



NZVA
New Zealand Veterinary Association

NZVET MENTORING SCHEME MANUAL



March 2021

ACKNOWLEDGEMENT

The NZVA mentoring programme has been created in collaboration with the Veterinary Council of New Zealand (VCNZ), Veterinary Professional Insurance Society (VPIS) and Massey University. We greatly appreciated the guidance and advice we have received from the New Zealand Dental Association and the New Zealand Defence Force who have well established mentoring programmes. The NZVA would also like to acknowledge the financial support of the Veterinary Council of New Zealand in the development of this programme.

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1. BACKGROUND

A mentor is someone that has knowledge, skills and experience that can be used to help another person reach their potential. Mentoring involves the development and fostering of a supportive relationship between two people and incorporates a structured process of goal setting and the regular encouragement and guidance towards the achievement of those goals.

The aim of the NZVET Mentoring Scheme is to provide mentees with additional personal, career and professional guidance and advice, through their relationship with an experienced mentor, supporting them in their career.

Most mentees will have an immediate supervisor or colleague to provide clinical guidance, it can sometimes be difficult to talk openly with that person, particularly if they are their employer. A mentor is an independent, impartial person who is available to discuss issues or problems, offer advice and provide support.

Participation in the NZVET Mentoring Scheme offers the unique opportunity for mentees and mentors to form strong and lasting relationships.

If you have any questions regarding the programme, please contact the following:

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The scheme provides mentees with the chance to:

- Develop themselves professionally on a personal level.
- Start to navigate their career.
- Discuss issues/problems they may be having in their workplace.
- Set short, mid and long-term goals and have the help to achieve these.
- Have access to a support system at a critical time in their career.
- Define their work/life balance at an early stage.
- Realise their own strengths and abilities.
- See things in a new way they may not have considered.

2. PROGRAMME BENEFITS

For the Mentee

- Have access to a support system during critical stages of career development.
- Improve personal and professional confidence.
- Progress towards personal and professional goals.
- Gain insight into career development opportunities and expand career network.
- Develop new or different perspectives and get assistance with ideas.
- Develop mentoring relationships in an industry where mentoring is not readily available.
- Develop professionally through comprehensive mentee training.
- Accumulate CPD and peer contact activities for Annual Practising Certificate

For the Mentor

- Gain renewed enthusiasm for the role of expert.
- Enhance personal skills in mentoring, listening, leadership, feedback and management.
- Obtain a greater understanding of the barriers experienced at lower levels of practice.
- Gain personal satisfaction from making a difference, both professionally and personally to someone's life.
- Demonstrate knowledge and share knowledge.
- Increase generational awareness.
- Gain exposure to the emerging talent pool.
- Develop a lasting career network.
- Develop professionally through comprehensive mentor training.
- Strengthen mentoring skills and apply them in a range of personal and professional contexts beyond the programme.
- Opportunity to give back to the NZVA through voluntary service.
- Accumulate CPD and peer contact activities for Annual Practising Certificate

3. DEFINITIONS

MENTORING

"The developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else." (Parsloe & Leedham)

MENTOR

"Someone who helps guide and enable a mentee to make decisions over a period of time"

MENTEE

"Someone seeking personal and professional development and growth through the assistance of an experienced and knowledgeable professional."

4. ROLES AND RESPONSIBILITIES

Both mentors and mentees must carefully consider their roles and responsibilities and be prepared to make a genuine commitment to the structure and goals of the programme.

MENTEE ROLES AND RESPONSIBILITIES

- Commit to the mentoring program.
- Take responsibility for their own personal and professional development and opportunities.
- Demonstrate open and honest communication with their mentor.
- Maintain an open mind.
- Attend Mentoring sessions as pre-organised.
- Commit to self-evaluation and self-reflection throughout the program.
- Undertake activities and learning which is self-directed, and directed by the mentor.
- Respect the boundaries designed and discussed at the beginning of the mentoring program.
- Alert the mentor to any issues of concerns.
- Maintain confidentiality.

MENTOR ROLES AND RESPONSIBILITIES

- Encourage and nurture the mentee through challenging situations.
- Be a source of information, encouragement and feedback.
- Provide career guidance and propose alternatives mentees may not have considered.
- Nurture creative and independent thinking.
- Encourage mentee self-assessment, self-awareness and self-evaluation.
- Encourage mentees to be self-reliant and build their confidence.
- Collaborate with mentee to set objectives and evaluate their attainment of these objectives.
- Listen carefully and be sensitive to the mentee's needs.
- Maintain a schedule that permits availability.
- Maintain confidentiality unless information is deemed 'requirement to report' by the workplace and/or Industrial Relations Law.

5. PRINCIPLES OF MENTORING

- Mentoring requires a trusting, confidential relationship based on mutual respect.
- Mentoring involves a clearly bounded relationship that is close and uncoerced.
- Mentoring involves a definite time commitment.
- A mentoring relationship is planned of enhancing specific goals and objectives of a mentee.
- The purpose of mentoring must be mutually established by the mentor and the mentee with clearly defined goals / outcomes.
- Mentors should model performances for mentees thereby providing them with opportunities to observe and develop insights.
- Mentors provide quality performance assessments, especially of a mentee's self-assessment.
- Mentees must show progress by 'raising the bar' for themselves as their insights and skills. Increase.

6. GUIDELINES

6.1 SCOPE OF PROGRAMME

The NZVET Mentoring Scheme is designed for all veterinarians at any stage of their career.

6.2 PROGRAMME ELIGIBILITY

MENTEES

Mentees must be a veterinarian.

MENTORS

Mentors must be willing to serve in developing the profession on a voluntary basis and show a clear understanding of the expectations and commitments required to be a mentor.

6.3 REGISTRATION

Register through the online platform "Mentorloop" - <https://app.mentorloop.com/signup/YgLPCk4sdf7hWQc26>

6.4 MATCHING

How you answer the questions during the sign-up process will determine how you are matched up - it is all based on algorithms. A match will be suggested, and you have the option to decline or accept based on your prior commitments and workload.

You can have multiple mentees or mentors.

6.5 PROGRAMME LENGTH

We recommend 12 months but this depends on your availability and whether both parties are comfortable continuing with the relationship.

6.6 MENTORING MEETINGS

INITIAL MEETING

To get the most of your mentoring relationship – and move past possible pitfalls – we recommend running through the checklist available on Mentorloop before, during and after the first meeting.

Mentoring pairs should arrange to have their first mentoring meeting within approximately two weeks of being matched in Mentorloop.

If you have reservations about the suitability of your match following the initial meeting, then please contact the Programme Coordinator.

Future Meetings

Thereafter, mentoring pairs are encouraged to meet once every fortnight during the first year of the programme. In the second year, mentoring pairs may find they only need to meet in person once a month. This is all dependent on the type of mentoring relationship developed and how much guidance the mentee requires.

If required, contact via phone or email could be maintained. It is important to set the boundaries for such contact by establishing your expectations at the initial meeting.

Recommended venues for face-to-face meetings can include; the mentor's practice, cafe, restaurant, park or going for a walk.

If face-to-face meetings are not possible the other suggested methods of communication include; email, telephone, zoom and skype. This is particularly relevant for those distance mentoring pairs.

If you need to postpone a meeting due to an emerging commitment, make sure you provide your mentor/mentee with adequate notice.

The Programme Coordinator is available to all mentors and mentees to provide guidance and resolve any issues that may arise.

Ideas for successful Mentoring Meetings

We encourage mentees to use the Goal Setting Spreadsheet available in Mentorloop to make the most of each mentoring meeting. The programme is designed to support the mentee in their personal, career and professional development. It is therefore important that they steer the meetings and decide which topics they would like to discuss with their mentor.

If you are finding it difficult getting into the swing of things initially, here are some possible topics to consider for discussion:

- Career goals
- CPD plan
- Difficult procedures/treatment plans
- Visit to your mentor's practice - get to know them better
- Difficult patients
- Complaints
- Discuss example case studies and how these might relate to you

Mentoring Relationship Check-up

So that your mentoring relationship stays on track and you are getting/providing the support needed, we recommend that you complete the information in Mentorloop so that the Programme Coordinator can ensure that the relationship is working well for both parties.

6.7 MENTORING AGREEMENTS

Mentoring relationships involve a simple agreement that is co-signed by both parties - the mentee and the mentor. The purpose of this agreement is so that:

- Each person understands what is expected from them
- Each person agrees to their role
- Confidentiality is ensured
- The arrangement is formalised, helping to gain commitment from both parties

Refer to Appendix 3 for the Mentoring Agreement.

Please make sure you sign this agreement during the preliminary session or your initial mentoring session. Both mentee and mentor should retain a copy and another copy should be sent to the NZVA.

6.8 CONFIDENTIALITY

Both mentee and mentor need to be clear about the confidential nature of matters discussed during mentoring sessions. Everything that passes between the two parties is completely confidential and should not be disclosed under any circumstances without the agreement of both parties.

6.9 ETHICAL ISSUES

The Code of Ethics (Appendix 2) should be applied to each mentoring relationship.

If a conflict of interest arises after you have been matched, please consult the Programme Coordinator who will help you determine whether you can work through this, or if it is better to find each of you an alternative match.

6.10 RECORD KEEPING

To make the most of each mentoring session the mentee should record what issues, situations, incidents or topics they would like to discuss at each upcoming meeting. It is also important to record the outcomes of mentoring meetings and log issues and areas for discussion at future meetings.

6.11 CONTINUING PROFESSIONAL DEVELOPMENT

Mentees are responsible for reporting the outcomes of each session using the CPD Record (Appendix 4). A CPD Record will need to be completed for each mentoring session if CPD points are applicable and wish to be obtained. The CPD Record form needs to record the topics discussed, key discussion points and learning outcomes from your session. Both the mentee and mentor must sign this form.

6.12 CONCERNS OR ISSUES

If you have any concerns or issues regarding the programme or your mentoring partnership, then please contact the Programme Coordinator.

6.13 ENDING THE PARTNERSHIP

The programme will end with your final mentoring session. During this session you should reflect on and review your mentoring partnership and the extent to which the mentee's long-term goals and objectives were achieved.

This will be a time where you can identify the key personal and professional skills you have acquired because of the programme, and how you will take these skills forward and apply them in other spheres of your life.

If you haven't discussed it already, then this is a good time to decide on whether you would both like to continue the mentoring relationship on an informal basis and if so, what form and focus it will take moving forward.

7. TRAINING

We have developed a high quality, engaging online mentoring training course in conjunction with Crampton Consulting Group. This course is offered free of charge to all mentors and mentees and will highlight the important features of a successful mentoring relationship and will help you understand the roles and responsibilities for both mentee and mentor.

APPENDIX 1: MENTORING CHECKLIST

PROSPECTIVE MENTOR CHECKLIST (do you have what it takes?)

1. I can be available approximately two hours per month and keep in regular contact (in person, by email, phone, zoom or skype) with my mentee as agreed.
2. I am an active listener. I listen to the whole issue before commenting.
3. I am not intimidating – I am easily approachable.
4. I have experience and I am good at what I do. I am a positive role model in terms of my own achievements.
5. I always focus on my mentee during the session. I can avoid the temptation to steer the conversation back to myself.
6. I have patience. I don't get irritated if my mentee doesn't understand the first time.
7. I can help my mentee realise their potential.
8. I know the appropriate time to introduce options that may not be considered.
9. I can challenge assumptions skilfully.
10. I can assist my mentee to self-review and reach their own conclusions.
11. I take interest in my mentee - I value their views and opinions.
12. I don't expect my mentee to be just like me.
13. I am prepared to learn alongside my mentee.
14. I can give feedback skilfully.
15. I can give advice but still expect my mentee to make their own decisions.

PROSPECTIVE MENTEE CHECKLIST (will you benefit from this?)

1. I am motivated to develop myself personally and professionally.
2. I can identify key developmental objectives and communicate these clearly.
3. I am willing to devote approximately two hours per month with my mentor as agreed.
4. I see benefits in, and I am open to new ideas. I am willing to listen to a different viewpoint.
5. I value the experience of others.
6. I am ready to be challenged.
7. I do not take criticism personally.
8. I take responsibility for my own decisions.
9. I am considerate of my mentor's time and appreciate the voluntary nature of the programme.

APPENDIX 2: CODE OF ETHICS

This Code of Ethics provides a moral compass for the mentoring relationship, which protects all parties.

- The confidentiality of the mentoring relationship must be respected at all times.
- The mentor will not offer advice or counselling beyond his or her professional competence and will discuss options with their mentee should this situation every present itself.
- The mentor is to respond to the mentees personal and professional developmental needs and goals; they are not to impose their own.
- The mentor will respect the mentee's privacy and not venture into topics, which are 'off-limits' to the mentee.
- The mentor will not tell the mentee what to do, but more have the mentee come up with their own desired course of action by providing options and guidance as required.
- Both the mentor and mentee must respect the position of third parties such as work place chain of command and work colleagues.
- Should a conflict of interest arise during a mentor/mentee meeting, the mentor will identify and discuss these, offering possible solutions and ensuring all entitled parties are notified.
- Should the relationship not be working for either party, it should be dissolved in such a manner that all parties are satisfied with the closure.
- The mentor is to balance the friendship that may develop against the need for professional conduct at all times.
- The mentor, in consultation with the mentee, will bring any unresolved issues to the attention of the Mentor Advisory Team to aid in reaching a satisfactory outcome for all parties.

I have read and understand the requirements under this Code.

Signature: _____

Name: _____

Date: _____

APPENDIX 3: MENTORING AGREEMENT

MENTORING AGREEMENT

This agreement exists to set your mentoring relationship up for success.

Document the who, how, why and what of your mentoring plan early, so you can get down to enjoying the reciprocal and potentially career-changing relationship with a new connection.

The full agreement and the fields are optional, but we recommend defining what success looks like upfront, so you can keep moving toward it together.

THE ADMIN	
<p>Frequency of communication:</p> <p>How often do you commit to communicate? E.g. Fortnightly, Monthly, Quarterly?</p>	
<p>Type of communication:</p> <p>Are you keen to always catch-up in person, how can you best use Mentorloop to manage online communications? I.e. live chat, tasks, event tracking.</p>	
<p>Recording of communication:</p> <p>Who is in charge of sharing notes & next steps after each catch-up? (We recommend the mentee drives the agenda, but every relationship is different.) Who will update status in Mentorloop?</p>	
THE GOOD STUFF	
<p>Mentee Goals:</p> <p>As the mentee, why did you opt in for this mentoring program, and what are the top 3 things you hope to achieve? Set up tasks in Mentorloop as to what you want to achieve.</p>	
<p>Mentor Goals:</p> <p>As the mentor, why did you opt in for this mentoring program, and what are the top 3 things you hope to achieve?</p>	

<p>Expectation of achievement:</p> <p>How do you expect to work together to achieve these goals? How will you monitor and share your progress through Mentorloop?</p>	
<p>THE T&Cs</p>	
<p>Confidentiality</p>	<p><i>We agree that any sensitive issues that we discuss will be held in confidence. We will define what fits this definition as our relationship grows, and will always flag with each other where a particular subject matter is sensitive.</i></p>
<p>SIGNED:</p>	
<p>MENTOR SIGNATURE</p> <p>DATE</p>	
<p>MENTEE SIGNATURE</p> <p>DATE</p>	

APPENDIX 4: Record of mentor/ mentee meetings

Name Mentor Graduated (Year)			Name Mentee Graduated (Year)	
Practice/workplace			Practice/workplace	
Meeting Date	In- person or Online	Main meeting goals and objectives		
TOTAL HOURS				

We declare that this is a true and accurate summary of the CPD activities completed by the undersigned as defined above.

Name:.....

Name:.....

Signed (Mentor):.....

Signed (Mentee):.....