

So, you want to be a Mentor?



Steve Bowman

BSMS Medical School Librarian and TEL Lead
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STEVE BOWMAN

Born 1957 in Brighton

Career in Engineering 1974 -1988

Made redundant 1979, 1985, 1988

Library and Information Science
BA(Hons) 1988-91

FE and HE Libraries (St Barts, Crawley
College, Park College, Ravensbourne,
University of Chichester, LSBU) 1991-
2019

NHS (University Hospitals Sussex NHS
Foundation Trust) 2019 -

FCLIP - 2005

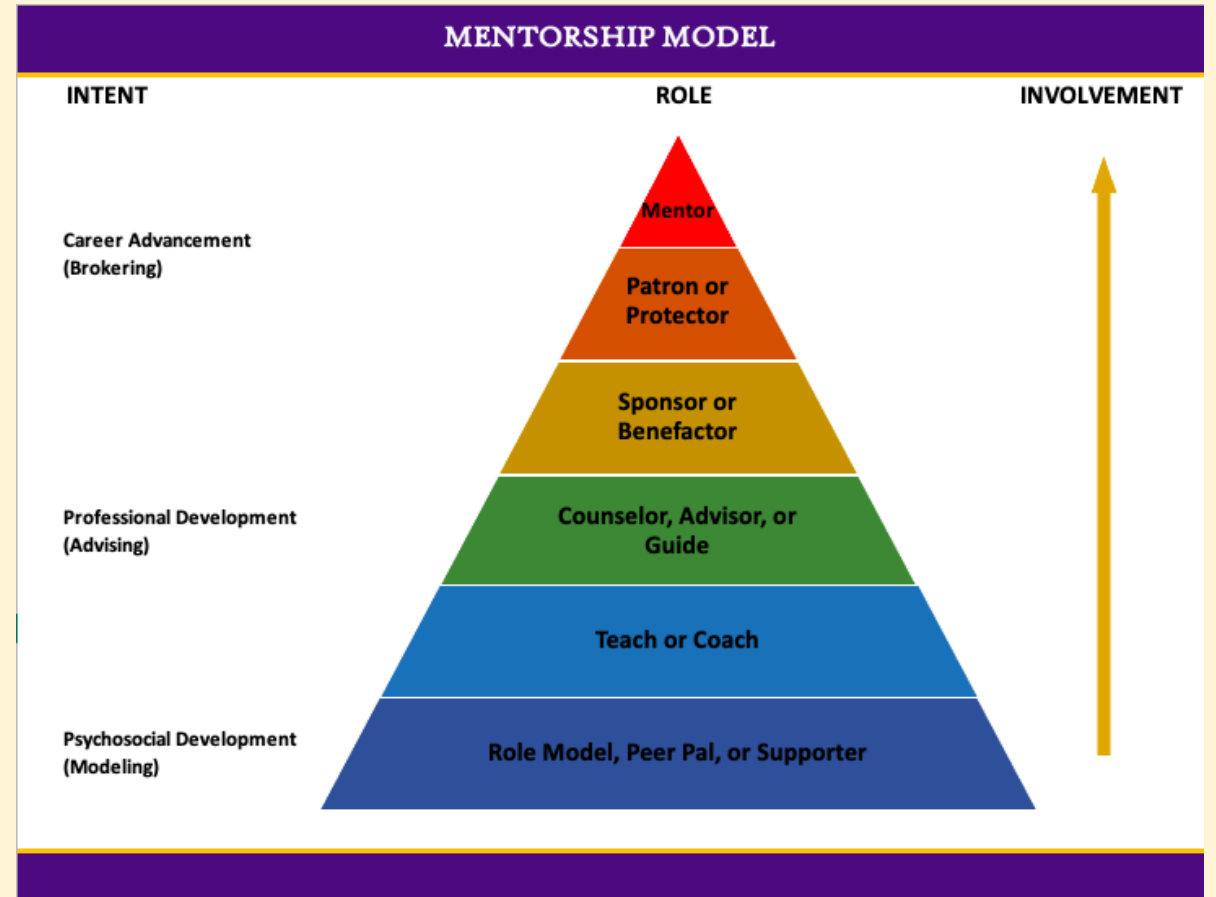
SFHEA – 2010

FEDIP - 2023

Mentoring

CILIP Accreditation Mentor 2014 – Date
Advance HE (HEA) Mentor 2017- Date

"We recognize that providing mentorship is more than being a teacher, an advisor, a sponsor or a coach. Mentors can provide all these things, but a true mentorship relationship is more. It is a bidirectional relationship and focuses on professional, career and personal development, is confidential, nonhierarchical, and is driven by the mentee's expressed needs."



<https://obgyn.uw.edu/people-of-obgyn/mentorship>

What is a Mentor?



MENTOR ON THE MOVE

A good mentor

- Has kept her own professional skills up to date
- Has suitable experience and wide contact network
- Is open to and interested in people and is a good listener
- Manages communication skills, is able to talk about difficult issues and to create trust by openly sharing one's own successes and failures
- Is motivated by seeing the actor develop
- Gives continuous support, respect and encouragement, which boosts the confidence and self-esteem of the actor

= capable, experienced, valued, at times senior person, who shares knowledge and experience with those who want to develop

<https://www.monaliiku.fi/uutiset/mentor-on-the-move-what-is-a-good-m/>

Role Purpose: To facilitate the personal and professional growth of Professional Registration (PR) candidates **through the sharing of their own knowledge, skills and experience.**

Key Responsibilities: A development Mentor is responsible for providing career mentoring to CILIP members working towards Professional Registration through to their first Revalidation submission by:

- Encouraging development of self-awareness.
- Providing guidance, access to information, analysis and identification of learning needs.
- Signposting to PRSOs and CILIP guidance for specific PR support.
- Encouraging their mentee to anticipate needs for improving their PKSB ratings.
- Building self-confidence and motivation.
- Encouraging self-assessment and peer-assessment.
- Using reflective questioning to help analysis of causes, barriers to learning and benefits gained.
- Being a 'sounding board' not a 'trouble shooter'.
- Maintaining strict confidentiality.
- Helping a mentee learn from mistakes and setbacks and celebrate successes.

https://www.cilip.org.uk/members/group_content_view.asp?group=221215&id=827922&hhSearchTerms=%22mentor+and+handbook%22&#rescol_6501953

What is a Mentee?

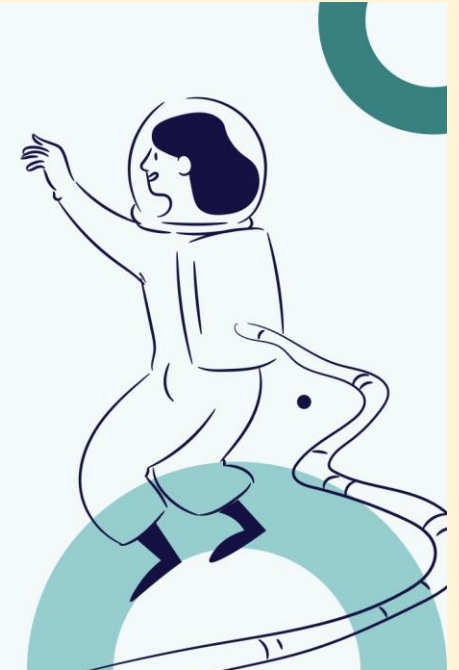
WHAT IS A MENTEE?

A MENTEE IS THE RECIPIENT OF THE MENTOR'S GUIDANCE AND MUST BE COMMITTED TO EXPANDING HIS/HER CAPABILITIES, BE **OPEN** AND **RECEPTIVE** TO NEW WAYS OF **LEARNING**, AND HAVE A SENSE OF **PERSONAL RESPONSIBILITY** ABOUT THE MENTORING RELATIONSHIP AND HIS/HER OWN GROWTH & DEVELOPMENT



Mentee Goals Examples

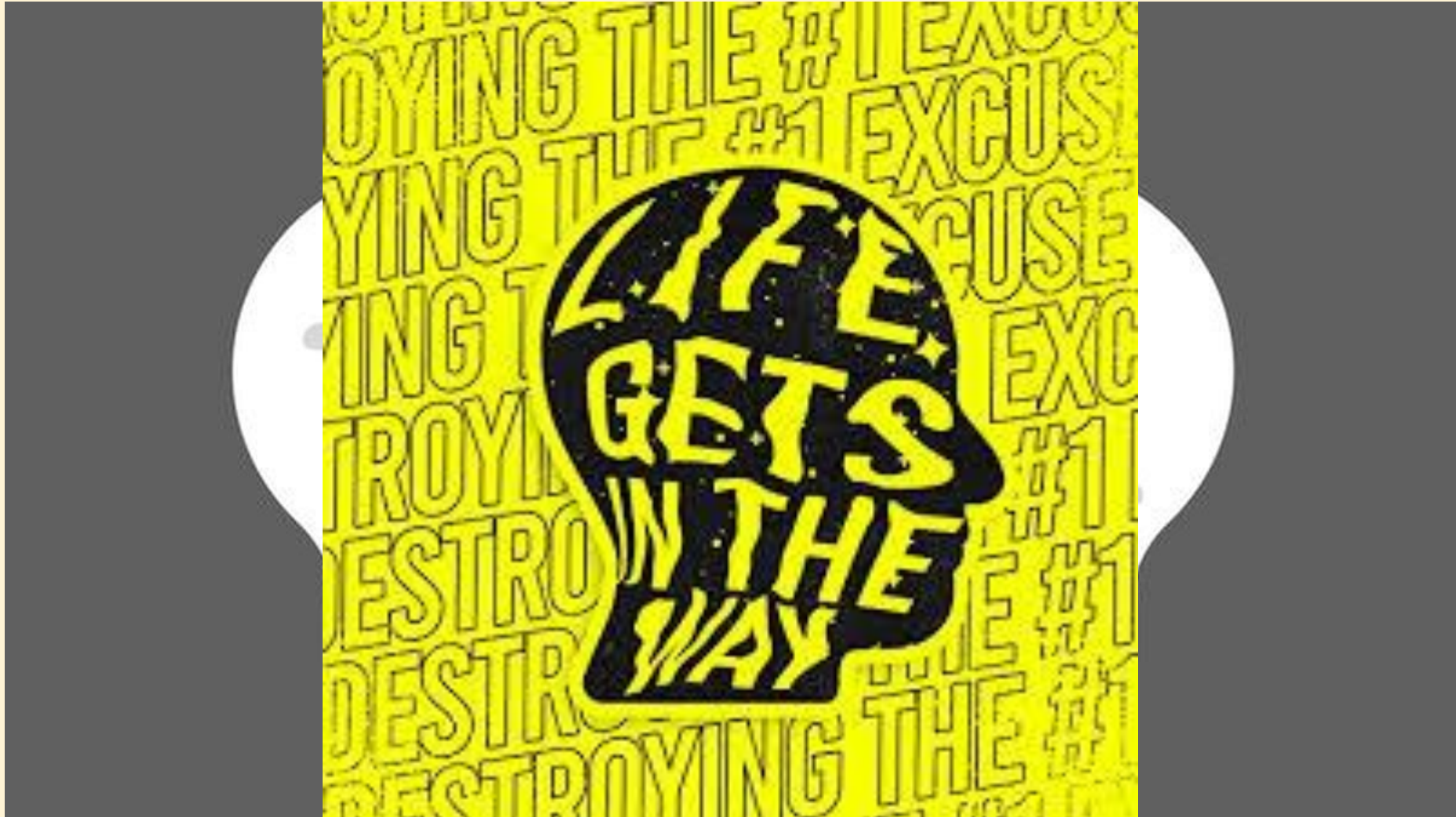
- Growing their leadership skills
- Developing a reputation as an advisor and guide for others
- Strengthening their emotional intelligence and communication skills
- Gaining new perspectives



<https://slideplayer.com/slide/10428683/>

<https://www.togetherplatform.com/blog/examples-of-mentoring-program-goals>

Relationships



Challenges

Mentor / Trainee Responsibilities Fraught with Challenges

Training? No!

Publish or Perish!

Unequal relationship



**Responsibilities,
Time?**

Credit, Ownership?

Competitors?

RESPONSIBLE CONDUCT IN RESEARCH

Office of the
Vice President for **Research**
at the university of georgia

2

- Assessing mentee's background (knowledge and skills)
- Dealing with mentee's inexperience (knowledge and skills)
- Setting reasonable goals for the project
- Keeping mentee engaged
- Building mentee's confidence
- Fostering mentee's independence
- Deciding on the best solution to a given mentoring challenge
- Setting limits and boundaries for the mentor/mentee relationship
- Giving negative feedback to the mentee on lack of progress
- Allocating time
- Finding resources
- Remaining patient

<https://slideplayer.com/slide/4121772/>

<https://accelerate.ucsf.edu/training/mdp-seminar2-challenges>

Solutions

Qualities of a Good Mentor

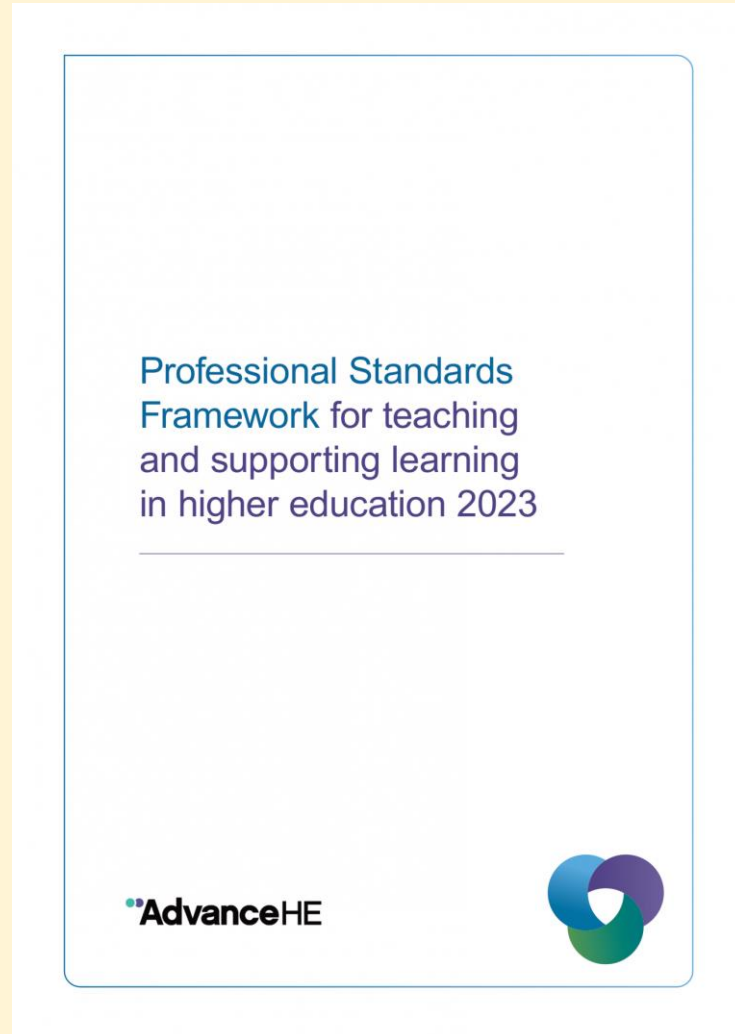
- A patient listener and eagle-eyed
- Inspires trust
- Gives advice without dictating actions
- Encourages independence yet offers support
- Offers constructive criticism as well as compliments
- Open and honest
- A good role model through actions and words
- Willing to spend time, reach out, and share
- An effective intermediary

<https://slideplayer.com/slide/12373788/>



<https://www.ahajournals.org/doi/full/10.1161/ATVBAHA.121.316558>

Routes



<https://www.advance-he.ac.uk/fellowship>



<https://www.cilip.org.uk/page/ProfessionalRegistration>

Routes



FEDIP is the Federation for Informatics Professionals in Health and Social Care, a collaboration between the leading professional bodies in health and care informatics supporting the development of the informatics profession.

<https://www.fedip.org/post/5-leading-practitioner-interview>

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Thanks for Listening!

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