

The background of the slide is a blurred photograph showing several people in motion. On the left, two individuals in dark clothing are visible. On the right, a person in a red top and pink skirt is captured in a dynamic pose, possibly dancing or running. The overall effect is one of activity and movement.

# Mentor programme

## DDEA pilot program 2024

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# How do you define good mentoring?

- Active listener
- Draws from life experience
- Curious
- Asks difficult questions
- Available
- Considered a mentor
- Gives perspective
- No power
- Ally

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# The DNA of a good mentorship

- **The conversation** is the most important tool in a mentor/mentee relationship.
- A mentoring conversation requires two participants **who are both involved**.
- The mentoring conversation **does not necessarily have an end result**, and it may be that no measurable outcomes are achieved in the mentorship.
- Mentoring is based on **experience, goodwill and trust**

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# Rules for a good mentoring relationship

- The mentee is responsible for ensuring an agenda for each meeting and putting what they learn into practice.
- The mentor is responsible for setting sufficient time aside and being physically and mentally present at the meetings. The mentor describes their own experiences.
- The parties prepare an agreement at the first meeting.
- The mentoring relationship focuses on the mentee's job/career.
- The relationship lasts approx. one year

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# Three questions for you as a mentor!

- When are you / have you been a good role model for your mentee?
- When are you / have you been a poor role model?
- What will you yourself focus on learning in your (next) mentoring relationship?

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# CHALLENGE

- ✓ Behaviour not the person
- ✓ Assumptions not intellect
- ✓ Perceptions not judgement
- ✓ Values not value














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# Mentoring Involves:

Always	Sometimes	Never
 Listening with empathy	 Using coaching behaviours	 Discipline
 Sharing experience and learning	 Providing help and support	 Performance management
 Developing insight through reflection	 Challenging	 Assessment for a third party
 Being a sounding board	 Opening doors	 Supervision
 Professional friendship		

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# Ground rules for giving advice

- 1 Start with the assumption that the learner needs to listen to their inner voice of advice first
- 2 Ask permission to advice
- 3 Be precise about what you are advising
- 4 Keep it short and to the point
- 5 Make it clear that your advice is offered as a means of kickstarting a deeper dialogue, rather than as a means of closing down the conversation
- 6 Having given advice, spend time helping them think about how they can adapt it and merge it with their own experience and judgement

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# Key questions for setting goals

- What do you want to be different in 12 months' time?
- How committed to making it happen are you?
- What will it feel like to have achieved this?
- What's the minimum level of achievement you're prepared to accept?
- What's the goal after this?
- Does achieving the goal open up more possibilities for you or narrow them down?

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# Reach the best result

- **Don't push** the learner to commit to specific goals too early.
- **Help the learner distinguish** between their own goals and those imposed upon them.
- **Don't be seduced into the 'measurement trap'**. Help the learner find ways of assessing progress which will support a broader sensitivity to developmental opportunities.
- **Review goals regularly**, not just for progress, but for relevance and the level of the learner's commitment

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# Four types of learning language

Instruction	Advice	Guidance	Questions
<del>The mentor has all the responsibility</del>	The mentor has a lot of responsibility	The mentor and mentee share responsibility	The mentee has all the responsibility
<del>The mentor typically says: <i>You have to this and this!</i></del>	The mentor typically says: <i>If I were you, I'd do this and this!</i>	The mentor typically says: <i>Have you tried doing this and this?</i>	The mentor typically asks: <i>What are you planning to do?</i>

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# Five levels of listening

- Listening while waiting to speak
- Listening while waiting to disagree
- Listening to understand
- Listening to help the mentee understand
- Listening without intention

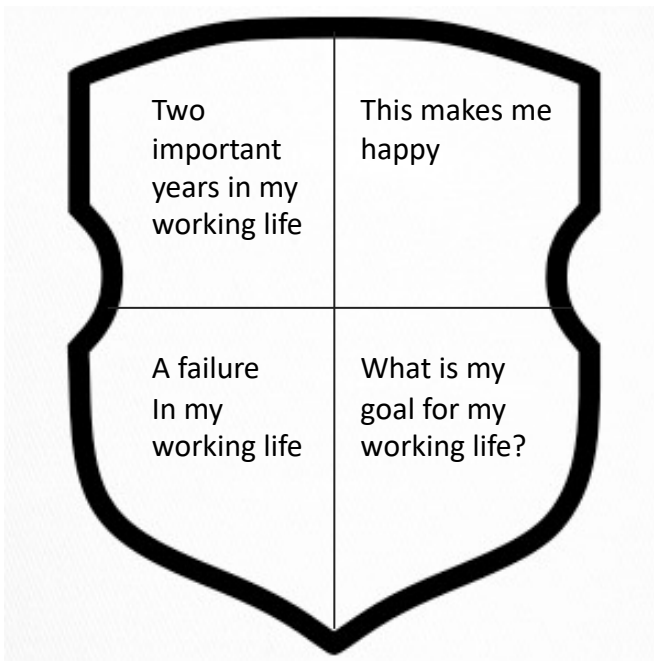
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# Draw your coat of arms



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# Alignment of expectations

## Objectives:

- Describe maximum three objectives of your mentor relationship

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## Practical terms

- Describe the practical terms of the relationship concerning confidentiality, frequency and initiator of meetings

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# Logbook

- Memory aid
- Documentation
- Recording reflections
- Thoughts, ideas and feelings
- Reminder (repetition)
- Communication tool
- Aid for writing summaries of meetings

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# Learning and evaluation in meetings

## To be filled in by the mentee

### Before the meeting:

1. What stands out from the previous meeting?
2. The goal discussed in the previous meeting:
  - How have I worked on it?
  - What went well? / What was difficult?

**At the end of the meeting:** spend a few minutes answering the following questions and briefly discuss your thoughts with your mentor before you part.

- What's been useful in this conversation?
- What would you like the mentor to focus on more?
- What will you work on before the next meeting?

## To be filled in by the mentor:

### Before the meeting:

- What stands out from the previous meeting?
- The goal discussed in the previous meeting: \_\_\_\_\_

**At the end of the meeting:** spend a few minutes answering the following questions and briefly discuss them with the mentee before you part

- What interested me most?
- What learning points have become clear to me?
- What did I learn about myself in this meeting?

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# Next steps

- Lisa/Karin follows up on mentors in October
- Midway evaluation: 29. January 2025 1600 – 1730.  
Invitation to dinner and stay over for the DDEA annual Day on the 30th.
- End evaluation: 27. May 2025 1000 – 1400  
Copenhagen.

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