

# Moving through a mentoring relationship

- a way of considering steps and processes using a learner-centred approach

Phases (identified by Rosslynne Freeman in 'Mentoring in General Practice')	Stages (according to Gerard Egan's model)
<p><b>Establishing: Beginning the relationship / What is the agenda?</b>            Use communication skills to establish the relationship and understand the (initial) agenda.</p> <p><i>Principal skills used:</i>  <i>Establishment of Rogers' core conditions (congruence, empathic understanding, unconditional positive regard)</i>  <i>Active listening (incl. non verbal communication )</i>  <i>Non-judgmental attitude</i>  <i>Open questions</i></p>	<p><b>1. EXPLORE</b></p> <p>The mentor</p> <ul style="list-style-type: none"> <li>- helps the mentee focus on his/her main issues</li> </ul>
<p><b>Ongoing: Exploration and progression</b>            Explore relevant areas, and move forward.            Monitor the process of the relationship.            Challenge, to aid progression.            Constantly re-assess the agenda.</p> <p><i>Additional skills used:</i>  <i>Reflecting</i>  <i>Summary</i>  <i>Paraphrase</i>  <i>Silence</i>  <i>Contrast (past – present – future/preferred)</i>  <i>Clarifying choices (what is most important/preferred; what could be seen/done differently)</i>  <i>Making statements more concrete or specific</i>  <i>Challenge</i>  <i>Facilitating action planning</i>  <i>Providing ongoing support</i></p>	<p><b>2. UNDERSTAND</b></p> <p>The mentor</p> <ul style="list-style-type: none"> <li>- helps the mentee to recognise choices, options and different perspectives, and to select/prioritise</li> <li>- draws together threads and themes</li> <li>- challenges</li> <li>- encourages the mentee to consider past – present - future (and preferred) scenarios</li> <li>- shares ideas</li> <li>- offers ideas, advice, personal experience, as appropriate</li> </ul>
<p><b>Ending: Where have we been and where are you going?</b>            Reflect and analyse 'where have we been?'            Set future objectives.            Summarise and review the work, and its outcomes.</p>	<p><b>3. ACT</b></p> <p>The mentor</p> <ul style="list-style-type: none"> <li>- helps the mentee to move forward through a step by step plan of action</li> <li>- helps the mentee to be aware of the full range of resources on which he/she might draw in planning and facilitating action</li> <li>- takes account of hindering and facilitating factors in planning action</li> <li>- helps the mentee to be aware of all the information that might need to be gathered as part of the process of decision-making</li> <li>- offers continued support through this period</li> </ul>