



EHPS
mentoring

EHPS Ari Haukkala Mentoring Programme

Guidance Booklet

Table of Contents

Introduction to Mentoring Programme	3
What is mentoring?	3
Benefits of mentoring	3
Benefits for mentees	4
Benefits for mentors	4
How does the research mentoring programme work?	4
Recruitment of mentors and mentees	4
Matching mentors with mentees	4
Frequency of meetings and interaction between mentors and mentees	5
First meeting	5
Subsequent meetings	5
Ending mentoring relationships	5
Ethical issues in mentoring	5
Mentoring relationship etiquette	6
Questions?	7
APPENDICES: Resources and templates	8
Mentoring Agreement Form	9
Confidentiality Statement	10
Note taking and Storage Guidance	11
Mentoring Meeting Recording Sheet	12
Talking points	13
Further resources	14
References	15

EHPS Ari Haukkala Mentoring Programme¹

Introduction to Mentoring Programme

In 2021, the European Health Psychology Society (EHPS) launched a new mentoring initiative to better support members, dedicating the programme to Dr Ari Haukkala, an EHPS fellow. Ari Haukkala mentored, supervised and supported numerous EHPS members and was crucial in developing health (social) psychology research in Finland and built research capacity internationally.

The aim of the programme is to support researchers at the beginning of their careers or 'early career researchers', and mid-career researchers within the society. The EHPS Ari Haukkala Mentoring Programme uses developmental mentoring as the approach. In *developmental mentoring*, the mentor helps the mentee to discover things or solutions for themselves rather than providing opportunities (6). The process is one of mutual learning; it is a developmental process for both parties and is based on experience instead of hierarchy. The role of the mentor, in general, is to help the mentee define challenges in relation to their research, career and personal development, discuss the choices and options the mentee could take, discuss the potential outcomes of these options, help the mentee decide on a solution to take forward, and define the next steps. The mentee is in the driver's seat: they should be prepared to drive the mentoring relationship forward and take ownership of their learning. They identify their own development goals and mentoring needs prior to and during the mentoring sessions and decide how they will work towards them. They agree and commit to a schedule of meetings with the mentor, prepare for meetings and undertake any agreed actions. Both mentors and mentees commit to maintaining the confidentiality of the relationship.

This booklet introduces mentoring: what it is (and isn't) and how it works in practice. Clear and shared expectations are crucial to the success and effectiveness of mentoring pairs.

What is mentoring?

Mentoring is an interactive process that supports individuals to develop and maintain their career and professional profile and activities (1). Mentoring can take different forms, such as formal or informal, individual or group-based, delivered in person or 'virtually'.

The EHPS Ari Haukkala Mentoring Programme involves a structured arrangement between mentoring pairs, with defined objectives and processes.

The mentoring programme aligns with the core aim of the EHPS to promote research and applications of health psychology within Europe and internationally.

Benefits of mentoring

¹ This booklet is informed by the Research Mentoring Scheme, School of Health Sciences, University of East Anglia, Norwich, UK (www.uea.ac.uk/about/school-of-health-sciences). We are extremely grateful for their support.

Benefits for mentees

Previous evidence suggests that participating in a mentoring programme helped mentees make important progress towards long-term goals, identify training courses, and provided an impartial sounding board. In the UK, the National Institute for Health Research (NIHR) mentoring scheme for clinical academics showed that perceived benefits included receiving suggestions and fresh perspectives, becoming better clinical academic leaders, greater knowledge of career opportunities and how to enhance their (inter-)national reputation (4).

Benefits for mentors

Evidence suggests that mentors find mentoring a rewarding experience and promotes new skills or affirmed existing skills. Other perceived benefits for mentors include contributing to the development of their profession, fostering the next generation of researchers, developing new knowledge and skills (e.g., leadership skills), and increased job satisfaction (4, 5).

How does the research mentoring programme work?

Recruitment of mentors and mentees

We will invite expressions of interest from prospective mentees and mentors to take part in the programme. Any staff member or doctoral student who thinks that they can benefit from receiving mentoring is welcome to express an interest as a prospective mentee. We expect both potential mentors and mentees to attend a developmental mentoring training session.

Any research-active EHPS member who is interested in providing developmental research mentoring can become a mentor. training will be provided as part of the programme. This includes any EHPS member in academic or research posts interested in mentoring more junior researchers, postgraduate (master or doctoral level) students. Doctoral students could also provide peer mentoring for first or second year doctoral or master students.

Matching mentors with mentees

If prospective mentors express an interest in taking part, we will ask them to complete a brief profile, including the areas in which they can provide mentoring. Similarly, we will ask prospective mentees to complete a form in which they provide a few details about themselves and what they aim to get out of mentoring. Once they have returned the form to us, we will check responses in terms of suitability for mentoring, clarify needs and desired outcomes if necessary. Once the matching process takes place, we will send the prospective mentee the profile of the potential mentor for agreement.

The profile forms will be stored securely in the EHPS mentoring database and will help us match mentors with mentees. Any data will be stored securely on EHPS systems (following General Data Protection Regulations) and not be shared with anyone outside the mentoring team, other than aggregated and anonymised data for the EHPS. We will use the information mentors and mentees provide for as long as required for the purpose. For this programme this will be last access/end of activity plus one year. We will securely destroy or fully anonymise information when it is no longer needed.

Frequency of meetings and interaction between mentors and mentees

Individual support and developmental needs may differ across mentoring pairs, and it is up to them to decide how often they meet. Typically, mentors and mentees may have one set-up meeting and three mentoring sessions within a year. The meetings will typically be online, e.g., using Microsoft Teams or Zoom, or by phone.

First meeting

After matching mentors and mentees, we recommend that they meet soon afterwards and jointly agree on the nature of the relationship. Issues to discuss include: (1) what the mentee wants to achieve through mentoring, boundaries, roles and responsibilities; (2) topics for discussion, and (3) practical arrangements, e.g., frequency of meetings, contact in between meetings, duration of the mentorship, and confidentiality. We will provide templates to guide this first meeting and a template mentoring agreement. We strongly encourage you to use this to inform your discussion as it increases the likelihood that the mentoring relationship is successful.

If the pair finds out during the first meeting that the match does not seem suitable, then please get back to the mentoring team, and we will make a rematch.

Subsequent meetings

We encourage mentors and mentees to use a structured framework for the research mentoring sessions to get the most out of them, such as OSCAR (8) or GROW (9). All conversations between mentors and mentees are confidential and we expect them to respect this. If any issues arise which need further discussion or external support, the mentor will encourage the mentee to access this themselves. We have guidance for how to deal with any difficult situations or what to do when things go wrong.

We will have one 'check-in' per year with mentoring pairs (via email) to see whether everything is working well for them, and a light-touch evaluation for quality assurance purposes and feedback to optimise the programme. The mentor/mentee pair may get contacted to participate in a research evaluation of the programme.

Ending mentoring relationships

We encourage mentoring pairs to specify the duration of the mentoring relationship or specify when they will review this. Any party can end the relationship. We would be grateful if mentoring pairs inform the mentoring team when and why the mentoring relationship ended.

Ethical issues in mentoring

We encourage mentoring pairs to complete the template mentoring agreement (Appendix 1) at the start of the mentoring relationship. This includes discussion and agreement about what is appropriate and not appropriate, the expectations for both parties, and the boundaries of the mentoring relationship.

Mentors and mentees are expected to show mutual respect and trust and to maintain the confidentiality of the mentoring relationship. We encourage mentoring pairs to complete and sign the confidentiality statement (Appendix 2). This extends beyond the end of the mentoring relationship, in terms of maintaining confidentiality of content discussed, note taking, and secure storage and disposal of information, among other things.

We encourage both parties to respect the skills, expertise and skills that the other brings to the mentoring relationship, regardless of seniority level.

Mentors will provide a safe and supportive environment where learning and development can happen for the mentee. They will stress the importance of commitment, honesty, trust and rapport between both parties. Mentors are expected to model the appropriate ethical behaviour of academics to mentees. These include avoiding conflicts of interest and abuse of power, following rules of authorship, being mindful of ethical challenges, having intellectual honesty, and following relevant rules, regulations and policies. The mentor needs to be aware of their own values, principles, and standards. This includes an awareness of what is not negotiable, which may help them decide whether they want to continue a mentoring relationship.

If things don't work out

If either the mentee or mentor feel that the mentoring relationship is not working well, they should raise this with the other party and, if this cannot be resolved, with the EHPS mentoring team. If the mentee wishes to be matched with another mentor, they are encouraged to contact the EHPS mentoring team.

If the mentor or mentee believes that the other person has acted inappropriately or unethically, they should discuss and resolve the issue with the other person first. If the issue remains unresolved or is of a serious nature, they should contact the EHPS Mentoring programme team mentoring@ehps.net.

Mentoring relationship etiquette

Taking time to consider the ground rules, boundaries and expectations in the mentoring relationship will help to avoid any misunderstandings and frustrations further down the line and gives the mentoring arrangement the best chance of success.

Some key relationship skills required for mentoring include showing kindness, practising patience and flexibility, and conveying a sense of appreciation for the individual's accomplishments. Please see below some additional suggestions.

Remember mentoring is voluntary

Please remember that the mentor has volunteered their time to talk to the mentee. Both the mentee or mentor can end the relationship at any time. As mentioned above please consider raising any issues with the other party.

Be respectful of time

Avoid being late for online meetings and keep explanations as concise as possible. The mentee should also respect meeting times and avoid asking for last-minute changes.

Come prepared with an agenda (mentees)

The agenda and goals should be driven by the mentee. The mentor supports the mentee in exploring their ideas and should avoid leading the mentee to a particular conclusion or solution. This is often easier if the mentor is not the line-manager or a close colleague of the mentee.

Email etiquette

Contact via email could be discussed and made explicit as part of the mentoring agreement.

Questions?

If you have any questions about mentoring or taking part in the programme, then please email mentoring@ehps.net.

APPENDICES: Resources and templates

The EHPS mentoring programme page (<https://mentoring.ehps.net>) contains further information and downloadable templates and resources. These are intended to help you to get the most out of your mentoring relationship.

Resources and templates:

- A. [Mentoring Agreement](#)
- B. [Confidentiality Statement](#)
- C. [Note taking and Storage Guidance](#)
- D. [Mentoring Meeting Recording Sheet](#)
- E. [Talking points](#)
- F. [Further resources](#)

A. Mentoring Agreement Form

We are both voluntarily entering into this mentoring relationship. We wish this to be a rewarding experience, spending most of our time discussing developmental activities.

We agree that...

1. The mentoring relationship will last for _____ months.
2. We will meet (online) at least once every _____ weeks, at/on _____. Meeting times, once agreed, should not be cancelled unless this is unavoidable. At the end of each meeting we will agree a date for the next meeting.
3. Each meeting will last a maximum of _____ minutes.
4. In between meetings we will contact each other by telephone/email/online no more than once every _____ weeks/days.
5. The aim of the mentoring relationship is to cover the following broad areas.
 - a)
 - b)
 - c)
6. We agree that the role of the mentor is to:

7. We agree that the role of the mentee is to:

8. We agree that we keep the content of these meetings confidential and that we can discuss personal issues.
9. The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

Date: _____

Mentor's signature: _____

Mentee's signature: _____

Date for Review: _____

B. Confidentiality Statement

Note: Please sign two copies during your first meeting, one to be kept by the mentor and the second by the mentee.

Mentoring Programme Confidentiality Statement

For a mentoring relationship to develop, both the mentor and mentee must feel that discussions of private issues or problems are being handled with discretion. The purpose of this agreement is to protect both the mentor and mentee from a breach in confidentiality during the mentoring process.

I, _____, agree to keep confidential the specifics of my discussions with my mentor/mentee, unless given permission to share this information with others. I am also encouraged to discuss any concerns I have about my mentoring experience with the EHPS Mentoring Team mentoring@ehps.net. The Mentoring Team will maintain confidentiality unless a breach of confidentiality is necessary to maintain someone's personal safety.

I understand that a copy of this agreement will be given to my mentee/mentor and I will also receive a copy of his or her signed agreement.

Signature

Date (MM/DD/YY)

Name: _____

C. Note taking and Storage Guidance

Note taking

During your first meeting, please discuss whether you want to take notes. A couple of issues are worth considering when discussing note taking. First, taking notes during a mentoring meeting could disrupt the flow of the conversation and make it feel more formal. It may be helpful to keep note taking to a minimum during the meeting and write notes and action points immediately afterwards. Second, notes can inform the agenda for the next meeting and act as a useful reminder of the previous meeting. They may help the mentee take action in between meetings, review progress with action points, and identify recurrent themes or challenges.

If you decide to take notes, please agree who will do this and how you will use the notes as part of your mentoring relationship. It may make sense for the mentee to make notes, as they are 'in the driving seat' in developmental mentoring. Try to keep the notes concise and avoid recording information that might identify you both.

If helpful, you may use a Mentoring Session Recording Sheet (please see Appendix D).

Storage and disposal of information

Please keep any notes and correspondence (electronic and written) in a secure location and do not share them with any third party. An exception may be the rare occasion when you need to share information with the EHPS Mentoring Team.

D. Mentoring Meeting Recording Sheet

Date of meeting:
Positive areas of progress since the last meeting:
Feedback on previous action points and issues arising:
Key issues discussed:
Action points (including any further development objectives):
Date, time and venue/online link of next meeting:

E. Talking points

The main focus of the EHPS mentoring programme is that mentoring focuses on the goals/needs of the mentee. A few talking points are provided below:

Personal development

- How should I handle this scenario?
- What advice would you give on leading a balanced life?
- What is the best leadership advice you've received?
- What has been your most rewarding accomplishment? What mistakes have you made?
- Can you suggest some tips for coping with academic knockbacks and rejections?

Career development

- Can you tell me about your career path? How did you get to where you are?
- What would you do differently?
- What would you do if you were me?
- How do I go about writing a grant application? What advice do you have to start writing a grant?
- How do I improve my grant success?
- Could you review my CV and provide a frank assessment of gaps and weaknesses?
- Could you help me develop/review my career plan?
- What types of outcomes/performance indicators should I be aiming for at my career stage?
- What new skills do I need to move ahead?
- How can I work smarter?
- Could you help me with a publication strategy?
- Could you help me with my thesis writing plan?
- Who else would you recommend I connect/collaborate with? Can you help link me with key contacts/collaborators?
- When should I apply for promotion? Can you help me develop/review my case for promotion?
- What professional associations are you involved with? Which would you suggest I become involved with?

F. Further resources

Videos about mentoring

Academy of Medical Sciences YouTube channel about mentoring:

<https://www.youtube.com/playlist?list=PL4ripzZbflsxlwvqaUf7RgO4pMNnqaKXs> (accessed 24/11/2020). Videos include 'Top tips for finding a mentor', 'Refreshing your mentoring skills', and 'Preparing for your first mentoring meeting'.

"Introduction to Developmental Mentoring" webinar by Alexis Hutson:

https://www.youtube.com/watch?v=-7Jx5RM_UMM

Videos for mentees

Coursera – Week 6 Mentorship.

<https://www.coursera.org/lecture/researcher-management-leadership-training/introduction-to-mentorship-haEjN>

What if I don't click with my mentor? - <https://youtu.be/JGjqX3tITHw>

Videos for mentors

Types of questions: [Layout 1 \(acmedsci.ac.uk\)](https://www.acmedsci.ac.uk/layout/1)

What should I do in my first mentoring session? - https://youtu.be/BCafGHk9_8g

How should a mentoring conversation be structured? - https://youtu.be/lyw_WpDHSE0

References

1. Solent University Southampton.
<https://www.solent.ac.uk/research-innovation-enterprise/researcher-support/research-mentoring> (accessed 15/02/2021).
2. Academy of Medical Sciences. Supporting tomorrow's leaders today. The Academy of Medical Sciences' mentoring scheme for postdoctoral clinical academics.
<https://acmedsci.ac.uk/file-download/33984-50d44316cfb98.pdf> (accessed 28/07/2020) [
3. Aberystwyth University. Coaching and mentoring policy.
<https://www.aber.ac.uk/en/media/departmental/humanresources/aberpoliciesprocedures/30733-Coaching-and-Mentoring-Policy--08-2015pdf> (accessed 24/11/2020).
4. Byrne GT, A; Kendall, S; Golding, B. Developing a national mentorship scheme to enhance the contribution of clinical academics to health care. Nurse Researcher. 2014;22(2):23-8.
5. Alred G, Garvey, B. Mentoring pocketbook, 3rd edition. Alresford Management Pocketbook Ltd. 2010.
6. Iversen AC, Eady NA, Wessely SC. The role of mentoring in academic career progression: a cross-sectional survey of the Academy of Medical Sciences mentoring scheme. Journal of the Royal Society of Medicine. 2014;107(8):308-17.
7. UEA Centre for Staff and Educational Development.
<https://my.uea.ac.uk/divisions/people-and-culture/csed/supporting-you/coaching-and-mentoring> <https://portal.uea.ac.uk/csed/coaching> (accessed 01/12/2020).
8. Academy of Medical Sciences. The OSCAR Model
<https://acmedsci.ac.uk/viewFile/5639bfc7849a0.pdf> (accessed 01/12/2020).
9. GROW Model. <https://www.performanceconsultants.com/grow-model> (accessed 01/12/2020).