



The Doctorpreneur
Academy



Mentoring

Curated by
The Doctorpreneur Academy

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About Us



Dr Pranav Sharma

MBBS, MS, MCH (CVTS, AIIMS),PGDHMM,PGDMLS.

Dr. Pranav Sharma has been in Healthcare Industry for last 15 years in various roles. After completing his education from AIIMS, he started with career in U.N. Mehta Institute of Cardiology & Research Centre, Ahmedabad as Assistant Professor of Cardiac Surgery. Soon he was promoted to Professor of Cardiac Surgery and was one of the most influential voice in this space. He has more than 25 papers published in various national and international journals. Rising the corporate ladder, he became the Chief Medical Administrator at U.N. Mehta where he oversaw the expansion of the hospital from 200 bed to 1200 bed in a very short span of time. After his stint in the corporate world, he decided to do something different and independent and start his own health consultancy where he has helped hundreds of doctors and businessman to open new hospitals across India.

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Mr. Amit Singh Moga

MBA (IIM AHMEDABAD)B.TECH (IIT ROORKEE)

Wearing multiple hats, Mr. Amit Singh Moga is an entrepreneur at heart. Being an engineer and MBA from India's top institutes, it was very easy to rise in the corporate world and live in his comfort zone but he decided to travel the road less taken. After spending 10 years in various businesses, last being a banker in a bank where he oversaw many big healthcare projects been funded, he quit the job world and started in entrepreneurship journey. He spoke on TEDx platform about the issue of depression in students, wrote a book named "The Black Book" and founded couple of successful start-ups. If you need a motivation to start your own venture against all odds, listen to his story of venturing into entrepreneurship against all odds.

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Chapter 1 Being a mentor

First Things First: What Is Mentoring

Mentoring is a relationship between two individuals, with the more experienced individual, the mentor, serving as coach, cheerleader, confidant, role model, devil's advocate, counselor and, when possible, a "door opener" for the mentee. It is a relationship based on trust and mutual respect in which both partners, the mentor and the mentee, have responsibilities and should benefit from the relationship.

Mentoring is all about learning and growing.

At the professional level, both partners in the relationship are adults, so it is important to consider how we learn as adults. Malcolm S. Knowles, a noted practitioner and theorist of adult education, laid out the basic principles of adult learning in the 1970s.

"He says that critical to effective adult learning is one's own involvement in diagnosing, planning, implementing and evaluating their learning. In essence, adults like to be self-directed learners."

Some Myths About Mentoring Mentoring and managing are the same. Understanding what's involved in your role as a mentor— and how it differs from your role as a manager —is key to providing your mentee with a meaningful mentoring experience.

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Your role as a manager and as a mentor may seem very similar. In both roles you may serve as a combination of coach, confidant and sounding board to someone.

However, as a mentor, you have to be prepared to take on a broader, more personal relationship than the one you have established with your employees.

The main difference between managing and mentoring is mostly a matter of intensity and direction.

Managers are primarily concerned with their employees' performances and making sure they complete tasks accurately, on time and within budget.

As a mentor, your purpose is to provide your mentee with perspective and questions that encourage learning and to challenge the individual to think in new and creative ways.

And unlike the manager/employee relationship, the mentor/mentee relationship extends beyond the typical workday or a traditional workplace role.

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Agreeing to be a mentor is a lifelong commitment. Look back on your own life. How many mentors can you identify? Remembering that mentoring is a relationship based on learning and growing as an individual and as a professional, our needs as human beings change over time and with experience.

Just as all our relationships change over time, what we need in a mentor also changes as time passes and we grow. While serving as a mentor is a role you may repeat often during your lifetime, for the majority of us, a formal mentor/mentee relationship is of relatively short duration.

While the length of time depends on the mentee and the mutually agreed upon goals that you will be focusing on, best practice suggests that about a year of meeting regularly is necessary in order to develop a relationship based on trust and respect, and to work your way through defining and then achieving the learning objectives of the relationship together.



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Living close to mentee is important but not necessary. In today's global world, where families and friends are often spread far and wide, we are able to not only maintain close meaningful relationships but also develop new ones.

Distance mentoring is not only possible, it can have its benefits. A mentor from another part of the country may bring different perspectives and insights than a mentor who may work in the same organization or city.

Mentoring from a distance does require a bit more thought, planning and focus. You will need to agree upon the primary method of meeting, be it by Zoom, G meet, phone, Skype, FaceTime or some other Internet-based audio/visual tools.



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My Role as Mentor

The role of the mentor is primarily one of facilitating learning and development, and creating and maintaining a supportive environment so the relationship can flourish.

Your mentee's development should always be at the forefront, with you facilitating self-directed learning by your mentee.

Perhaps it is effective to state what a mentor is not.

A mentor is not the Wizard of Oz behind the curtain that the mentee comes to for all of the answers.

The mentor manages the learning experience and helps the mentee identify goals and set career objectives. The mentor keeps the mentee focused on her goals, objectives and learning strategies.



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At different points in the relationship, the role of the mentor may take on that of a coach: giving advice and guidance, sharing ideas and providing feedback.

At other times, the mentor is a source of encouragement and support for his mentee, acting as a sounding board for ideas and concerns, or providing insights into possible opportunities.

The mentor may also need to play devil's advocate to help the mentee critically think about important decisions. It is important to understand what role you need to be playing at a particular time in order to facilitate the learning and growth of your mentee.



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How To Be the Best Mentor

Perhaps the most important thing a mentor can do is to listen. In order to facilitate learning for your mentee to provide advice and encouragement, you need to really listen and understand your mentee first.

Great mentors spend considerably more time listening than they do speaking.

Be open-minded and compassionate. Work hard to see your mentee's side, her wants, needs, feelings and perspectives. With this empathetic approach, your insights or next questions to help your mentee sort through an issue will be better received.



Challenge your mentee. Set high expectations of performance and encourage trying. Play devil's advocate.

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Be patient and honest. You may need to deliver some tough love in the form of constructive criticism or honest feedback, being the mirror so that the mentee can better reflect on a situation.

In some cases, the feedback may not be heard or accepted, and may need to be reintroduced in another conversation

Care about the relationship. The more you invest in this relationship, not only the more will your mentee get out of it, but also the more you will get out of it.

Your mentee requested this relationship and thus is likely eager, invested and reading a lot into your availability, or lack thereof, and your tone of voice. When you have scheduled time together, be there, physically and mentally.



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Share your experiences and insight, but don't tell your mentee what to do—only what you did. Choose stories that you feel are helpful and appropriate to the issue being discussed. Tell the story in a neutral way, so as not to be directing your mentee.

You want to demonstrate that you, too, have faced issues and challenges, and it is possible to overcome them.



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Mentor's Tools

Questions Questions encourage learning and growth by giving the mentee time to reflect and articulate her own thinking. So ask questions that require thoughtful answers to help your mentee think through an issue.

Ask questions that support and challenge your mentee, such as “It seems as though you handled that issue with your colleague well. How might you apply some of what you did in that situation to your issue with the committee you are experiencing difficulty with now?”

Also ask questions that spur reflection by your mentee such as, “Tell me more about what you mean when you say that?” or “Is it possible to look at that in another way?”



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Restatements

Many times when someone repeats or rephrases something we have said, we understand it in a different light. As a mentor, you can help your mentee by doing just that for her. For example, ask “From what you just said, my understanding is that...” or even more simply, “So what I think I heard you say was...”

Summarizations

We are all accustomed to having meeting minutes so that we are able to remember what took place and verify with those who attended what we discussed and/or agreed upon. Similarly, it is important for you as the mentor to summarize what you have heard/learned during the session with your mentee. This summarization will serve as a reminder of what has just transpired between the two of you and help you and your mentee check on any assumptions.

Do take a few summary notes, as it will be good to start your next meeting with a quick review of your last conversation.



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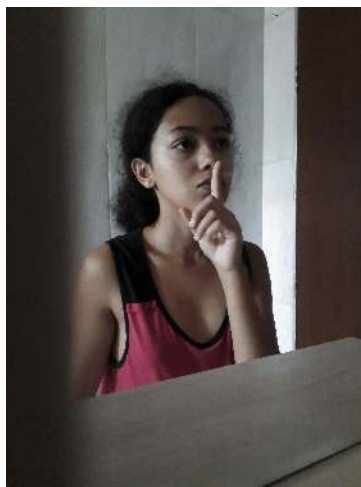
Silence

Silence is an important tool in learning and growing. We need silence to reflect on actions, thoughts and words that we have spoken or others have spoken to us.

Some people need a lot of silence to think through things. But silence can make a lot of people very uncomfortable. Understand that but don't be afraid of silence!

Instead, listen for silence and see if it is being used by your mentee to avoid discussing a particular issue or if she just needs more time to reflect and then will be able to talk further about a particular topic.

If your mentee gets silent every time you begin talking about a particular subject, you may need to ask something like "Every time we start talking about it seems to me that you get quiet and seem uncomfortable. Can you share with me what that might be about?"



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Generational Differences

While it is not appropriate to make generalizations about people or to assume that we know them based on where they are from, their sex, their religion, etc.,—it may be helpful to understand the context of the generation they grew up in and how it may differ from the characteristics typical of your generation. Being aware of one's own generation and the attitudes and perspectives you hold that may have resulted from growing up in that era may help you become a better mentor. Likewise, understanding the context that your mentee grew up in may be useful as you ask reflective questions, listen to her verbal and nonverbal communication, and assist her in clarifying her goals and helping her in a learning and developmental environment. Based on this, we examined what many experts say about the potential impact of generational, cultural and other differences.



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Working with Boomers Those born between 1946 and 1964, or the post-World War II generation, are known as baby boomers and tend to be optimistic, competitive and goal-driven.

Based on this traditionalist concept, many baby boomers may believe that the right mentoring relationship should be mentor- directed. Boomers are often asked to be mentors because of their desire to make a difference and because they tend to hold senior leadership positions.

While they may put in long hours and their work/life balanced may be skewed toward work, many boomers just want to make a difference in the world. They seek recognition and reward for their efforts, and expect the same type of commitment and hard work of others.



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Boomers also want and need a mentor at times. When mentoring a boomer, keep in mind that this generation typically wants to be shown respect, appreciates recognition for their accomplishments and likes to be intellectually challenged.

Remember that while some baby boomers are tech savvy, some may be reluctant to use newer methods of technology since they did not grow up with computers.

Working with Gen Xers Born between 1965 and 1980, Gen Xers watched their parents work hard to “have it all,” and consequently this generation typically seeks a healthy work/life balance.

The generation is known for being independent and entrepreneurial. They are largely self-reliant, but value a diverse workplace. Gen Xers seem to prefer immediate feedback and like to communicate via email.



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Working with Millennials Those born between 1981 and 2000 are called Generation Y or more commonly, Millennials.

This generation also craves a work/life balance.

They tend to have high expectations of their workplaces, desire flexible work hours and telecommuting, and prefer communicating electronically.

They are known for being entrepreneurial and goal-oriented, and desire to make a positive difference in the world.

Those in this generation grew up multitasking, being social and feeling confident.

Generally, Millennials appreciate instant feedback and recognition.

Millennials' No. 1 priority seems to be growth and development.



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Cultural Differences

In addition to generational differences, it may be helpful to consider cultural differences, as these differences may impact the mentoring relationship. If this is the case, you may wish to discuss with your mentee what mentorship means in each of your cultures, whether organizational or national.

Explore how giving and getting advice might be different across cultures, especially if you work at different levels in the organization. For example, in some cultures, directives are expected from people in senior positions, while a suggested range of options might be baffling.

Some cultures expect some type of criticism, while others bristle at hearing anything negative. Bottom line, if you are entering a mentoring relationship with someone from another culture, learn everything you can about how your differences might affect your relationship and take this into account as you build the relationship.



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Additional Differences

Differences can be good in a relationship, yet it seems to be best if we understand those differences in each other so that we can keep things in context.

We described generational differences and cultural differences above but there are many more differences that can impact any relationship, including the mentoring relationship.

Age, race, gender, sexual orientation, religion, upbringing and life experiences are all factors that influence how we see the world, how we behave, how we react to people and situations, and how we interpret things.

It is important to keep in mind that the mentoring relationship exists within this context of the two individuals from very different life experiences in some ways.

As mentors, we need to work to get to know and then respect the context of our mentee's life and then consciously try to use it, sensitive and respectful of our mentee's needs that may be very different than our own, based on his or her life experience.



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Self-Reflection/Personal Journey

In order to best help someone else learn and grow, it is important that we know ourselves and understand where we have been and how we grew into the person we are today.

Take the time to look back over your life as an adult and examine those significant life events, both personal and work-related, that influenced you. Write down the events, milestones and transitions that have had the most impact on who you are today.

Remember that both positive and negative events play an important role regarding who we are, so list both. Then, think about who helped you grow.

Finally, consider what you learned and how your direction or thinking changed as a result of these influential events and people.



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Chapter 2 My Mentee

Role Of The Mentee

The mentee is typically the initiator of the mentor/mentee relationship. The relationship exists primarily for the growth and development of the mentee.

As such, the mentee should be proactive not only in seeking out a mentor but also in approaching the overall mentoring relationship with an agenda in mind and coming to each mentoring conversation prepared with topics for discussion.

It is up to the mentee to inform the mentor how she best learns and communicates, and what her objectives and vision/dreams are.



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Expectations Of The Mentee

The mentee should be able to clearly articulate her expectations of her mentor so there can be a conversation and agreement upon those expectations early in the relationship.

The mentee should have a clear understanding of why she wants to be mentored. She should understand that the mentoring relationship is confidential so that the mentor will feel free to share his personal experiences with his mentee.

It is important for a mentee to remain flexible in changing expectations and plans. She must be able to create goals and milestones and remain focused on achieving what has been agreed upon in the mentoring sessions.

A mentee also needs to be a good listener, setting aside time for self-reflection. She must be able to accept constructive criticism and have the courage to provide feedback both positive and constructive to her mentor in order to maintain a healthy productive mentoring relationship.

Selecting A Mentee

Generally it is the mentee who asks an individual to become her mentor. But whether it is the mentee asking you to be her mentor or an organization asking to assign a criteria-based mentee match, your decision to participate needs to be made after careful, purposeful deliberation.

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Agreeing to be a mentor requires a real commitment not only in terms of time but also in terms of opening yourself up for self-reflection, building a meaningful relationship, often from a distance with a stranger for an extended period of time.

Before saying yes, ask yourself:

Am I committed to getting to know this stranger, investing in her and helping her develop professionally?

Am I willing to communicate openly and honestly so that my mentee really gets to know me and I get to know her so that we understand and respect each other's perspective?



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Chapter 3 Starting the Journey

Preparing for Initial Contact

So, you have made the decision to be a mentor and have the name and contact information of your mentee. You may have some anxiety about where to start, what to say and what to do if the two of you don't immediately hit it off. You can be sure that your mentee is having similar anxiety.

While it is the mentee who is the initiator of the mentor/mentee relationship in an organization-sponsored program, it is usually the responsibility of the mentor to make that initial contact. As you know, first impressions are important. These first impressions can set the tone for a relationship, thus it is important for you to have an agenda for that first contact.



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Introduce yourself, let your mentee know how you prefer to be addressed and learn how to pronounce the name of your mentee and find out how she wishes to be addressed.

Tell your mentee a little about yourself and ask the mentee to do the same.

Discuss the needs, expectations and limitations that each of you may have. For example, you may mention that you will not be available on weekends or the last week of the month due to your meeting schedule.

Agree upon a regular meeting schedule and whether you will meet via phone, Skype or in-person, preferably every two weeks for at least an hour each time, at least initially.

Talk about the respect for each other's time and thus how best to cancel or reschedule a meeting. Commit to doing your best to keep changes to a minimum and ask that your mentee do the same.

Agree on how to communicate the need to make changes in the schedule. Is an email, text or call the best way to convey the need to change a meeting or to speak in between meetings if advice or support is required in a crisis?

End the call on a positive note, noting that you are looking forward to getting to know your mentee better and working with her.

Ask your mentee to develop an agenda for your first official meeting. Suggest that it may be beneficial to discuss how each of you sees your roles and responsibilities.

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Remember, relationships take time and they take work. The first few months of your mentoring experience should focus on building a trusting, respectful relationship.

The typical lifespan of a mentoring relationship is six months to a year and often follows the phases described below, which are outlined in greater detail in the forthcoming chapters.



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Chapter 4. Phase 1: Building & Nurturing the Relationship

Expectations for the First Two Months

This is a critical time as you lay the groundwork for your mentoring relationship during these first few months. It is important that you spend the time getting to know one another, preferably meeting as often as every two weeks, if possible.

This is the time to get clarity about each other's expectations regarding the relationship, and for both you and your mentee to understand your own skills and gain an understanding of each other's contexts.

Do not rush through this phase, as it is critical to the long-term success of the mentoring relationship.



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Meeting Agendas

While the mentee should be developing an agenda for each session, it is important that both of you have a clear idea of what that agenda should look like. You want to engage your mentee in meaningful conversation from the start, going beyond job responsibilities and titles and focusing on each other as people—your histories, cultures, what you like/dislike, etc.

Ask your mentee to describe where she sees herself headed in her career and in broad terms, what her development goals are. Ask her questions about how her goals align with where she wants to be. Try to gain clarity but be careful not to come across as judgmental in any way.

Talk about each of your personal communication and learning styles. Determine what your mentee wants from this relationship and explain to your mentee what you want from this relationship.



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Before concluding each meeting, together review the agenda and what you accomplished at the meeting. Talk openly about whether you each believe that you had substantive versus superficial discussion and whether you each feel that you are advancing in your level of trust.

Finally, agree on next steps and the next meeting agenda.

Remember the goal of this phase is to build a strong foundation of trust and understanding of each other. This will take multiple conversations over a period of approximately two months.

Before moving on to the next phase, use the checklist in the tools section of this chapter to assure that you have established a firm foundation of trust and understanding.



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Phase 1: Building & Nurturing the Relationship

TOOLS

Agenda Conversations

Introduction:

Have mentee tell you about herself.

Share a little of your personal journey.

Talk about each other's current professional situation.

Talk about each other's leadership values and philosophies.

May wish to discuss ground rules that may assist in building the relationship

Getting to Know You (multiple meetings) Share some previous mentoring experiences with each other. What did you like/what didn't you like?

Share why each of you want to engage in this relationship.

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Discuss what each of you see as your role in the relationship and if your views differ, how to resolve or how the differences may impact the relationship. Determine exactly what your mentee is trying to accomplish with this mentoring relationship.

Ask your mentee where she sees herself headed in her career.

Have mentee share her broad development goals and how these relate to where she sees herself headed.

Discuss the mentee's learning style and both of your personal styles. If either or both of you have your results from the personality tests.

Ending Each Meeting Discuss expectations regarding open and honest feedback with one another and ask for that feedback at the end of every meeting.

Agree upon next steps and the next meeting agenda.



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Phase 1: Building & Nurturing the Relationship

Ground Rules for Mentor Relationship

We will start and end all meetings on time.

We will use our agendas to keep us on track.

We will both participate fully in the conversation.

We will respect each other's differences and not make judgments.

We will keep our conversations confidential.

If the relationship does not work out, we will discuss this and see what we can each learn from it.



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Checklist Before Moving to Phase 2

Am I truly invested in my mentee?

Do I feel that we are communicating openly and honestly?

Do we seem to understand and agree upon each of our roles in this relationship?

Can I commit adequate time to help this person?

Am I committed to continuing to evaluate and develop my mentoring skills in order to help my mentee?



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Expectations for the Next Two Months

The good news is that if you have made it this far in your mentoring relationship both you and your mentee are committed to continue. In this phase, you are working as much on the relationship building as you are on the task of addressing your mentee's developmental goals.

Again, during this phase, it is highly recommended that you continue to meet twice a month, if possible. This is the phase to assist your mentee in clarifying her goals, developing a plan to tackle these goals and beginning the work.

Your objective during this phase is to develop commitment to a set of goals and an approach to moving toward those goals.

Meeting Agendas

While it is important to continue building the trusting relationship, now is the time to begin building the plan. While some mentees come to the relationship with a clearly defined goal, most come with only a broadly defined goal.

As mentor, it is important for you to understand her goal rather than assume you understand what she means.

If your mentee already has a specific well-defined learning goal, ask her clarifying questions so that you come to understand exactly what she means and where she wants to go.

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Chapter 5 Phase 2: Working Toward the Goals

Mentee Developmental Goal Assessment

Your Requirements For Work/Life Fulfillment

What are my values and interests?

What do I need to keep my life in balance?

Contributions To Your Work/Life Fulfillment From Your Current or Desired Role

What is the culture of the organization?

What benefits will help me achieve this life balance?

What are my growth opportunities?

Contributions To Your Current Role or Desired Role

How do I deliver value?

What are my skills and talents?

What is my competitive advantage?

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Requirements For Success In Your Current or Desired Role

What is the mission and key objective for the organization?

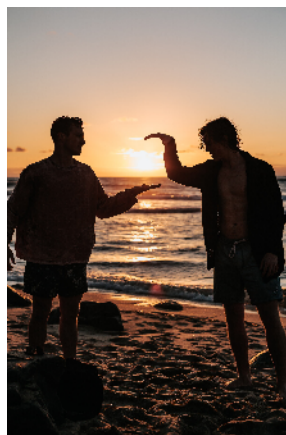
What skillsets are needed to achieve success?

What changes may impact the organization's requirements?

Expectation for the Next Four to Eight Months

You have made it to the best part of the mentoring relationship. You have laid a foundation for trust and open communication, agreed upon how you will work together, laid out ground rules and expectations of one another, and have a mutually agreed upon work plan in place.

Now, it's time to put the plan in motion. During this phase you will likely want to slowly move to meeting once a month with brief updates in between.



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Your role as mentor during this phase will focus on supporting your mentee, challenging her and providing the vision for her that will help her grow and develop.

As your mentee begins implementing objectives from her plan, it is likely that she will often need your support. This support may involve listening to your mentee or being that safe, nonjudgmental person with whom she can speak freely.

For your mentee to learn and grow, she will need to consistently move forward. A good way to help her sustain that forward momentum is by challenging her.

During this phase, your mentee may lose sight of the vision.

As mentor, it is your job to help inspire, motivate and encourage her to continue to move boldly toward the future.

Meeting Agendas Each meeting should begin by doing a quick review of what was accomplished at the last meeting, how each of you felt it went and what could have been done differently now that you both have had time to think about it.



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Chapter 6 Phase 3: Hitting Our Stride

Start of Each Meeting (Past Focus)

What did we do at the last meeting?

How do each of us feel about it? Are there things we might have said or done differently now that we have had time to think about it?

Review any action items that you both had agreed upon.

Majority of Each Meeting (Current Focus)

Ask mentee to provide update on her current situation, particularly as it relates to the plan.

Ask mentee to provide progress report on action plan items.

Discuss what's working and what is not working relative to the action plan as it relates to achieving the goal. Discuss how the mentee is feeling about her progress and the plan.

Revise objectives and action plan if needed.

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Ending Each Meeting (Future Focus)

Agree on actions to be completed before the next meeting.

Discuss expectations regarding open and honest feedback with one another and ask for that feedback at the end of every meeting.

Agree upon next steps and the next meeting agenda.



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Checklist Before Moving to Phase 4

Mentee is still learning and growing.

Mentee is still moving forward in pursuit of her goals.

The feedback I am giving is honest, thoughtful and constructive.

We are continuing to build and maintain a productive relationship.

I am still committed to my mentee and to continuing to evaluate and develop my mentoring skills in order to help my mentee.

There are no subjects that seem too difficult to discuss in our relationship.

Ending the Relationship

While the location of this chapter may make it appear that closure comes neatly after you and your mentee have developed a trusting, respectful relationship, closure may come at any point during the relationship.

Just because the mentoring relationship ends, that does not mean that you can't maintain a relationship, be it as friend or colleague. Don't burn any bridges behind you.

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Work to have an honest conversation:

Provide the mentee with your rationale for terminating the mentor/mentee relationship, listen to what she says carefully and respond to her thoughts in a nondefensive, nonjudgmental manner.

As the mentoring relationship is one of learning, growth and development, the relationship's end should serve as a learning conclusion. The ideal ending conversation should focus on the learning that took place during the relationship—not just the mentee's learning, but what you, as a mentor, learned. We all learn from good experiences as well as from the not so good experiences. Look at the pluses and minuses of the relationship. As the mentor, it is up to you to make every effort to have the ending be as positive as possible.



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Chapter 7 Phase 4: Phase Out/Closure

TOOLS Is It Time For Closure?

My mentee has met his/her learning goals.

It feels as though we are meeting just to meet.

We have been meeting for months and do not seem to be making any progress.

My mentee does not seem to be following through.

I feel rushed and irritated when I have to meet with my mentee.



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Summarize the Learning/Focusing on the Positive

The healthy discussion at closure provides you and your mentee with the opportunity to evaluate the learning outcomes and discuss how your mentee might build on her learning as she moves forward in her career.

As the mentor, you play a major role in facilitating this conversation. Start by asking your mentee to look back over the goals that you developed early in your mentoring relationship.

Then, ask your mentee for her assessment of what she learned/accomplished relative to each objective. For example, if one of your mentee's objectives was to position herself for a position with greater responsibility, ask her to describe the progress she felt she made toward that objective.

Listen carefully to her response and ask follow up questions such as "Based on the progress you have just shared with me, what do you think are the implications for you as you move forward?"



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You may be surprised at what you have learned about yourself through mentoring. Share with your mentee what you have learned. Offer your analysis of the learning that has taken place based on your perspective and ask your mentee if your perceptions are similar to her own.

Whatever you agree upon, know that each of you will likely feel a loss. You have bonded over the past year or so. You have confided in each other and learned together. As mentor, you may worry about your mentee and wonder how she is doing without you.

Your mentee may miss the support and feedback that you provided. The good news is that you may likely hear from each other when you least expect it. Over the years, you may receive voicemails, emails or notes informing you of your mentee's latest accomplishment and waiting for your praise or approval.

Now that you have agreed upon your future relationship with your mentee, it is time for you to do a self-evaluation. Ask yourself:

How has this mentoring experience changed you?

What did you learn from this relationship?

How can you use what you learned in future mentoring relationships?

Are you ready to be a mentor again?

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Mentor Self-Assessment

Never -----Sometimes -----Usually----- Always

I made myself available regularly for my mentee.

I was truly present during our conversations.

I shared personal experiences and information openly.

I was satisfied with the level of trust we achieved in our relationship.

Our discussions were substantive.

I enabled learning more than I taught.

My mentee established solid goals and objectives.

My mentee was able to meet his learning goals and objectives.

We had a good discussion about closure.

I feel good about the mentoring relationship.

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Chapter 8 Virtual mentoring

So you may be connecting with a mentor who is not necessarily located in your geographic area. But with preparation, planning and today's technology, a long-distance or "virtual" mentoring relationship can work well.

In an ideal world all mentoring would be face-to-face. These days, organizations have multiple locations, sometimes widely dispersed. Plus, time is at a premium in this challenging era of healthcare.



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Points to Keep in Mind

Let's look at potential challenges with a virtual or long-distance mentoring relationship. They include more limited communication options and potential difficulty in creating the personal connection that's important to such a relationship. So how can you optimize your efforts?

- 1. Manage expectations:** It is important to establish expectations early to ensure a good launch to the partnership. Before the first meeting, have the mentee explain her expectations, summarize your understanding and then articulate the agreement.
- 2. Establish guidelines:** Be sure you agree on frequency and length of meetings, best times of the day to meet, setting an agenda, best methods of contact and confidentiality. Sessions should be postponed only if absolutely necessary.
- 3. Build rapport:** If at all possible, meet face-to-face early in the relationship or use Skype or other video conferencing tools for early sessions to facilitate the connection.
- 4. Be adaptable:** Developing an agenda for each conversation is important to stay focused, but allow for discussions that may take things in another direction. Some parameters will guide conversations, but too many may stifle them.
- 5. Make the commitment:** In a virtual relationship, it may be easier to postpone or cancel a session, so mutually agree on the level of commitment needed to make this a successful process.

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Phone or Online Video Communication Platform Meetings

To run an effective phone or Skype type meeting, a clear agenda for the mentoring session is necessary, but build in some time for additional topics or questions.

Make sure you are free from distractions and have the necessary resources available or within reach.

Although the content of distance and face-to-face meetings are similar, virtual mentoring communication is different mainly due to the limits of observing each other's reactions.

Careful listening to tone and volume of voice is important. Nonverbal cues will be harder to detect, but as the relationship develops, work at developing that "sixth sense" needed to enhance the process.

Some tips for both mentors and mentees include:

Tuning in to nonverbal signals: Listen for voice inflections and raising or lowering of volume, sighs, periods of silence and similar signals.

Using active listening: Check in by asking "What I hear you saying is...", "How do you feel about that..." or "Can you elaborate on that..." This will help confirm that you are both on the same wavelength about the topic.

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Summarizing discussions: Close the meeting by summarizing what you believe has been agreed to, which will also help set up the next conversation.

While sending emails may be convenient, it shouldn't become a dominant way of communicating. Email is fine for setting up meetings, asking questions and can be helpful in maintaining a sense of connection between sessions. But email is not the best way to discuss sensitive issues.

Can a long-distance mentoring relationship be effective? If the partners are willing and able to make the commitment that's needed and follow some basic guidelines, the relationship should develop and gain the desired outcome. It's worth the investment if it positions the mentee to successfully move to the next level in her career.



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Mentoring

Chapter 9 Group Mentoring

One-on-one mentoring certainly is the preferred form of mentoring, but the restrictions of time and resources in today's fast-paced healthcare landscape can limit opportunities for people who are eager to gain knowledge and guidance from experienced leaders.

As communication and technology advances continue, alternative mentoring approaches are emerging. These include various forms of group mentoring.

Group mentoring can create the opportunity for an organisation to extend its mentoring efforts and reach more people.

It is a potential solution to the challenge of mentoring people when there is a limited number of qualified volunteers and is a way to share the knowledge and wisdom of experienced colleagues.



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Mentoring

Defining Group Mentoring

Group mentoring involves individuals who desire to participate in a mentoring experience to achieve specific learning and development goals. There are various forms of group mentoring. It may be a facilitated mentoring group, peer-group mentoring or team mentoring.

Mentoring Group:

Facilitated group mentoring allows a number of people to participate in a learning group and benefit simultaneously from the knowledge of an experienced professional or leader in the field. The group is enhanced as each member brings personal experiences into the discussion. The facilitator shares her own personal experiences, offers feedback and responds to questions.

Peer Mentoring:

Peer-group mentoring brings together peers with similar interests or goals. The group is self-directed and self-managed. It takes responsibility for developing its own learning agenda and for managing the process. The participants share their own personal experiences and provide feedback.

Team Mentoring: Team mentoring is best used for facilitating the learning of an intact team. Participants develop learning goals and work with one or more leaders/mentors who provide guidance, but allow the team provide support and share each other's experience and knowledge.

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Assessing Group Mentoring Options Group mentoring should provide a learning experience that facilitates sharing of knowledge and expertise. Some questions to consider before you move forward include:

What are the goals for the group mentoring process?

What professional development concerns should the group focus on?

What might be the obstacles for the mentoring group's success?

What resources are available to the group?

How will you measure success?

Using Technology

Technology opens new possibilities for mentoring. Some organizations, in particular, professional associations or membership groups offer an “e-mentoring” approach where a collection of experienced professionals respond to questions and share their knowledge with members for a pre-determined period of time.

Mentor Blogs have emerged from a variety sources and can offer advice and knowledge sharing to those in a particular industry/field or with a common purpose and allow for interaction with participants.

Podcasts Many organizations produce or make available useful content from experts in digital format for automatic download on the Web.

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YouTube videos from experts in the field can cover a host of topics from “how-to” to step-by-step instructions to sage advice. TED Talks, for example, is a popular set of conferences offering “ideas worth spreading.” The TED Talks website hosts an archive of recorded presentations from a variety of well- known speakers.

The Future of Mentoring One might argue that these approaches are not true mentoring and most would agree that the traditional one-one-one relationship is best. However, these new approaches using available technology can disperse valuable knowledge and advice to a large audience. The result can be increased learning and development, which is the goal.



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