

AACMA MENTORING PROGRAM

Participant Manual V.1.2

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Abbreviations

AACMA: Australian Acupuncture and Chinese Medicine Association

AHPRA: Australian Health Practitioner Regulation Authority

CM: Chinese Medicine

CMBA: Chinese Medicine Board of Australia

CPD: Continuing Professional Development

Contributors

AACMA Mentoring Reference Committee

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- Waveny Holland (Chair, AACMA CPD Committee)
- Hong Xu (AACMA President)
- Charles Hardy (AACMA CEO)

Mentoring Consultant - Amber Moore

Introduction

This manual outlines the AACMA Mentoring Program structure, participant responsibilities and resources. It is the primary guidebook for mentees and mentors who are beginning their role and can be referred to throughout the program.

Background

Mentoring has a long history in western culture. The term mentor is thought to come from Homer's Odyssey, where Athena, the Goddess of Wisdom, disguised herself as an Ithacan noble named Mentor. During the Trojan War while Ulysses was away, Mentor was charged with guiding, coaching, teaching and protecting Ulysses son, Telemachus, who was to become the future king (Rose, 2005).

Mentoring is now common in other healthcare profession and models in medicine, nursing, dentistry, and occupational therapy for example, include dyad, peer, facilitated peer, speed, functional, group, and distance mentoring programs. The most prominently reported in the literature is dyad mentoring, or mentoring between two individuals (Kashiwagi, Varkey & Cook, 2013). Mentoring has been found to be important for professional development (Kashiwagi, Varkey & Cook, 2013), improve career advancement and success (Frei, Stamm, & Buddeberg-Fischer 2010; Stamm, & Buddeberg-Fischer 2011), and may increase career satisfaction, longevity and confidence (Wilding & Marais-Strydom, 2002; Harrington, 2011).

In Chinese medicine, mentoring in the form of apprenticeship style relationship between experienced and less experienced practitioners also has a very long history, and is embedded in the retention and transmission of knowledge about all features of Chinese medicine practice. There has been a long standing call for a mentoring program to be provided to Chinese medicine practitioners. Evidence from survey feedback from members and research has highlighted a significant desire for more professional development opportunities and support of Chinese medicine practitioners to be provided by professional associations (Moore, 2008; Moore, Canaway & O'Brien, 2010; Moore & O'Brien, 2012).

In its ongoing mission to be service to its members and the wider profession, The AACMA Mentoring program has been developed by AACMA to implement the first formal mentoring program for its members. This program has been designed the best current available evidence from research into mentoring in Chinese medicine and similar professions.

Aim of the AACMA Mentoring Program

To provide a mentoring framework that facilitates and provides ongoing support for the unique and individual practice and professional development needs of AACMA members.

Objectives of the AACMA Mentoring Program

The Objectives of the AACMA Mentoring Program are to:

Promote and support the professional and personal development of members

Facilitate a mutually beneficial relationship between mentees and mentors

Provide participants opportunities for reflection on their practice and development

Enable mentees to develop skills, knowledge and confidence in their professional behaviours and in their career as registered health care professionals

Encourage participants to actively engage in the health system and the community

Evaluate the program on a yearly basis in order to enable quality improvement of the service to members

What is Mentoring?

AACMA Mentoring Reference Committee recognises the definition of mentoring as,

“A relationship between a less experienced person, the mentee, and a more experienced person, the mentor, in which the mentor supports the professional and personal growth of the mentee”. (Allen, Eby, O'Brien & Lentz, 2008)

In the literature there are many understandings of what mentoring is, however the key feature of mentoring is that it takes the form of a relationship, in which the mentor supports the professional and personal development of the mentee (Kashiwagi, Varkey, & Cook, 2013). Mentoring is a supportive and developmental relationship that involves change in the form of personal and professional growth. It is ultimately unique to the individuals involved, who create and measure the progress and success of the relationship according to self-determined personal and professional goals. Although the mentoring relationship is based upon the developmental needs of the mentee, it is a reciprocal one in which both mentee and mentor may learn and grow.

Benefits of Mentoring

The potential benefits of mentoring are many and extend widely (Rose, 2005).

Mentee:



- Enhanced professional development and transition to CM practice
- Personal support
- Improved learning and application of CM knowledge
- Increased confidence in skills and practice
- Gain assistance and feedback
- Professional networking
- Increased awareness of wider professional activities
- Obtain AACMA CPD points

Mentor:

- Personal and professional fulfillment
- Extend professional network
- Enhanced problem solving and communication skills
- Develop confidence and advance skills
- Obtain new perspectives and refresh ones perspective of the profession
- Give back to the CM profession and contribute to its future
- Recognition and respect
- Obtain AACMA CPD points

AACMA:

- Contribute to recruitment and retention of CM workforce
- Enhanced member satisfaction and professional skills
- Increased member services and continuing professional development opportunities
- Contribute to improved CM practice and education in Australia
- Delivery of the AACMA Strategic plan and Mission statement

Why Mentoring: vs other developmental arrangements?

It is important to note that mentoring is different to other professional development activities, such as clinical supervision, internship, and preceptorship. Clinical supervision for example, more often involves assessment of designated competencies of students by teachers, in educational settings such as universities. Similar to internships, clinical supervision provides assessment towards work-related skills that count towards the attainment of a specific clinical qualification. Preceptorships also often involve formal supervision in a clinical scenario but within the employment setting, and are employed in nursing in particular (Mills, Francis & Bonner, 2005). It is also important to note that mentoring does not fall under the remedial supervision arrangements that are provided by the Chinese Medicine Board of Australia.

What is a Mentee?

The AACMA Mentoring program defines a mentee as:

“The Chinese medicine practitioner in the mentoring partnership whose developmental needs form the basis of the existence of the relationship, as relative to the mentor, the mentee has less experience and is seeking guidance in order to enhance their personal and professional development.”

What is a Mentor?

The AACMA Mentoring program defines a mentor as:

“A mentor is a more experienced practitioner who helps a mentee maximize potential and reach personal and professional goals. Mentors are motivated to contribute to the future development of the Chinese Medicine profession. They assist the mentee with their personal and professional development and guide them in their application of knowledge, skills and attributes.”

Mentee requirements

AACMA members in their first year after graduation are eligible to apply to be a mentee within the program.

Mentor requirements

Mentors who can participate in the program must be:

AACMA members with at least five years of experience in the field of Chinese medicine who are registered with the CMBA

Willing and able to commit time to the mentoring relationship, with the aim of supporting the personal and professional development of the mentee

Aware of the role and responsibilities of a registered Chinese Medicine practitioner in Australia and have a genuine interest in contributing to the wider development of the Chinese Medicine profession

Undertake AACMA Mentor Orientation and submit a Declaration of Completion

AACMA Mentoring Program Structure

The AACMA Mentoring Program is designed to be flexible so that mentees and mentors can largely set the parameters of the relationship. Communication methods, frequency and areas of focus within the relationship can be determined by the participants involved, in order to best assist the individual mentees development and their ongoing learning.

The AACMA Mentoring Program is supported by the AACMA head office and governed by the AACMA Board through the Mentoring Reference Committee. Any enquires can be directed to the AACMA Events, Mentoring & Administration Officer.

Registration of Mentors

AACMA members who are interesting in becoming recognized mentors with the program are encouraged to go the AACMA website to register, or contact the AACMA Events, Mentoring & Administration Officer. Here they will be asked to provide some professional, biographical and contact details of themselves, and a photo if they would like, which will be put up on the AACMA members only mentoring website, for potential mentees to view. Mentors must be able to meet the eligibility requirements and be approved by AACMA Mentoring Reference Committee.

Registration of Mentees

AACMA members who would like to become a mentee with the program are encouraged to go the AACMA website to register, or contact the AACMA Events, Mentoring & Administration Officer.

Once admitted to the program the mentee will receive access to the mentoring area of the AACMA website. Mentor provided details, a short biography and areas of special interest are available for the mentees to peruse and choose a potential mentor. It is then up to the mentees to contact the potential mentor by email to introduce themselves and arrange an initial meeting in person or, if this is not possible, for a length of time by phone or webcam. If the mentee and mentor agree to enter into a mentoring relationship they must then complete an AACMA Mentoring Agreement (Appendix 1) and the mentee is required submit it to the AACMA Events, Mentoring & Administration Officer.

If a mentee has found an AACMA member who is not registered as an AACMA mentor, but they would like to enter into a mentoring relationship with that particular member, the mentee may encourage the potential mentor to register for the program. Once they are approved as a mentor, the mentee may then submit an AACMA Mentoring Agreement (Appendix 1) to work with that particular mentor under the program.

Program Evaluation and Duration

By agreeing to participate in the program members agree to complete a regular six-monthly program evaluation survey and contact the AACMA Events, Mentoring & Administration Officer if there are any changes in the relationship or to their ability to participate in the mentoring relationship. Mentees

can participate in the program for a maximum of two years, after which time the AACMA administration of the mentoring relationship will cease and a final evaluation must be completed and submitted to the AACMA Events, Mentoring & Administration Officer. Participants may continue in the mentoring relationship informally after that time, outside of the AACMA Mentoring Program, if both parties agree.

Continuing Professional Development Points

Participants are eligible to receive formal AACMA Continuing Professional Development (CPD) points for their participation in the program. Please refer to the requirements for CPD activities in the CMBA and AACMA Guidelines. Meeting records (Appendix 3) should be kept and submitted to the AACMA office for the achievement of CPD points. Mentees and mentors may find a reflective practice journal useful to record their reflections upon the relationship. While not required to be submitted to the AACMA office, participants are encouraged to do this as it will promote their critical reflection skills and also provide an additional record in case they are audited.

Privacy and Confidentiality

All communication and meetings between mentoring participants are to be kept confidential, unless otherwise mutually agreed. Any concerns about lapses of professional conduct within the mentoring relationship, that are unable to be resolved between the participants, must be reported to the AACMA Events, Mentoring & Administration Officer.

AACMA commits to the privacy of its members and will not pass on participants details or information. Information collected under the program will only be used for the purpose of adequate record keeping and for evaluation of the program and its quality improvement.

Conflict Resolution and Complaints

Participants of the program are responsible for making the relationship work. Participants are encouraged to regularly reflect upon, discuss and evaluate the relationship and its progress towards meeting the goals that have been set. Tools and suggested methods for supporting communication, meeting structures, conflict resolution, and exploring a variety of areas and issues within the mentoring relationship are provided in the mentor training, in this manual and the Appendices. Challenges that may arise are a good opportunity to learn and develop. However if participants are still unable to build a compatible and successful relationship they can contact the AACMA Events, Mentoring & Administration Officer for assistance.

As AACMA Members participants are expected to adhere to the AACMA Code of Conduct, and as CMBA registered practitioners required to adhere to all registration standards, codes and guidelines. If either participant feels that a serious breach of professional conduct has occurred, they should contact the AACMA Events, Mentoring & Administration Officer.

Fees

The AACMA Mentoring Program is offered free of charge to AACMA members who are eligible. Mentor participation is voluntary.

Intellectual Property

The AACMA Mentoring Program material is the property of AACMA and therefore protected by copyright. Any copying of this material requires written permission from AACMA.

Disclaimer

AACMA provides this service free of charge for eligible members in good faith and no liability may be incurred by AACMA, its Board, staff, state committee members, sub-committees members including the mentoring program committee in respect of anything done or omitted to be done by mentors or mentees alike for the purpose of conducting the mentoring program. In no event will AACMA or my mentoring partner be liable for any damages arising out of my participation in the AACMA Mentoring Program. AACMA does not guarantee or endorse the accuracy of any information that participants may receive from their mentor or mentee.

Both mentors and mentees have the right to terminate the relationship by contacting the AACMA Events, Mentoring & Administration Officer to declare their intent to terminate without any fear of recrimination.

AACMA Mentoring Program Contact and Governance

The AACMA Mentoring Program is supported by the AACMA head office and governed by the AACMA Mentoring Reference Committee. Any enquires can be directed to the AACMA Events, Mentoring & Administration Officer on (07) 3457 1800, or events@acupuncture.org.au .

Roles and Responsibilities

Of the Mentor

Willingly give time to the mentee and the development of the mentoring relationship

Listen actively and openly to the mentee, respect their perspectives and be willing to learn from them

Assist the mentee to establish their goals and guide their planning on how to go about achieving them

Build rapport with the mentee and use effective questioning techniques to challenge and encourage them to reflect, gather information, and identify possible solutions and options to challenges or issues, in order to develop the mentees independent critical thinking to come up with their own solutions and to enhance their confidence

Share your experience and wisdom; provide practical advice and professional guidance to the mentee

Provide balanced, constructive advice and feedback to the mentee with the intention of contributing to their development and achieving their goals set within the Mentoring Agreement

Be a resource for the mentee and introduce them to other support networks, professionals, and sources of information

Provide inspiration, support and encouragement to the mentee

Act with integrity and follow through with commitments made to the mentee

Model and encourage the mentee to model professional behaviours and activities

Evaluate the mentees progress and the mentoring relationship regularly: informally with the mentee; and by completing the AACMA Mentoring evaluation surveys

Agree to all mentor roles and responsibilities within the AACMA Mentoring program

Maintain confidentiality

Recognise when it is time to discontinue the mentor role and appropriately close the relationship through discussion with the mentee and informing the AACMA Events, Mentoring & Administration Officer

Of the Mentee

Responsible for initiating the relationship and contact or meeting times with their mentor

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Be active and self-directed – it is up to the mentee to take responsibility for their own learning, set the meeting structures and identify and achieve their own goals

Agree to a plan with the mentor on the style and goals of the mentoring relationship, and submit the completed Mentoring Agreement to the AACMA Events, Mentoring & Administration Officer

Ask questions, listen and seek feedback

Be open-minded and willing to reflect on the advice and guidance given by your mentor

Respect your mentor and their views; use the mentoring relationship to develop your communication skills and professional behaviours

Take responsibility for the decisions made and follow through on commitments made, or for renegotiating them

Evaluate your progress and the mentoring relationship regularly: informally with your mentor; and by completing the AACMA Mentoring evaluation surveys

Agree to all mentee roles and responsibilities within the AACMA Mentoring program

Maintain confidentiality

Recognise when it is time to discontinue the mentee role and appropriately close the relationship through discussion with your mentor and informing the AACMA Events, Mentoring & Administration Officer

Meeting Guide

The AACMA Mentoring program is designed to be flexible and allow both mentee and mentor to be responsible for the establishment and evolution of the relationship parameters and goals. Mentees and mentors are encouraged to meet or communicate regularly and will be able to choose the nature and content of their meetings and communications, according to the areas and goals the mentee would most like help with. The more participants put into the relationship, the more they will gain.

Initiating a Mentoring Partnership

Once admitted to the program the mentee will receive access to the mentoring area of the AACMA website. Mentor provided details, a short biography and areas of special interest are available for the mentees to peruse and choose a potential mentor. Mentees should consider their reasons and purpose for seeking a mentoring relationship, how they would like to develop themselves, and the areas of clinical or professional interest that they are most interested in learning more about from a mentor.

It is then up to the mentees to contact the mentor they have chosen by email to introduce themselves and arrange an initial meeting in person or, if this is not possible, for a length of time by phone or webcam.

If a mentee has found an AACMA member who is not registered as an AACMA mentor, but they would like to enter into a mentoring relationship with that particular member, the mentee may encourage the potential mentor to register for the program. Once they are approved as a mentor, the mentee may then submit an AACMA Mentoring Agreement (Appendix 1) to work with that particular mentor under the program.

First Meeting

Before the first meeting it is important for participants to read the program manual and all materials. It is helpful to create a list of questions that you want to ask. These can be general or related to specific topics that you would like to know more about.

The first meeting should be looked at as an opportunity to get to know each other. It is suggested that participants share some of their life and work journeys with each other, and how they best like to learn and relate with others. The ways the mentor and mentee relate are very important to the success of the relationship.

Using the AACMA Mentoring Agreement (Appendix 1) to focus the meeting topics, the mentee and mentor should discuss their expectations of the relationship (such as openness and honesty, or timely responses to communications) and their goals – both professional and personal.

It is also important at this first meeting to discuss what time and energy commitments both people can bring to the relationship, and clarify how often and in what ways you will communicate. Other topics that can be discussed are what challenges may arise in the relationship, and how you might address



them. Developmental milestones for the mentee are important to establish together, and the mentee should feel comfortable to ask the mentor for their perspective and feedback. A list of short and a list of long term objectives for the mentee may also be worth establishing together, to help support the achievement of the mentees goals. It may be useful also to set the next meeting date, or a meeting program and with future meeting dates and times.

If the mentee and mentor agree to enter into a mentoring relationship they must then complete an AACMA Mentoring Agreement and the mentee is required submit it to AACMA Events, Mentoring & Administration Officer.

Subsequent Meetings

Following meetings and communications may occur as frequently as participants like, and on any topics mutually agreed upon. Meeting agendas can be helpful to get the most out of time spent together. A list of suggested meeting topics are offered in Appendix 2.

Meeting records (Appendix 3) should be kept and submitted to the AACMA office for the achievement of CPD points. Mentees may find a reflective practice journal useful to record their reflections upon the relationship. While not required to be submitted to the AACMA office, participants are encouraged to do this as it will promote their critical reflection skills and also provide an additional record in case they are audited.

The mentoring relationship should grow and develop over time, and as a collaborative endeavour both participants are responsible for making it work. Regular reflection and evaluation on the progress towards the mentees goals and the development of both participants, but especially the mentee, is essential.

Participants must remember to complete the program evaluation surveys and to contact the AACMA Events, Mentoring & Administration Officer if there are any changes in the relationship or to their ability to participate in the mentoring relationship.

Closing the Mentoring Relationship

Mentees can participate in the program for a maximum of two years, at which time the AACMA administration of the mentoring relationship will cease and a final evaluation must be completed and submitted to the AACMA Events, Mentoring & Administration Officer. Towards the end of this time it is important that the mentee and mentor discuss and each reflect upon the relationship and share their perspectives, experiences, and evaluations of the relationship and the mentees development. Participants may continue in the mentoring relationship informally after that time, outside of the AACMA Mentoring Program, if both parties wish.



Long Distance Mentoring

If mentees find a particular mentor that they would like to work with but who is not within travelling distance, they may still initiate a request to enter into a mentoring partnership with them.

Communication methods such as email, phone meetings, and skype sessions can be used to great benefit, as long as both mentee and mentor are committed, timely and organized.

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Appendix 1: AACMA Mentoring Agreement

(insert: Mentoring Agreement document)



Appendix 2: Suggested Meeting topics

(insert: Suggested Meeting topics and questions document)



Appendix 3: Meeting Record Sheet

(insert: Meeting Record Sheet document)