

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>Establishing: Beginning the relationship / What is the agenda? 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>1. EXPLORE</p> <p>The mentor</p> <ul style="list-style-type: none"> - helps the mentee focus on his/her main issues
<p>Ongoing: Exploration and progression 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>2. UNDERSTAND</p> <p>The mentor</p> <ul style="list-style-type: none"> - helps the mentee to recognise choices, options and different perspectives, and to select/prioritise - draws together threads and themes - challenges - encourages the mentee to consider past – present - future (and preferred) scenarios - shares ideas - offers ideas, advice, personal experience, as appropriate
<p>Ending: Where have we been and where are you going? Reflect and analyse 'where have we been?' Set future objectives. Summarise and review the work, and its outcomes.</p>	<p>3. ACT</p> <p>The mentor</p> <ul style="list-style-type: none"> - helps the mentee to move forward through a step by step plan of action - helps the mentee to be aware of the full range of resources on which he/she might draw in planning and facilitating action - takes account of hindering and facilitating factors in planning action - helps the mentee to be aware of all the information that might need to be gathered as part of the process of decision-making - offers continued support through this period