



香港大學牙科畢業同學會
The University of Hong Kong Dental Alumni Association



Faculty of Dentistry
The University of Hong Kong

HKUDAA—HKU Faculty of Dentistry

Mentorship Programme

Ideas & suggestions

for a

fruitful
Mentor-Mentee
relationship





Ideas & Suggestions for a Fruitful Mentor-Mentee Relationship

or

N U T R I T I O N A L G U I D E *for*

mentors

&

mentees

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Recommended use:

Please read these notes at the start of the mentorship programme and refer to them whenever necessary. For best results, complete the activities and discuss them early on in your group. Review your answers periodically and at the end of the programme to monitor and assess your progress.

Recommended frequency of mentorship: As often as needed, or as agreed within your group, ideally with at least one clinic visit. (HKU recommends about 5 meetings excluding central events.)

Duration of mentorship: About 1 year. *To be taken with or without meals.*

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HKU Faculty of Dentistry External Relations & Knowledge Exchange Unit.

Although every care has been taken to ensure the accuracy of the contents, the Faculty accepts no responsibility for errors or omissions.





1. Welcome

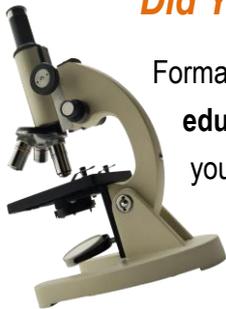
THANK YOU for taking part in the **HKUDAA – HKU Faculty of Dentistry Mentorship Programme!** We are very grateful to dental alumni volunteers for giving back to their *alma mater* by donating their time, skills, and talents in order to provide our BDS students with new experiences and situations outside the classroom, and to help nurture future generations of dentists. We hope both mentors and mentees find the scheme beneficial and wish you a successful mentorship!

Prof Thomas Flemmig, HKU Dean of Dentistry
Dr Ki Hon, HKUDAA President 2017-18



Please let the Faculty External Relations & Knowledge Exchange Officer, Ms Sau-wan Cheng, know if you encounter any problems, or if you have any feedback or queries during the mentorship scheme (e-mail: dentke@hku.hk; Tel: 2859 0410).

Did You Know?



Formal mentorship schemes are being recognised as an **important part of quality education** in health care and clinical professions—between practitioners and students, younger and older students, students and Faculty, newer and older graduates, and newer and older Faculty. Our programme aims to be evidence-informed and to be an invaluable, memorable experience:

- (1) **The HKUDAA – HKU Faculty of Dentistry Mentorship Programme is for all BDSIII students.** Surveys show that US medical school mentorships typically occur for all students, starting in the first 2 years (eg, Frei et al, 2010). Our scheme happens at a point in the BDS programme when students start taking care of public patients under Faculty clinical supervision. To complement the BDS curriculum, mentors and mentees are encouraged to plan clinic visits as part of a holistic introduction to the profession and to real-world clinic interaction and management.
- (2) **The HKUDAA – HKU Faculty of Dentistry Mentorship Programme pairs up a dentist mentor volunteer usually with 1-2 mentee/s.** Reviews of successful medical mentorships have shown that one mentor may guide one or more than one mentee, and sometimes a small group of mentees; schemes are usually free and unfunded. Mentees and mentors are often paired by an administrator according to mutual interests. Our scheme pairs mentors and mentees as much as possible via interests and location; for fairness and to broaden experiences and interpersonal skills of all participants, alumni are not normally allowed to mentor students who are immediate family members. Students choose their own companion-mentee and their own learning focuses.
- (3) **The HKUDAA – HKU Faculty of Dentistry Mentorship Programme lasts about 1 year.** Reported medical mentorships usually last more than 6 months, and nursing students or new graduates reported that receiving 1 year of mentoring was beneficial (van Eps et al, 2006). Published surveys list mentee benefits as personal and professional learning and belonging, and improved well-being; mentor benefits include professional development and job satisfaction.





2. Introduction

Mentorships aim to develop healthy personal relationships in a professional context. In a past mentorship experience-sharing session at the Faculty, it was suggested that the role of the mentor is like a tube of mixed fruit-flavour “Mentos”: to bring “colour and flavour” to a mentee’s life! This guide is intended as an introduction to mentoring and as a start point to generate a colourful and fruitful mentorship experience.



This guide and our year-long mentorship programme for BDS mentees are based on current practices in health care education, as well as some early research evidence on mentoring. What is emerging is that:

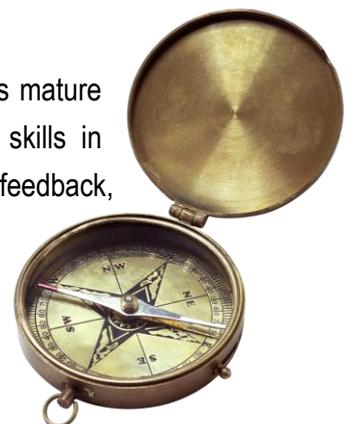
- 👍 For mentors, developing transferable mentoring skills is an important part of **continuing professional development** and useful for peer and clinic-team mentoring, communication and team-building, and work culture.
- 👍 For mentees, mentoring can be an **effective method of adult learning** outside the classroom, fostering identity building, and gaining an introduction to a new profession and community of practitioners. In turn, mentees learn how to become future mentors (eg, in the Faculty BDSIII–I buddy programme, or as a future HKUDAA mentor for BDS students or new alumni).

Although the HKUDAA – HKU Faculty of Dentistry Mentorship Programme is a knowledge exchange programme that is formal (organised as a non-credit-bearing part of the BDS programme) and work-related (introducing the profession of dentistry), mentors and mentees are free to use both formal and informal meetings and activities, both workplace and external venues/activities, and a variety of mentoring goals, methods, and styles to suit and **nurture the mentor-mentee relationship**.

The important points are:

- (1) mutual **respect, trust, and confidentiality**,
- (2) that mentors **commit to donating time** to help mentees mature professionally and personally, while developing their own skills in effective engagement, such as in communication, assessment, feedback, and facilitation, and

(3) that mentees **make full use of this unique opportunity**, contact their mentors regularly, and make time to self-reflect, self-assess, identify learning needs and wants, improve analytical-critical skills, and learn how to learn.





3. Stages

In the literature on mentoring, there are typically four phases to mentorship, regardless of whether the mentorship is formal or informal, structured or unstructured.

Activity 1

What do you think are the four stages of mentorship (chronologically, from beginning to end)? What could the stages entail, and how could you prepare for them?

Write your answers below to all parts, and compare answers in your group (don't read the next page until this part is completed).

(1)

(2)

(3)

(4)



The four widely accepted stages of mentorship are as follows:

- (1) **Planning and inauguration:** This entails applying to take part and setting up the mentorship, attending the Inauguration Ceremony, introducing and getting to know each other, exchanging contacts/name cards (office/mobile telephone, and e-mail), preparing the first meeting, and **establishing ground rules** (preferred times and durations of contact, preferred methods of contact, preferred venues, types of activities and academic/non-academic interests, etc).



- (2) **Establishing goals:** In the initial few meetings, set your short- and long-term personal and professional goals, discuss learning styles and methods to achieve those goals, and plan activities and outcome measures.



Useful tools are **Needs/Wants and Means** analyses, **SWOT** position analysis (Strengths, Weaknesses, Opportunities, Threats), and **SMART** goal analysis (Specific – Measurable – Attainable – Relevant – Time-bound).

[Eg, **Needs/Wants and Means:** Need to learn scientific medical terms via free online course; Want to learn Putonghua via paid evening class, if I have time+\$

SWOT: S=I enjoy meeting new people; W=Poor time management; O=Mentorship can help with work/life balance; T=It's only 1 year so I need to make the most of it

SMART: Learning Putonghua = start with basic course, to be able to pass level 2 proficiency test, for all skills (reading, writing, speaking, listening), so that I can get by in mainland China on a study trip next year]

- (3) **Growth and feedback:** Throughout the year, keep organising activities relevant to the planned goals (including clinical observation visits), perform formative review through reflection and dialogue, assess outcome measures, and make adjustments as needed.



Useful tools are **Gap** analysis (present situation – desired situation – gaps to be filled) or **GROW** performance analysis (Goals – Reality – Options – Will/What's next).

[Eg, **GROW:** To learn essay writing, since my current academic English is poor, I could hire a tutor, pay for a class, or do an online course for free: the last option is best since I can do it in my own time and straight away]



- (4) **Winding down:** This entails summative review, agreeing on how to wind down the relationship or how to continue the relationship (only as needed, as friends/colleagues, annual reunion, distance mentoring by e-mail only, etc), celebrating achievements, and giving feedback to the organiser via questionnaire survey, testimony, or interview.



4. Roles

Mentors and mentees may have different expectations of the potential roles and responsibilities of the people on the two “sides” of the mentor-mentee relationship.



Some clues to the potential roles can be contained in the synonyms and near-synonyms for the words *Mentor* and *Mentee*.

Activity 2

What other words for *Mentor* and *Mentee* can you think of? What roles do the words imply?

Write your answers below to both parts, and compare answers in your group (don't read the next page until this part is completed).

(1) “Mentor”

(2) “Mentee”



Discussion Points:

- (1) Which of the words in the lists below did you include? Did you have any others, not shown?
- (2) Are there any positive or negative connotations (implications) associated with any of the terms?
- (3) Can any terms from the two lists be paired up to represent “opposites”?

What type of relationships do they imply? Do they reflect “traditional” or “modern” views of teaching and learning? Would some practical activities be better suited to certain types of relationships?

- (4) Which relationships might apply in *your* mentorship year?
Are any terms not appropriate to your situation? Why not?



Synonyms and roles of *Mentor* include:

- | | | |
|---------------|--------------|--------------|
| •Counsellor | •Facilitator | •Chief |
| •Guide | •Enabler | •Veteran |
| •Tutor | •Expert | •Old hand |
| •Teacher | •Pundit | •Connoisseur |
| •Guru | •Specialist | •Coach |
| •Supporter | •Consultant | •Trainer |
| •Adviser | •Authority | •Instructor |
| •Preceptor | •Educator | •Lecturer |
| •Supervisor | •Senior | •Academic |
| •Leader | •Superior | •Director |
| •Professional | •Sponsor | •Sage |

Synonyms and roles of *Mentee* include:

- | | | |
|-------------|--------------|------------|
| •Acolyte | •Understudy | •Associate |
| •Beginner | •Learner | •Underling |
| •Apprentice | •Trainee | •Newcomer |
| •Student | •Rookie | •Intern |
| •Pupil | •Junior | •Protégé |
| •Novice | •Subordinate | •Amateur |
| •Greenhorn | •Assistant | •Neophyte |
| •Initiate | •Recruit | •Tyro |
| •Scholar | •Disciple | •Newcomer |
| •Follower | •Fledgling | •Client |



5. Attributes

Mentors and mentees may each bring different skills and qualities to the relationship.

Activity 3

In your opinion, what skills and qualities make an effective mentor and mentee?

Write your answers below to both parts, and compare answers in your group (don't read the next page until this part is completed).

(1) *Mentor*

(2) *Mentee*



Discussion Points:

- (1) Some suggestions for characteristics are shown below. Which of the terms in the lists did you include? Did you have any others, not shown?
- (2) Are there any that you don't agree with or that need amendment?
- (3) What other activities or behaviours can you think of to illustrate each characteristic?

For consideration when proposing areas for personal development during the mentorship:

- Which skills and qualities/behaviours do you think you have, and to what extent?
- Which would you like to see improvement in?



(A) What each party can bring to the relationship

(i) **Mentors** can provide:

	Motivation, monitoring	Eg, constructive feedback, encouraging, promoting self-feedback/reflection
	Experience and expertise	Eg, "think-aloud" explanations of procedures and decisions, sharing tips
	New and novel challenges	Eg, noticing skill gaps, enabling and scaffolding to meet new goals
	Teaching and tutoring	Eg, academic guidance or imparting life skills such as problem-solving
	Observation opportunities	Eg, "shadowing" in clinic, sitting in on meetings, giving demonstrations
	Role modelling, reflection	Eg, leadership, management, care, clinic skills, intellect, ethics, generosity
	Support, sustenance	Eg, managing stress, work-life balance, referral to people or information



(ii) **Mentees** can provide:

m	Meals (some)	Eg, pay the café bill some of the time!
e	E-expertise	Eg, share experience with social media and new gadgets and apps
n	New perspectives	Eg, insight into the new generation, new ways of learning, new trends
t	Timeliness	Eg, keeping appointments, keeping to schedule, working efficiently
e	Evaluation	Eg, honest and critical self-evaluation, evaluation of mentorship
e	Enthusiasm	Eg, readiness to participate, develop, improve, and exchange views
s	Scrupulousness	Eg, commitment to the mentorship; being responsive, responsible, reliable

(B) Qualities or behaviours each party could have

(i) **Mentors** can be:

m	Mentee-friendly and methodical in approach
e	Empathetic* and enabling
n	Nurturers and negotiators
t	Tolerant and tactful
o	Open-minded and optimistic
r	Rational and reassuring
s	Sympathetic** and sensitive

Note the difference:

***Empathy** (shared feelings with another person and desire to understand deeply and empower him/her): *You look upset and as if you've had a really tough day; what's bothering you?*

****Sympathy** (feelings about/for/towards another and willingness to help him/her feel better): *I feel sorry to see you like this and to hear about your problem; can I do anything to help?*



(ii) **Mentees** can be:



Mindful of own learning needs/wants and styles, and mentor-friendly



Erudite, eager to learn and ask for help



Non-judgmental and non-cynical



Trusting and trustworthy



Equipped for self-directed learning



Engaging and engaged



Sociable and shrewd

6. Expectations

To get the most out of the mentorship experience, both mentors and mentees can brainstorm, alone and together, about what they can realistically offer and achieve in about 1 year.

List things like learning needs and wants, specific goals and aims, and talents you can share. **Work-related areas** could include clinic tours, clinic observations, sitting in on meetings, conference attendance, networking, clinic management activities, explaining clinic set-up, purchase and ordering, infection control, demonstrating record-keeping and quality assurance, evidence-informed practice, research and science principles, or how to understand scientific and product literature.

“Soft” or generic skills could include communication, professionalism, study or presentation skills, time/project management, organisation, leadership, problem-solving, financial or media literacy, social skills, business acumen, language proficiency, general knowledge, or computer use. **Have fun too**, and include hobby/interest and leisure activities or learn something new!





Activity 4

What things would you like to include in your mentorship year?

Write your answers below to all parts, noting if an item is (a) a learning need, (b) a learning want, or (c) talents/knowledge/skills/contacts you can share; and discuss answers in your group. Then, prioritise your goals using SMART analysis (Specific - Measurable - Attainable - Relevant - Time-bound).

(1) *Work-related*

(2) *Generic*

(3) *Leisure*



7. Agreements

After discussing mentorship goals, it may be useful to draw up a learning agreement, either formal or informal, and either signed or unsigned on the start and end dates.



The agreement serves as a record of the aims of the short- and long-term goals of mentorship, and can be referred to and amended during formative reviews. In this way, continual assessment and discussion are part of and integral to learning via mentorship. At the end of the mentorship, overall progress can be reviewed and the mentorship scheme can be evaluated.

The items in the learning agreement/record can be negotiated between mentors and mentees. These items could include:

- (1) **Learning goals** (eg, job application preparation) and target dates
- (2) **Specific objective/s** for each goal, with observable results (eg, write a CV)
- (3) **Method**, depending on activity and learning style preference or variety (eg, expert-apprentice scaffolding / direct teaching followed by quiz or mentee teach-back to mentor or peer / self-directed research with mentor facilitation / deep-end strategy whereby mentee makes initial attempt, followed by self-reflection, comparison, advice)
- (4) **Activity** (eg, traditional expert-apprentice training by Present/Practise/Produce [PPP]: mentee observes mentor writing CV with think-aloud explanation; mentee writes one section of CV under guided observation of mentor; after feedback, mentee completes CV before next meeting for appraisal, perhaps including job interview role-play and further analysis/discussion)
- (5) **Any special notes** (eg, referrals to other people, samples, or information sources)
- (6) **Appropriate assessment method** and outcome measures (eg, critical reviews of CV by mentor and other mentee, in terms of content, language, style, and format)
- (7) **Assessment** and dates if fully achieved, or indication of extent of achievement and note for future action
- (8) **Comments:** Mentee's and mentor's reflections of the process and of each other's performance

A sample agreement, as a suggestion, can be found on the next page.





Confidential Mentorship Agreement

Mentee name:

Mentor name:

<i>Goal</i>	<i>Objective & target date</i>	<i>Method/Activity/Resources</i>	<i>Assessment method and assessment/date</i>	<i>Comments by mentor & mentee</i>

Comments at end of mentorship:

Signatures/date:



8. Dialogue methods

A widely accepted principle of successful mentorship is that it includes a social approach to learning and developing—that is, learning through action, interaction, care, mutual respect, negotiation, and conversation.



Although the mentorship may sometimes use traditional teaching (eg, direct teaching, instruction, or supervision), personal and professional development is more likely through **experiential and active learning** that includes two-way dialogue, reflection, self-reflection, and reciprocity. The learner is responsible for self-motivation, identifying learning areas, self-directed research, and finding opportunities for collaboration. The mentor is responsible for adopting a new “language” in teaching that focuses on facilitation and catalysing creativity and confidence. The mentorship is both **learning-centred** (eg, optimal approaches and methods) and **learner-centred** (eg, the “syllabus” is chosen by the mentee). Learning takes place by considering not only new situations and new knowledge and experience, but also one’s own and others’ past knowledge and experience. However, both mentor and mentee do not need to be limited to reusing past solutions or routines (reproductive learning) and can also explore new ways of looking at problems to come up with multiple, new, creative solutions (productive learning).

Useful concepts in adult learning and development are:



- Promoting learning by optimising **LUCK** (Location, Understanding, Connecting between old and new experiences, Knowledge)
- Promoting conversion of theory to practice via the **data-to-innovation (DIKUWDAl) spiral** (Data, Information, Knowledge, Understanding, Wisdom, Decision-making, Action/application, Innovation)
- Promoting innovation by increasing **CORE** (Curiosity, Open-mindedness, Risk appetite, Energy/enthusiasm)
- Promoting motivation by raising **AIDA** (Awareness, Interest, Desire, Action)
- Promoting problem-solving through the **PIERP cycle** (Postulation, Idea generation, Experimentation/Experience, Reflection, Planning next step)
- Promoting efficiency by **R6** (Reduce time, Reuse knowledge, Repurpose ideas, Repair knowledge gaps, Restructure mental models, Recycle good processes)



The mentor can scaffold and facilitate learning through effective engagement, by:

- Finding an appropriate time and place; removing distractions
- Showing interest and personal involvement
- Sensitive, timely, relevant assessment (and clear statement of criteria)
- Constructive feedback to encourage critical thinking and making own choices
- Keeping the conversation relevant and on-track
- Inviting participation and brainstorming (remember, *there are no stupid questions*)
- Prompting and giving thinking time (silence)
- Negotiating meaning and asking for and giving clarification to encourage clear thinking (eg, reformulating/rephrasing, defining, repeating, explaining, giving examples)
- Using appropriate body language
- Taking emotions and personality into account



Activity 5

1. What other enabling factors can you think of?

2. What could both mentors and mentees **say** to

(a) promote good chemistry, build rapport and trust, and encourage self-reflection?

(b) show active and reflective listening, prompt and keep the dialogue going, promote self-motivation, and overcome obstacles? (Don't read the next page until this part is completed.)



(A) Conversation tips to promote good chemistry, build rapport and trust, and encourage self-reflection



- (1) Avoid imposing demands and own views, blaming, and judging (words like *right/wrong*); instead, **encourage self-assessment** of accountability and development, and promote independence [Eg, *How do you think you performed?*]
- (2) Avoid immediately giving direct advice or answers; **ask questions to encourage problem-solving**, critical thinking, ideas and exploration [Eg, *How do you know that?*]
- (3) Avoid closed *yes/no* questions; **ask open questions** (*why/what/when/who/where/how*)
- (4) Avoid just pointing out failures; **ask for self-reflection** of what worked well and what could be done differently next time; encourage and acknowledge contributions
- (5) Avoid generality or vagueness (words like *always* or *never*); instead, comment on **specific instances** and contexts, being honest and genuine
- (6) Avoid bringing up past mistakes unless raising awareness of a habit that needs to be modified; instead, focus on **positive reinforcement**
- (7) Avoid constant negativity; instead, **balance criticism** with sweetening, explaining, suggesting areas of improvement, and focusing on the behaviour, not the person, by:



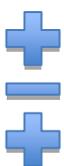
(i) **+/- pairing**

[Eg, *I liked how you introduced the presentation topic with a slide, but I couldn't read it, so to make it even more effective, maybe next time you could enlarge the font.*]



(ii) **-/+ pairing**

[Eg, *I felt the introduction was too long and noticed the audience wasn't concentrating; on the other hand, the conclusion was nice and short, so the talk ended convincingly.*]



(iii) **+/-/+ sandwiching**

[Eg, *Your audience polls were engaging; however, I was confused by the video, and it probably needed a brief recap; just like the useful summary you gave straight after the audio recording you played.*]



B. Conversation tips to show active and reflective listening, prompt and keep the dialogue going, promote self-motivation, and overcome obstacles



(1) **Ask for clarification, repetition, elaboration, or exemplification**, if you don't fully understand the first time [Eg, *Please tell me more; I'm all ears*]

(2) **Summarise or paraphrase** briefly the main point of what the other person said without being judgmental or confrontational [Eg, *What I'm hearing is..., So, let me recap..., What you're saying is...*]

(3) **Reflect** the other person's message, feelings, and body language, to show you understand (useful in conflict resolution *before* adding your own, objective point of view) [Eg, after a complaint... *You look really disappointed about what happened; here's what I'm thinking...*]

(4) Try to let the other person **self-evaluate** his or her own risks, opportunities, and rewards based on observable behaviour or performance, and let him or her suggest what can be changed, without promoting blame, denial, excuses, or defensiveness [Eg, *How close did you get to what you had planned? How would you rate, from 1-10, your progress in reaching the learning goal you set? What did you learn from...? How did you feel when...? What might happen if...? What do you think is preventing you from...? What do you plan to do next?*]



(5) Stimulate discussion and prompt problem-solving by **raising awareness** of negative behaviours or responses, by giving (i) a specific example, (ii) a real effect, and (iii) your reason, without criticising the person or moralising/lecturing or judging/blaming [Eg, *Can I make an observation? I noticed you didn't introduce the question and answer session at the end of your presentation and some people in the audience walked out because it probably sounded like the talk had already ended.*]

Eg, *When you cancel an agreed meeting only 15 minutes beforehand, I feel frustrated because I'm already on the MTR going to our agreed venue.*]



(6) **Share relevant information** or offer a referral if specific action or follow-up is required [Eg, after a direct request on learning Putonghua from scratch... *I'm not a certified teacher but we can certainly do conversation practice. When I started learning it, an HKUSPACE course was useful and affordable; their prospectus would be online... Can I make a suggestion?... What do you think?...*]



9. Tips for mentees & mentors

(A) Tips for mentees

Mentorship is a **mentoring relationship**. Mentees need to make the most of this relationship and to invest time and energy to reap the benefits. HKU recommends meeting 5 or 6 times a year, plus steady communication via e-mails, social media, letters, and phone calls/texts. Some suggested tips follow:

- (1) **Planning and inauguration:** Talk to past mentees; read what mentees have said, on pages 12-13 of the Faculty newsletter 2012, issue 1 (1st QR code): http://facdent.hku.hk/engagement/ke/pdf/facultynewsletter/Expressions_2012_issue1.pdf#page=12.



<http://www.mentorship.hku.hk>.

Our mentorship programme is based on the HKU scheme, whose webpage includes guidelines and mentor/mentee stories (2nd QR code): <http://www.mentorship.hku.hk>. Start the mentorship with an open mind and willingness to share your background; take time to get to know your mentor! Promise to keep in touch with each other.



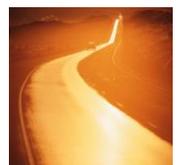
- (2) **Establishing goals:** Know yourself! Take stock of your values, study and learning styles (eg, alone/group, listening/seeing, writing/typing, text/pictures), attitudes, strengths and weaknesses; consider skills you would like to gain or improve. Use **How...VOQR** (verb, object+qualifier, result): eg, *How...can I learn enough relevant statistics, so I can understand journal articles?* Make good use of the mentorship as a valuable educational resource, and discuss what can be reasonably achieved in 1 year, perhaps prioritising the goal/s by importance to you or the community. Ask about your mentor's clinical and non-clinical expertise/skills and preferred communication styles.



- (3) **Growth and feedback:** Help the relationship evolve; take the initiative to keep in regular contact and arrange meetings; send thank you notes and periodic updates; share personal feelings. Begin meetings with a recap of what was discussed last and progress made so far. Suggest (self-)improvements; take responsibility for setting meeting agenda and action items, and ask for feedback; actively listen; be prepared to follow up suggestions and report back on their effectiveness in a timely way.



- (4) **Winding down:** Be appreciative, candid, and honest when planning separation and redefining the relationship; talk about the past and future; use some of the criteria in the Feedback Questionnaire (page 22) in your summative review discussion. When the Knowledge Exchange Unit e-mails the feedback questionnaire to you, please return it promptly so the next cohort can benefit from your feedback.

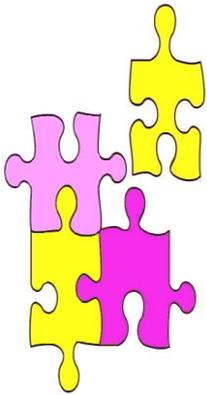
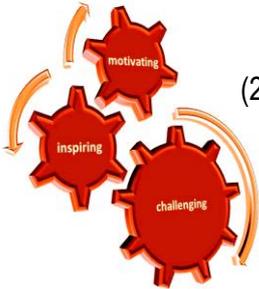




(B) Tips for mentors

Studies have shown the following mentor attributes are appreciated:

- (1) **Skills:** Good at planning, listening and communicating, tailors help without taking over, sets visions and standards, gives feedback and concrete help, inspires creativity and ingenuity, builds trust and mutual respect, lets mentee steer meeting, helps others see alternatives/relations/extrapolations, offers choices, shares both implicit/tacit and explicit knowledge, uses both inductive (bottom-up/discovery-based/asking) and deductive (top-down/demonstration/telling) methods, brings out the best in others
- (2) **Attitudes:** Treats mentee as both a person and a professional, is perceptive to mentee needs, promotes independence, is supportive and enabling, positive, non-threatening, has sense of humour, knows when to give praise and criticism, does not blame, is flexible and accessible, is 7C: confident/competent/committed/caring/critical/contactable/creative, and is MIC: motivating, inspiring, challenging
- (3) **Mentor characteristics:** Good reputation, responsive and available, advocate for mentee, can navigate academia and profession, knows and respects boundaries, well networked, generous with time, teaches by example, recognises teachable moments, sensitive to human dynamics, high EQ, admits mistakes and own limitations, knows when to advise/suggest/listen/challenge/share/co-operate
- (4) **Knowledge of mentoring:** Trains to be a good mentor, can “map” activities to learning/competencies, knows when to build/withdraw learning scaffold, handles mentorship stress, facilitates reflective learning for both mentor and mentee, appreciates rewards of mentoring, interested in teaching, asks for feedback, wants to develop professionally and as a mentor and person, wants to develop good student and *alma mater* relations, knows to contact mentorship organiser if problems arise



What not to be!

Absent mentor: fails to support mentee by being unavailable, ignores or delays communications, cancels meetings, does not initiate contact or encourage mentee to do so, apathy, assigns another mentor

Hinderer: impedes mentee development by refusing to give advice or information, inflexible, self-imposing, over-instruction, not giving timely feedback, acting like a boss or parent, trying to transform or reform mentee

Nay-sayer: destroys morale and confidence by arguing, public attack, being overly critical, disapproving, discouraging, pessimistic, “told you so”, not offering possible alternatives, not offering encouragement

Shirker: shirks responsibility by letting mentee flounder, treating mentee as free assistant, over-burdening, relying on one teaching method/goal, breaking promises, blaming, not encouraging (self-)reflection





10. Feedback questionnaire

*Note: This is a **sample copy** of the fillable MSWord questionnaire form that will be e-mailed to all mentors and mentees at the end of the mentorship year by the Knowledge Exchange Unit*

Mentorship Programme Feedback Form

To help us improve the mentorship programme for future cohorts, please spend some time answering the questions below (use additional pages if needed). The forms will be kept strictly confidential for overall programme evaluation only, and the data will be used to summarise replies anonymously. Please e-mail Ms Sau-wan Cheng if you have any queries (dentke@hku.hk). **Thank you for your cooperation and valuable feedback!**

I was a... (mentor or mentee?)

For mentors: How many mentees did you mentor?

1. How many times did you meet up (excluding the inauguration and mid-year dinners), and how many of those times included clinic observation/introduction visits?

2. Approximately how many hours (total, per mentee) did you spend together (excluding the inauguration and mid-year dinners), and how many of those hours were clinic observation/introduction visits?

3. What types of mentoring experience were you expecting when you entered the programme (eg, academic, career, general, personal, business, clinic, social, cultural, etc)?

4. On a scale of 1 to 5, how would you rate the programme overall? (1= "did not meet any of my expectations"; 2= "met some of my expectations"; 3= "met most of my expectations"; 4= "met all of my expectations"; 5= "exceeded all my expectations")

5. What do you think were your mentor's/mentee's greatest strengths?



6. In what ways, if any, did your mentor/mentee not meet your expectations?

7. What types of activities did you enjoy (a) the most and (b) the least?

8. How did you benefit personally from the programme?

9. What did you think of (a) the Faculty administration and support for the programme, (b) the Inauguration Ceremony and Mid-year Reunion, and (c) the effectiveness of the programme overall during the BDSIIIb year?

10. If you could change one thing about the programme what would it be?

11. Would you be willing to share your experience (1) in the Faculty newsletter or (2) in the Inauguration Ceremony of next year's programme? (The KEU will get in touch later about this.)

12. *For mentors:* Are you willing to mentor again in next year's programme? (The KEU will get in touch later about this.)

Please e-mail this form, and any additional comments, to Ms Sau-wan Cheng, Knowledge Exchange Officer, at <dentke@hku.hk>. (or mail to KE Unit, HKU Faculty of Dentistry, 7/F Prince Philip Dental Hospital, 34 Hospital Road, Sai Ying Pun, Hong Kong, or fax to KE Unit at 2559 4194). Thank you!

As a token of thanks, Mentorship Certificates will be sent to Mentors once the form is received.



11. References & further reading

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WE WISH YOU A FRUITFUL MENTORSHIP!

