

Wāhine Connect Charter

Thank you for your interest in Wāhine Connect – a national mentoring program for New Zealand women in medicine and health.

What Is Wāhine Connect?

Wāhine Connect was conceived following overwhelming interest and perceived need for mentoring amongst members of the New Zealand Women in Medicine Facebook group.

The goals of the network are:

- To create **communities of women in medicine and health** that may provide peer support in both our professional and personal lives.
- To use our collective resources as a network of women to **facilitate career development**, and to **contribute to the development of a fine and strong wāhine health sector workforce**.

This program started out as a 6-month pilot program. It's success means that we are now focussing on making this program sustainable, and available to more women.

Context

Women working in the health sector may experience unique challenges, including those related to the distribution of domestic duties and responsibility for dependents, discrimination and implicit bias, and the lack of accessible mentors and role models. Internationally, female doctors continue to earn less than male doctors, irrespective of specialty, hours worked or age. (Ly et al, 2016). They are also less likely to be proportionally represented in positions of leadership and seniority. (Dept. of Health, 2009)

Importantly, New Zealand data show that female doctors are more likely to experience burnout due to work-related stress than male doctors, (ASMS, 2016) and to suffer from 'presenteeism' (working when too unwell, fatigued or stressed to be productive). (ASMS, 2015).

That said, women working in the health sector represent a substantial collective resource of experience and knowledge. We can use this resource to support each other, both professionally and personally.



What is Mentoring?

Mentoring provides the opportunity for the sharing of experiences both in the professional and personal sphere. In the traditional medical model, it has been described as ‘a reciprocal, dynamic and collaborative relationship in which an experienced professional provides offers guidance, support, and knowledge to a junior learner’ (Steel et al, 2013).

Traditional medical mentorship has had an emphasis on teaching and specifically to define professional goals and work towards achieving those goals. In the broader context mentors can also provide support and advice to an individual on personal matters, and facilitate personal development.

Wāhine Connect has chosen four streams of mentoring, that are well supported by the literature:

- Decision-point mentor canvassing,
- Career development mentoring,
- Mentor-mentee lite
- Connection to an existing mentor network.

For further explanation of these streams go to FAQs (link: Are there different types of mentor-mentee relationships).

The remainder of the document is primarily focused on the two more structured Wāhine Connect mentoring streams: **Career development mentoring**, and **Mentor-mentee lite**.



For The Mentors

A mentor may act as a sponsor, an advisor, or a facilitator - where the mentor listens, questions and challenges the mentee. Their role will depend on the mentee's individual objectives and may change over time.

Effective mentors have professional and institutional knowledge, good communication skills, enthusiasm, leadership, and the ability to promote interest in other associated fields (such as research, administration etc.). Trainees may assign a greater value on communication and the ability to inspire, while junior professionals desire knowledge and experience (Sadideen et al, 2012)

A Wāhine Connect mentor is expected to:

- Listen actively and with interest.
- Manage the framework of the mentoring sessions.
- Encourage the mentee to take responsibility for the content.
- Take appropriate approaches such as sympathising when discussing a bad experience, or encouraging the mentee to take ownership of an issue and respond judiciously.
- Help the mentee to see the bigger and longer-term picture.
- Help a mentee to reframe how they view a concerning issue and to consider a different perspective.
- Take an interest in the mentee's progress.

If you would like to read more about the expectations of mentor we've included some links to articles that you might find useful (Appendix 1-resources for mentors).

It is well recognised that medical/health mentors benefit from training and can improve confidence when dealing with unfamiliar situations and academic resources in specialities outside their own (Tsen et al. 2012). Wāhine Connect is currently not providing any training programmes for mentors, but may do so in the future, if resources allow. Should you have any questions and or need more support, please contact us.



For The Mentees

The mentee role is an active one, and should be the driving force behind the relationship. A Wāhine Connect mentee is expected to:

- Organise the scheduling of meetings.
- Set the meeting agenda, and drive the content of the meetings.
- Follow through on agreed tasks and take responsibility for their development.
- Maintain a professional relationship and be respectful of the mentor's time. This means being punctual, and committed to attending planned sessions.
- Be prepared to be challenged at times, when the mentor feels that this may be of benefit.
- Be prepared to give positive feedback to the mentor about what is working in the relationship and factors that may need be reviewed.

You can also find some useful links for advice on your role as a mentee in Appendix 1.

Matters For Determination By Mentor And Mentee

The success of the mentor-mentee relationship depends on the agreement of expectations, objectives, and responsibility for the logistical aspects. Below are some suggestions for discussion points between the mentor and mentee. These can facilitate discussion and ensure goals are clear, acceptable and achievable moving forward.

- Duration of mentoring: We suggest a 6-month initial duration.
- Frequency of meeting: We suggest monthly meetings, with communication between sessions as agreed to by both parties (e.g. email, phone).
- Ground rules: these include confidentiality, time keeping, completing agreed tasks and communication in between meetings.
- Expectations of the mentor's role in the partnership - for example as facilitator or an advisor.
- Reviews: at a minimum, we suggest one review at the mid-point of the relationship, and a second at the end of a period of mentoring. Points to consider include mentee progression, suitability of style and approach of mentor and mentee, next steps.

We emphasise that a mentor is **not to play the role of a counsellor, nor to consult on medical issues**. More information on setting up a contract can be found in Appendix 1- the mentor-mentee contract.



Appendix 1

Below are some resources that may be useful for both mentor and mentee. Please feel free to let us know if you have any other resources you think might be helpful.

Resources for mentors

Tips on the mentor-mentee relationship

<https://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2014/mar/11/mentoring-tips-mentor-mentee>

Basic ideas and principles of mentoring and the role of the mentee (Annexe 5)

http://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/supportresources/Guidance_on_setting_up_a_mentoring_scheme.pdf

Other mentoring programmes

<http://www.apa.org/education/grad/mentoring.aspx>

The mentor-mentee contract

http://faculty.medicine.umich.edu/sites/default/files/downloads/mentoring_contract.pdf
<http://www.coachingandmentoring.com/Mentor/contract.htm>



The ABCs of Mentoring for Mentors. University of Arizona.

<http://deptmedicine.arizona.edu/mentoring-guiding-principles-mentors>

- Assess their skill, knowledge, and attitudes when offering advice.
- Allow them to fail at times.
- Challenge them.

- Be available when you say you will.
- Introduce them to key contacts/possible collaborators.
- Pay attention to their promotion.
- Recognise them

- Tailor sessions to individual mentee.
- Lead—don't direct.
- Set high standards and articulate them clearly.
- Give constructive feedback in a timely manner

- Be frank with opinions with your own perspective.
- Foster open communication and be an active listener.
- Collectively set goals and agenda for subsequent meetings.
- Assist with creating and prioritizing their career plan.

- Model professional behavior.
- Discuss “survival skills.”
- Assist them with socio-political navigation.
- Inform them of additional professional development opportunities.

- View them as a respected colleague.

- **Don't seek to replicate yourself.**
- **Don't do the work for them.**
- **Don't be offended if they choose not to take your advice.**
- **Don't become best friends.**



The ABCs of Mentoring for Mentees. University of Arizona.

<http://deptmedicine.arizona.edu/mentoring-guiding-principles-mentees>

- Set your own goals.
- Actively seek feedback and ask questions.
- Keep accurate record of your progress and reflect on what happens.
- Own your failures and share your thoughts.

- Use recommendations and information to improve your performance.
- Observe your mentor solve problems, make decisions, manage others.
- Respectfully give reasons as to why you choose not to adopt recommendations.
- Be receptive of feedback.

- Show your appreciation of their time.
- Be sensitive about their background and differences.
- Discuss “survival skills.”
- Inquire about additional professional development opportunities.

- **Don't take advantage or abuse your mentors time and trust.**
- **Don't make assumptions, ask for clarification.**
- **Don't expect them to do the work for you.**
- **Don't become best friends or try to force a friendship.**



Appendix 2

Wāhine Connect Template for Mentors*

This a suggested guide for goal setting and monitoring progress. Activities can be changed or substituted as necessary.

Please also check out <http://www.coachingandmentoring.com/Mentor/contract.htm> for an excellent alternative.

Date completed	Activities
	Review the Wāhine Connect Mentoring Guide and consider reading other resources on the role of the mentor and mentee (Appendix 1)
	Review mentees's background and ensure you have no questions regarding suitability or stream allocation for Wāhine Connect.
	Send introductory email to mentee with some details of meeting and background information (possibly exchange CVs) and life experiences.
	Schedule time to meet with your mentee, for the first meeting at least
	Jointly develop a mentoring plan with your mentee at the first meeting (see Appendix 3 for template) <ul style="list-style-type: none"> - Goals - Expectations - Communication agreement - Evaluation
	For subsequent meetings <ul style="list-style-type: none"> - Encourage mentee to prepare an agenda or plan for the next meeting - Consider logistical responsibilities i.e. who is responsible for scheduling meetings, location of meetings, circulating agenda, sending follow-up summary email.
	Other issues

*Adapted from AMSN Mentoring Guide, 2012



Appendix 3 - Mentoring Programme Plan*

Mentor Initials: Mentee Initials: Date (dd/mm/yyyy):

This document aims to facilitate progress of the mentoring programme and should be completed by both mentor and mentee. The mentee should allow some time to reflect on learning needs and expectations. This will enable development of shared goals and expectations moving forward.

GOALS

What do you both want to achieve with this mentoring programme?

What do you want your outcomes to be?

EXPECTATIONS - What are your expectations of each other?

I expect my mentor to...

I expect my mentee to....

COMMUNICATON AGREEMENT

By what method(s) and how often will you communicate with each other?

CONFIDENTIALITY REMINDER

The content of your discussions are confidential. Are there scenarios that are exceptions to this agreement? E.g. providing references, acting as an advocate. Please discuss these exceptions and note them here.

EVALUATION

Determine periodic points at which you will discuss the progress of the mentoring programme and the relationship. Develop future actions and renegotiate this plan as needed.

*Adapted from AMSN Mentoring Guide, 2012



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