use this information. Some pointers include:

- Were the planned goals achieved?
- What did the partners learn outside of the objectives?
- What did the Mentor/Mentee learn about being a mentor/Mentee?
- What will the Mentor/Mentee do differently in the next relationship?
- What are the next steps?

**ACTION:** When it is time to end the relationship, please complete the Mentee's Evaluation Form. This form can be used to guide your closure discussion. When the form is completed, please send a copy to the NZOHS Administrator.

**DIRECTIONS:** Before the end of your mentoring relationship, please take time to reflect on what you have learned and gained from this mentoring experience and what you may do differently in future mentoring relationships.

**Mentee's Evaluation Form**

<b>Name:</b>	
<b>Date:</b>	
<b>Please list the reason(s) for terminating the mentoring relationship:</b>	
<b>Please list specific professional or personal changes and/or growth attributed to this mentoring relationship:</b>	
<b>Which of the stated goals were achieved?</b>	
<b>If mentorship goals were not achieved, please explain why:</b>	
<b>I will stop doing, or do less of, the following behaviours:</b>	
<b>I plan to do/do more of the following behaviours in the future:</b>	
<b>I will do these things differently in my next mentoring relationship:</b>	
<b>Lessons I have learnt, which I can share with others entering into a mentoring relationship:</b>	
<b>Recommendations to my Mentor:</b>	
<b>When the form is completed, please send a copy to the Mentoring Coordinator:</b> <a href="mailto:mentoring@nzohs.org.nz">mentoring@nzohs.org.nz</a>	

Reference: Some wording used in this form was obtained from SIAOH mentorship document