



Mentoring Handbook

St Vincent's Hospital
Emergency Department

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This handbook was adapted from the following materials:

- Mentoring: A Guide for Emergency Doctors. ACEM
- A Guide to Establishing a Workplace Mentoring Program
- The Mentors Toolbox - New Zealand Coaching and Mentoring Centre

Introduction

Welcome to the SVH Emergency Department mentoring program. This program is run by the mentoring co-ordinator, Fiona Chow, Emergency Staff Specialist. All trainees at SVH are encouraged to take part in this program and be assigned a mentor from our group of FACEMs.

The purpose of this handbook is to be as a resource for both mentors and mentees and will be made available on [our website](#). It outlines the structure of the program and contains brief descriptions of the roles of the mentor, mentee and mentoring co-ordinator, as well as some links to useful resources.

All parties are strongly encouraged to read the ACEM mentoring resources (available on the ACEM website) which provide a detailed practical guide and tools for mentoring.

In the appendices you will find additional information to help you with your mentoring needs for both mentors and mentees. These are mostly taken from the ACEM mentoring network resources and they include many practical tools and templates for mentoring.

What is Mentoring?

The word mentor means “an experienced and trusted advisor” and is derived from Greek Mythology. Mentor was the trusted friend of Odysseus. During the Trojan War, Mentor stayed behind to watch over the upbringing of Telemachus, the son of Odysseus.

Mentoring is a positive, supportive, professional relationship between a more experienced and a less experienced individual. Typically, the mentor shares their knowledge, skills, wisdom and life experience to help guide and develop the mentee to achieve his/her goals and realise their full potential. This occurs through regular meetings where ideas can be exchanged, insights gained and reflection can occur. It is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share.

Trainees in Emergency Medicine face many personal and professional challenges. Additionally, balancing life and work and training hurdles (exams) can be difficult. Through mentoring, we hope that our trainees will feel supported and will have the opportunity to explore issues that may arise as a result of work.

In addition, mentoring can help to:

- improve personal and professional development
- facilitate networking
- provide career advice
- gain perspective regarding work life/balance
- develop professional behaviour and identity and a better understanding of organisation
- improve problem-solving skills
- increase confidence and leadership skills

For mentors, the relationship may:

- allow sharing of one’s knowledge
- stimulate increased self-reflection on their own practices
- enhance communication skills
- be an opportunity to be exposed to fresh ideas and perspectives
- breed satisfaction and pride in mentee’s success
- be a chance to give back to the profession
- develop a greater understanding of other areas of the business and/or of other cultures

For the department we hope that it will:

- promote a better workplace culture
- increase employee engagement and satisfaction
- enhance collegiality
- foster team spirit

Mentoring vs. Coaching

Coaching is often short term, goal oriented and focused on performance, for example, exam preparation, or learning a specific skill, such as CVC insertion. Mentoring on the other hand is usually more long term and driven by the goals of the mentee. The focus often goes beyond specific learning goals, to areas such as work/life balance, confidence, self-perception and how personal issues may impact on the professional and vice versa.

However, coaching may still form part of the mentoring relationship if there is a need identified by the mentee. This may be performed by the mentor or the mentor may help to find a more suitable person to fulfil the task.

Due to the distinction between the mentoring and performance management aspect of the job, the DEMENTs are excluded from being mentors.

How it all works

MENTOR MATCHING

The mentoring program is voluntary, trainees are encouraged to partake but it is entirely optional. Similarly, mentors are volunteers from the consultant pool of Staff Specialists. DEMTs are excluded from being mentors as there is potential conflict of interest in their roles in performance management and assessment.

At the start of the year a matching process occurs. All trainees are asked to select 3 FACEMs they would like as mentors and then the mentee/mentor pairs are allocated with the aim being to ensure that all trainees are matched with at least one of the FACEMs on their list. If a mentee already has a mentor that they wish to continue a mentoring relationship then this can usually be accommodated.

Mentor pairs are then notified individually by email. The list of mentor/mentee pairs is not made public to help avoid the temptation to approach a mentor in the event of performance or other issues and to aid in maintaining the confidentiality of the relationship

Whilst ideally the matching will occur at the beginning of the year, a trainee can decide at any time that they would like to be involved in the program and should contact the mentoring co-ordinator in this instance.

MEETINGS

The mentoring process is mentee driven. This means that it is up to the mentee to initiate contact with the mentor and to arrange the first meeting. Meetings can be held anywhere, as long as you are able to maintain confidentiality (i.e. in the Staff Specialist offices with other specialists around is not ideal) and are free from too many distractions. There are no hard and fast rules but for an effective mentoring relationship it is recommended that meetings should take place regularly at least every 2 months, although it is up to the mentee and mentor to decide depending on what they find most useful.

MENTORING ISSUES

After 6-12 months, the mentoring pairs will be reviewed. At this time it may be decided to continue or end the mentoring partnership and change mentors. Whilst it is encouraged that some time is given to help build the mentoring relationship, at any time there is an option for a 'no fault opt-out' from either the mentor or mentee. The mentoring co-ordinator can be contacted at any time if there are issues that you need help with and will be dealt with in a confidential manner.

Role of the Mentor Co-ordinator

The mentoring co-ordinator has overall responsibility for management of the mentoring program and roles may include:

- Being a champion for and raising awareness for the program
- Allocating and matching of mentor-mentee pairs
- Orientating new participants to the program
- Providing confidential support and mediate any issues between mentoring pairs
- Providing resources to support the mentoring program
- Monitoring the effectiveness of the program

Roles of the Mentor

The mentor's role is to guide the mentee to find their own solutions to problems and best course of action to aid their learning and development. In this way they act as a facilitator and whilst mentors may offer advice, the aim is to allow the mentee to explore issues and come up with their own solutions.

Mentoring requires a different skill set to those used in medical life and so it is important for mentors to be trained. ACEM has developed online learning modules as well as a wealth of other information which can be accessed via the ACEM website under Mentoring Network Resources. <https://elearning.acem.org.au/MENT/mentoring.html>

The mentor role may include:

- Being an active listener and use questions to clarify and elicit facts
- Helping the mentee to achieve goals by encouraging them to find their own way
- Sharing knowledge of the department, hospital and professional networks
- Being aware of your limitations and refer to others for issues outside your expertise
- Work/life balance advisor
- Being a Role Model
- Respectfully challenging ideas and expectations to help mentee to gain further insights
- Stimulating critical thinking and develop problem solving
- Confidant

Role of the Mentee

The mentoring relationship is driven by the mentee who will be expected to make contact with their mentor and arrange the first meeting. To make the most of mentoring it is up to the mentee to take responsibility for their own development.

The mentees role is to:

- Identify goals, priorities and career interests
- Try to listen to feedback with an open mind
- Expect to be challenged with alternative points of view
- Communicate clearly and honestly

What to bring to mentoring sessions:

- Situations which you feel you could have managed more effectively
- Things that went well or had a successful outcome
- Ethical dilemmas
- Career development/spheres of interest that you wish to explore
- Themes which may be apparent in your work
- Personal/professional interface issues (e.g. stress management, work/home balance, assertiveness issues)
- Communication issues

Confidentiality

Ensuring confidentiality of the mentoring relationship is essential. Details of any discussion that takes place should not be disclosed without the consent of both parties except in the rare situation where there is serious concern regarding conduct in line with AHPRA mandatory notification guidelines:

<https://www.medicalboard.gov.au/Codes-Guidelines-Policies/Guidelines-for-mandatory-notifications.aspx>

It is important to establish the boundaries of the relationship at the very beginning so that both parties have a good understanding of expectations. You may find it useful to use ACEMs confidentiality protocol (Appendix B).

The First Meeting

The aim of the first meeting is to get to know each other and build a rapport but it is important for both parties to have clear understanding about what is expected from the relationship and so the first meeting should involve discussion around goals, boundaries and expectations.

SOME SUGGESTIONS

The first meeting should be about getting to know each other and building rapport by sharing information about yourself, your experiences, hobbies, professional life and life outside of work.

The terms of the mentoring relationship should be set. These include the confidentiality agreement as well as general boundaries of the relationship:

- How often you will meet
- Modes of communication (eg. text/phone/email/face-to-face)
- Complete confidentiality agreement (Appendix B)
- Rules for termination
- Discuss mentee's short term and long term goals and ambitions

Transitioning the Relationship

At the end of 12 months, it will be time to review the mentoring relationship. How will you know if it's time to end the relationship? The following may be signs that it's time to transition:

- Meeting but with no agenda to discuss or nothing much to talk about
- Advice is listened to but not followed up on
- There has been no contact for months
- The relationship becomes one way

At the final meeting, it is useful to review and reflect on how the mentee has developed since that first meeting and what you have both learnt and achieved. Celebrate your successes and discuss what future role, if any the mentor may have in the mentee's life.

Appendix A – Websites & Resources

COUNSELLING & GP PRACTICES

Employee Assistance Program (EAP)

All doctors have access to the EAP at work, this is a service run by psychologists and provides free counselling. Immediate family members (spouses, partners, children) also have access to counsellors through EAP.

T: 1800 81 87 28 or 8247 9191

East Sydney Doctors

102 Burton St, Darlinghurst

A number of great GPs and Dr Michaela Davies is a psychologist at this practice.

www.eastsydneydoctors.com.au

T: 9332 2531

Taylor Square Private Clinic

393 Bourke St, Darlinghurst

www.tspc.com.au

T: 9331 6151

Redtree Practice

99 Commonwealth St, Surry Hills

A psychiatry and psychotherapy clinic.

www.redtreepractice.com.au

T: 9211 7666

Institute for Healthy Living

Suite 1501B, Westfield Tower 1, 520 Oxford St, Bondi Junction

www.institute4healthyliving.com

T: 8937 0667

Mindright: Clinical Psychologists

501/360 Oxford St, Bondi Junction OR Suite 1.08, Lvl 1, 102-104 Longueville Rd, Lane Cove

www.mindright.com.au

T: 8065 0326

Dr Patsy Tremayne

Dr Tremayne is a performance psychologist who can help with preparation for viva exams.

www.drpatstremayne.com

HELPLINES

JMO Health Support Line – 1300 JMO 321 OR 1300 566 321

Doctors Health Advisory Service – 02 94376552

Lifeline – 13 11 14

Suicide callback service – 1300 659 467

Beyondblue – 1300 22 4636 or email or chat online at www.beyondblue.org.au

MENTORING RESOURCES

ACEM online mentoring modules - <https://elearning.acem.org.au/MENT/mentoring.html>

Mindtools is a website aimed at teaching management, leadership and personal skills. It also provides strategies for stress reduction and management - <https://www.mindtools.com/>

Website and blog run by David Clutterbuck, considered a leading expert and trainer in coaching and mentoring - <https://www.davidclutterbuckpartnership.com/>

WEBSITES

Doctors Health Advisory Service www.dhas.org.au

DRS4DRS www.drs4drs.com.au/

JMO Health – are you ok? www.jmohealth.org.au
(a website promoting the health and wellbeing of junior doctors)

Medical Benevolent Association of NSW www.mbansw.org.au

Beyond Blue Doctors Mental Health Program – Heads Up
www.headsup.org.au/training-and-resources/news/2016/04/01/doctors-mental-health-in-the-spotlight

Map my Health Career (NSW Health) www.mapmycareer.health.nsw.gov.au

Social and Emotional Wellbeing and Mental Health Services in Aboriginal Australia
www.sewbmh.org.au

Mental Health in Multicultural Australia www.mhima.org.au

This Way Up www.thiswayup.org.au

MindOUT! - National LGBTI Health Alliance www.lgbthealth.org.au/Mindout

WELLBEING

For those who are prone to be overly self-critical.

www.selfcompassion.org

Apps for meditation and mindfulness:

www.headspace.com

PODCASTS

This podcast from the mastering intensive care series interviews Sara Gray, a Canadian with dual training in Emergency and Intensive Care. She talks about how developing self-compassion and listening to our inner voice, which can often be very negative, can improve our performance:

<https://masteringintensivecare.libsyn.com/episode-13-sara-gray-voices-in-my-head-dassmacc-special-episode>

Emergency Medicine Cases Podcast (Ep. 103)

“Preventing Burnout and Promoting Wellness in Emergency Medicine”

<https://emergencymedicinescases.com/preventing-burnout-promoting-wellness-emergency-medicine/>

Appendix B - ACEM Mentoring Tools

Confidentiality Protocol



Confidentiality is the cornerstone of a trusting mentoring relationship. ¹ Which confidentiality protocols you want to adopt for the mentoring relationship.

Which of the following assumptions about confidentiality do you hold?	Yes	No	Not sure
What we discuss stays between us for the life of the program.			
We can freely disclose what we talk about in our conversations with other people.			
After the program has ended, it is OK to talk about what we discussed or how we related.			
If there is a demonstrated need to know, we can appropriately disclose our conversations, impressions etc.			
What we say between us stays there unless we give specific permission to each other to talk about it with others.			
Some issues will be kept confidential while others will not.			
It is OK to discuss how we relate to one another but not the content of our discussions.			
It is OK to talk about what we talk about as long as it is positive.			
Other assumptions to be tested:			

Source:

Ontario Ministry of Education, 2009, *Supporting Effective School Leadership: A Handbook for Implementing Mentoring for Newly Appointed School Leaders in Ontario*. Checklist adapted from Zachary, LJ, 2000, *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco, Jossey


Mentoring Agreement



First meeting aims

- Establish broad goals for the mentoring relationship
- Establish trust, commitment and begin developing rapport
- Understand and agree on roles, responsibilities and processes
- Establish boundaries and ground rules
- Agree to proceed with mentoring relationship by signing this agreement
- Learn more about each other

Complete two copies of this agreement to be retained by each mentoring partner.

Items for Discussion and Agreement	
Broad goals	<i>These should be separate from mentee specific goals and therefore more general</i>
Content	<i>Identify topics which are in and out of scope for meetings</i>
Duration of partnership	2 years 1 year 6 months Other -
Confidentiality	<input type="checkbox"/> <i>Tick to confirm that confidentiality has been discussed.</i>
<i>Record any special confidentiality agreements made</i>	
Record keeping	 <i>Discuss where confidential information such as goal setting worksheets, will be held.</i>

Checklist for the First Meeting



Use this checklist to plan initial meetings with your mentee in light of what you hope to help them achieve over the long-term.

<p>Prior to meeting with you mentee:</p> <p>Check you mobile phone is turned off (if possible) Make sure you will not be disturbed If possible, arrange the furniture to promote conversation</p>	?
<p>Introductions</p> <p>Say a little about yourself, explain the goals for the meeting and discuss how confidentiality should be handled</p>	?
<p>Discuss what each of you perceives as the expectations and the boundaries of the mentoring relationship</p> <p>You might choose to use the Role Perceptions Rating Scale</p>	?
<p>Discuss and record any issues that may affect the mentoring relationship such as time and financial constraints, lack of confidence, new to the role, etc.</p>	?
<p>Get to know your mentee</p> <p>Review the mentee's work history and current experience and qualifications</p>	?
<p>Discuss and record the mentee's immediate and long-term goals (if known)</p>	?
<p>Arrange a meeting schedule (try to meet at least once a month or every 6 weeks)</p>	?
<p>Record topics discussed, any actions to be taken and feedback given at each meeting</p> <p>Ensure that both parties have copies</p>	?
<p>Confirm date and time for next meeting</p>	?

Adapted from: *Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees*. Association of Colleges and the Further Education National Training Organisation, Learning and Skills Council: Coventry, England.

Mentee Self Reflection



As you prepare for mentoring, take some time to consider your future and what you would like to achieve during the mentoring process. Consider some short and long-term goals to discuss with your mentor.

What would you like to achieve over the next 5 years?
<hr/> <hr/> <hr/>
What would you like to achieve over the next 12 months to 2 years?
<hr/> <hr/> <hr/>
What do you consider to be your areas of strength?
<hr/> <hr/> <hr/>
What do you consider to be the areas in which you need to improve?
<hr/> <hr/> <hr/>
What are you hoping to learn or achieve as a result of the mentoring experience?
<hr/> <hr/> <hr/>
Reflect upon your answers above and consider what might be useful information to share with your mentor in your first few sessions.
<hr/> <hr/> <hr/>

Mentor Self



Reflection

As you prepare for mentoring take some time to reflect on your reasons for deciding to take on this role. Consider the skills, knowledge and experiences that you would like share with your mentee.

Why did you volunteer or agree to be a mentor?
<hr/> <hr/>
What events have you experienced in your life/career that have had a significant impact on you?
<hr/> <hr/>
How might these events influence who you are as a mentor?
<hr/> <hr/>
What are you hoping to learn or achieve as a result of the mentoring experience?
<hr/> <hr/>
What skills, knowledge and insights do you have that would be valuable sharing with your mentee?
<hr/> <hr/>
Reflect upon your answers above and consider what might be useful information to share with your mentee in your first few sessions.
<hr/> <hr/> <hr/>

Mentoring Session



Summary

Mentee:		Mentor:		Date:	
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Session agenda

What we discussed

What we will do before our next meeting

What we might do more of next time

Next Meeting Date:	
---------------------------	--

Both mentor and mentee should keep a copy of this summary for future reference.

Mentee SMART

Goal Setting

& Action Plan



How to set SMART Goals

1. Describe your long term goals

First consider your long term goals (> 5 years) which may relate to your career or personal life.

2. Describe your short term goals

Then shift to a shorter timeframe while keeping your long term goals in mind. Choose up to three goals which you can achieve during your time as a mentee.

The following may help you come up with goals:

- Am I currently facing any issues which are hindering my career development?
- What strengths do I have which I can better utilise? (E.g. writing, working in teams, leadership, teaching)
- What do I find challenging, make me feel drained or stressed? (E.g. time management, working in teams, resolving conflicts, pressures at home)
- What helps me work more efficiently? (E.g. deadlines, using my preferred learning styles, working in teams)

Each goal should satisfy the SMART criteria and preferably be expressed in one sentence.

3. Decide on a timeframe

Estimate a timeframe for achieving each goal.

4. Outline how you plan to achieve them

Write down some initial ideas. Consider possible barriers you may face, any resource needs and how your mentor can help you. More complex goals can be broken down into steps. Focus on one step at a time.

5. Review your goals

Your goals and progress should be reviewed at each meeting and can be updated regularly. Remember to celebrate achieving each goal before setting new ones.

Conducting an Effective Mentoring Session



Having productive learning conversations is what the mentoring relationship is all about. To ensure that the mentoring pair gets as much as possible out of the mentoring relationship, it is recommended that mentors follow a structure within each mentoring session.

Mentoring Session Structure

The mentoring process involves a series of meetings where the mentoring pair engages in focused discussions that are driven by both the mentees overarching objectives for the mentoring relationship and the specific goals for the session. At the end of each mentoring session, actions are agreed upon and, between sessions, the mentee undertakes the agreed actions. These actions, and the experiences and issues faced by the mentee whilst undertaking them, become the focus of the next mentoring conversation.

The following provides a basic overview of how a mentoring session should progress in terms of building a comfortable atmosphere, stimulating your mentee, and working with them to develop and reach their goals.

THE CLEAR MODEL

CONTRACT

Agreeing the topic(s) for discussion for this session. This may involve a review of the previous session, if applicable, and what has happened since.

Picking the right issue is really important, so take a bit of time to explore if this is a significant issue which will make a difference to the mentee. Also consider if there is something they are avoiding discussing.

- What do we want to talk about in this session?
- What are the major issues confronting you right now?
- Which issue, if resolved, would have the most impact on you?
- What would you like to have achieved by the end of the session?
- How would you like to feel by the end of this session?

LISTEN

Give the mentee space to explain in their own words what the issue is, and how they feel about it. Questions for this stage should focus on clarifying your understanding, and ensuring that all the relevant information has come out.

- What happened next?
- Why do you think that happened?
- How did you feel about this?
- How did you/they react?

99 Powerful Coaching



Questions

The following coaching questions have been taken from Whitworth et al, *Co-Active Coaching*¹, and are part of their toolkit.

“Powerful questions are provocative queries that put a halt to evasion and confusion. By asking the powerful question, the coach invites the client to clarity, action, and discovery at a whole new level. As you can see from the following examples, these generally are open-ended questions that create greater possibility for expanded learning and fresh perspective.

Anticipation	What is possible? What if it works out exactly as you want it to? What is the vision? What is exciting to you about this? What is the urge? What does your intuition tell you?
Assessment	What do you make of it? What do you think is best? How does it look to you? How do you feel about it? What resonates for you?
Clarification	What do you mean? What does it feel like? What is the part that is not yet clear? What do you want?
Elaboration	Can you tell me more? What else? What other ideas/thoughts/feelings do you have about it?
Evaluation	What is the opportunity here? What is the challenge? How does this fit with your plans/way of life/values? What do you think that means? What is your assessment?
Example	What is an example? For instance? Like what? Such as? What would it look like?

¹ Whitworth, L et al, 2007, *Co-active Coaching: new skills for coaching people toward success in work and life* (2nd ed), Davies-Black Publishing, California

Wheel of Life

What is the Wheel of Life?

Mentoring pairs may use the Wheel of Life as a tool for reflection, to help to gain some insight into the balance in the mentee's life and to determine how satisfied they are in life's different areas. As a coaching tool, it can be used as a starting point for a conversation and can help mentoring pairs to identify:

- one or two goals to work on during the mentoring relationship; or
- areas that may be causing challenge, interference or concern for the mentee.

Using the Wheel of Life in Mentoring

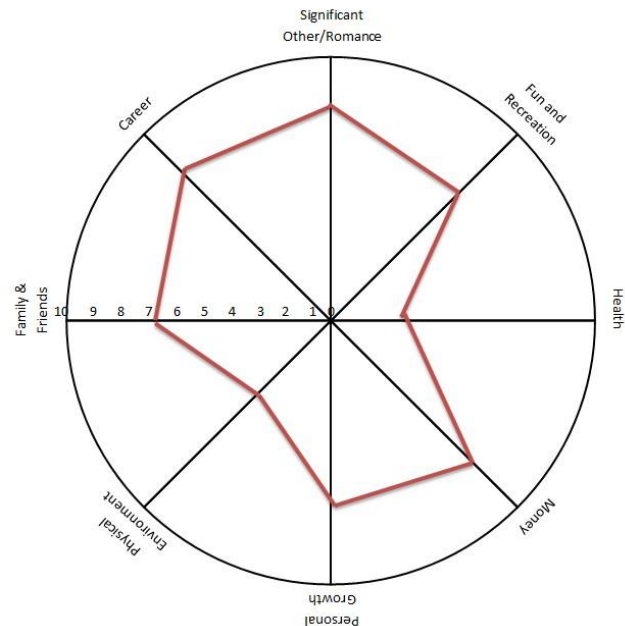
The wheel contains eight sections that,

together, represent one way of describing a whole life. The aim is to have balance in each area of the wheel. Typically, the labels used for this activity are career, family and friends, significant other/romance, fun and recreation, health, money, personal growth, physical environment. However, mentees may choose to use other labels that are more relevant to them.

The mentee labels each spoke and assigns them each a value out of 10 (0 at the centre and 10 at the outer edge) based on how satisfied they are with each aspect of their life as an emergency physician. 0 indicates 'not satisfied' and 10 indicates 'very satisfied'. The mentee then joins the points to create a new circle.

Following on from this self-reflection, mentoring pairs can utilise this exercise to further delve into why the wheel looks the way it does, what the mentee would like their wheel to look like, and ways in which they might make this happen. Taking one of the segments, the mentee writes out a further four to eight areas that make up that segment for them. For example, a 'Finance' wheel could include saving for a house, budgeting, savings, paying off debts etc. These can then be discussed in more detail.

Mentoring pairs can review the wheel from time to time to help mentees to see how far they have come. Improved scores can help to demonstrate concrete value from the mentoring relationship and provide a discussion point to help mentees see their learnings and progression.



Transitioning the Mentoring Relationship



Checklist for Mentees

Ending the mentoring partnership well is important in ensuring that mentoring pairs transition from a mentoring relationship to a strong collegial relationship. To ensure that the transition is as smooth as possible, mentees can use this checklist to help them to prepare for the final mentoring session.

Mentee:		Mentor:	
Date of Final Session:			

Task #	Complete <input type="checkbox"/>	Task
1.		Ensure that you are aware of when the final meeting will occur well before it does (e.g. start talking about it around the third last session).
2.		Approximately one month before you are ready to end your mentoring relationship, reflect upon what you have accomplished and what you have learned as a result of the mentoring.
3.		Complete evaluation activities (below) and notify the Mentor Program Coordinator of your intent to end the mentoring relationship, if applicable.
4.		Complete the Final Meeting Reflection and Evaluation template prior to the final meeting.
5.		Complete the Mentoring Program Evaluation Form and submit it to the Mentor Program Coordinator, if applicable.
6.		Meet with your mentor and: discuss your responses to the Final Meeting Reflection and Evaluation form; review the your development plan and goals to measure progress and determine whether you should engage in any subsequent follow-on developmental activities post mentoring relationship; celebrate your successes and the goals you have achieved; thank your mentor for their time, effort and encouragement; and discuss with your mentor your relationship transition.
7.		Touch base with your mentor in the future, as appropriate.
8.		If appropriate, seek another mentoring partnership, either as a mentee or a mentor.

Transitioning The Mentoring Relationship



Checklist for Mentors

Ending the mentoring partnership well is important in ensuring that mentoring pairs transition from a mentoring relationship to a strong collegial relationship. To ensure that the transition is as smooth as possible, mentors can use this checklist to help them to prepare for the final mentoring session.

Mentee:		Mentor:	
Date of Final Session:			

Task #	Complete <input type="checkbox"/>	Task
1.		Ensure that the mentee is aware of when the final meeting will occur well before it does (e.g. introduce the topic around the third last session).
2.		Approximately one month before you are ready to end your mentoring relationship, reflect upon what your mentee has accomplished and what you have gained as a mentor.
3.		Complete evaluation activities (below) and notify the Mentor Program Coordinator of your intent to end the mentoring relationship, if applicable.
4.		Complete the Final Meeting Reflection and Evaluation template prior to the final meeting.
5.		Complete the Mentoring Program Evaluation Form and submit it to the Mentor Program Coordinator, if applicable.
6.		Meet with your mentee and: <ul style="list-style-type: none"> • discuss your responses to the Final Meeting Reflection and Evaluation form; • review the mentees development plan and goals to measure progress and determine whether you should engage in any subsequent follow-on developmental activities post mentoring relationship; • celebrate your mentoring successes and the goals that the mentee has achieved; and • discuss with your mentee your relationship transition.