



Appendices

- The journey through Personal Reflective Space
- Process for a mentoring conversation
- Learning reflection note
- First meeting checklist including mentoring agreement
- Confidentiality Quiz

The journey through Personal Reflective Space

In working through personal reflective space, whether alone or with a mentor, the quality of dialogue is critical.

The type of questions used, their relevance and their capacity to stimulate reflection and understanding, are all important. So, too, is the nature and depth of reflection – in particular, how well intellectual analysis and recognition of emotional values are integrated.

These are great questions to use with your mentee:

- What's keeping you awake this week?
- What's your biggest fear/concern?
- What have you been avoiding thinking about lately?
- What's on your conscience?
- What's the main thing stopping you making progress?
- What's frustrating you most right now?
- What does your gut instinct tell you that you are doing wrong?
- What are you finding most difficult to get your mind around?
- What opportunities are you missing?
- What would you feel better about, if you could get it off your chest?
- If you could change one thing today, what would it be?
- What's stopping you getting on with what you know to be important?

Questions to frame the issue

- Can you encapsulate the issue in one sentence? Who/what is involved?
- What precisely is the dilemma?
- What has prevented you sorting it out before now?
- How frequently does this issue arise?
- What positions have all the players adopted?
- What are their/your motivations?
- When is this an issue?
- How strongly do you/others feel about it?
- What is the pressure to resolve/avoid dealing with this issue?
- How much of this is fact and how much is assumption?



- What are the assumptions that you/others are making?

Process for a mentoring conversation

We suggest that you have mentoring conversations every 6-8 weeks. Having a process to your meeting will also support your focus and learning.

Check-in at the start of each meeting

- Start by re-establishing your rapport and feeling comfortable together.
- Follow-up on commitments and actions from the last session.

Mentee shares recent experiences (challenges, opportunities, and successes).

Main body of the conversation

Mentor and mentee explore the objective or direction for the meeting agenda. They will bring in the mentee's recent issues and challenges and discuss options and approaches. The mentor should feel free to share stories and anecdotes with the permission of the mentee.

The mentor will probably use a process model for this part of the conversation e.g. The Three Stage Process, Whitmore's GROW model or just listen as a Thinking Partner. During this part of the conversation:

- Regularly review progress against the objectives.
- Assess the need to revise or update the objectives.
- Identify development opportunities and solutions.
- Encourage self-management – the mentor's role in the relationship is not to create dependencies by dictating problem-solving techniques and decisions to their mentee. Mentors should encourage mentees to manage the achievement of their objectives themselves and providing their experience as a source for ideas, letting the mentee choose and decide.

Mentors should support, listen, challenge and only guide and provide advice at the request of their mentee after gaining some insight themselves into the issues being discussed.

Check-out and next steps

Clarify any commitments made and anything that needs follow-up, confirm next session date and agenda, but only if your mentee is comfortable to do this. Ensure you review both the process and outcomes from the session:



Checking out ideas:

- Mutual feedback on how the session went.
- What do you and your mentee want more or less of for next time? (Feedback, listening, advice, challenge etc).
- Where are we in the life cycle?
 - Building rapport
 - Setting direction
 - Progression through their objectives
 - Winding up the relationship.
- What are the main learning and action points from the meeting?
- Provide feedback to each other on what has been appreciated during the meeting.
- Do we want to organise the next session?



Learning reflection note

Event:

Date:

Consider each question if useful to you,

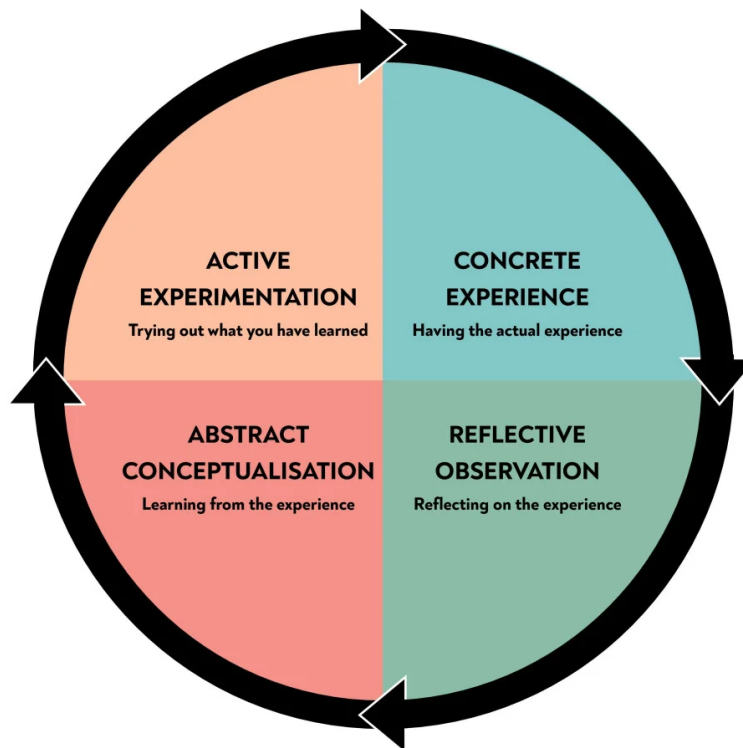
Exactly what happened and in what way?

How did you behave, think and feel?

What were the main Learning Points?

So, what will you do differently in future?

Kolb's experiential learning cycle



Kolb's experiential learning cycle from [simplypsychology.org](https://www.simplypsychology.org/kolb.html)

Kolb's Experiential learning cycle

1. **Concrete Experience** – the learner encounters a concrete experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.
2. **Reflective Observation of the New Experience** – the learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.
3. **Abstract Conceptualization** – reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
4. **Active Experimentation** – the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens



First meeting checklist

Ideal duration approximately 45-60 minutes

Getting to know each other

- Where have we both worked?
- What jobs have we done?
- Where did we study?
- What are our hobbies?
- What do we enjoy / dislike in our current jobs?
- Where do we see ourselves in 1-3 years?

Housekeeping

- How often will we keep in touch?
- What contact details will we exchange?
- When can we contact each other?
- Date / time / place / duration of our next meeting?

Mentoring agreement

- Have we done the Confidentiality Quiz? Do we have a shared understanding to carry forward?
- Have we reviewed the responsibilities we hold as mentees / mentors? (See Expectations and Benefits)
- When and how will we reflect on this relationship? – where are we in the mentoring lifecycle?



Confidentiality Quiz

Duration 5-10 minutes

This is designed to reveal what confidentiality means to each of you and to clarify specific circumstances relevant to doctors where duty to disclose overrides confidentiality.

Read each statement. Answer each question with a 'Yes,' 'no' or 'not sure'.

Discuss your responses.

	Yes	No	Unsure
What we discuss in our mentoring conversations stays between us			
What we discuss in our mentoring conversations stays between us unless we give our permission to talk about all/parts with others			
Some issues will be kept confidential, while others will not			
It is ok to discuss how we relate to each other but not the content of our discussions			
It is ok to talk about our discussions as long as it is positive			
When a duty to disclose arises (e.g. harm or risk of harm to mentor/mentee/patient) relevant information will be shared with the appropriate persons			