

Appendix 1 – Mentoring Program Expression of Interest for Mentees

Name:

Email:

Work Location/Address:

Qualifications (include year of graduation from Speech Therapy course and details of any other study):

Mentoring Preference: Small group or individual (please circle one or both. Please note that TFA will be prioritizing mentee groups in 2019. Mentees who do not wish to participate in a small group may not be prioritized to participate in 2019.)

Current Clinical Area of Practice (please circle for each below):

adult/paediatric/mixed

hospital/community/education (school)/tertiary institution

private/public

Support required (Please tick those relevant to you):

- Clinical Support e.g. specific case discussions/clinical reasoning, service delivery models
- Professional Support e.g. caseload management, working within teams, administration, time management, dealing with conflict
- Personal Support e.g. career discussions, goals and ambitions, stress management
- Support with research project, quality improvement projects, resource development

Details of area for development/focus of mentoring goals (please expand on the area/s you ticked above. Please include area of clinical practice e.g. head and neck cancer, language disorder in children with autism; details of learning and development goals you have identified for yourself):

Availability:

- Preferred days/times: _____
- Frequency of contact (how often would you like to engaging in mentoring sessions?): _____

Access to technology:

- I have access to reliable internet and wifi and a device (computer or smart device with video and audio capabilities) that I can use to interact with my mentoring partner. I am able to use one of the following online communication platforms to communicate with my mentoring partner – Skype, Google Hangouts, Zoom, Facetime, Messenger, other (please circle the platform you intend to use). Please sign: _____

- I require support to configure my technology: yes/no (please circle)

- availability of technology: e.g. any known scheduled power outages? _____

Interpreter required: yes/no

Level of English: please circle for each

- **written:** limited/moderate/excellent

- **spoken:** limited/moderate/excellent

Please provide the name/s of any **previous TFA clinical supervisors/mentors/lecturers** that you would like to be matched with as your mentor:

Appendix 2 – Mentor Program Expression of Interest for Mentors

Name:

Email:

Phone:

Qualifications (include year of graduation):

Clinical Experience: (please attach copy of your CV as evidence (if not provided previously to TFA) and briefly discuss your previous experience)

Area/s of Clinical Specialty:

Supervision/Mentoring Experience: (please discuss any previous experience as a supervisor or mentor)

Practice Type: Academic / NGO / Private / Public

I am willing to provide mentoring to individuals and / or small groups. (Please circle one or both. Please note that TFA will be prioritizing mentee groups in 2019. Mentors who can only offer individual mentoring may not be prioritized to participate in 2019.)

What **non-clinical areas** are you prepared to mentor in? Please tick those relevant to you.

- | | |
|--|---|
| <input type="radio"/> Grant and submission writing | <input type="radio"/> Quality Improvement |
| <input type="radio"/> Rural and remote practice | <input type="radio"/> Staff Development |
| <input type="radio"/> Management | <input type="radio"/> Teaching |
| <input type="radio"/> Service Development | <input type="radio"/> Research |

Availability:

- Preferred days/times:
- Frequency of contact (how often would you like to engage in mentoring sessions?):
- I am committed to completing at least six mentoring sessions over a period of at least six months. Signed:

Access to technology:

- I have access to reliable internet and wifi and a device (computer or smart device with video and audio capabilities) that I can use to interact with my mentoring partner. I am able to use one of the following online communication platforms to communicate with my mentoring partner – Skype, Google Hangouts, Zoom, Facetime, Messenger, other (please circle the platform you intend to use). Please sign: _____
- I require support to configure my technology: yes/no (please circle)

Do you **speak Vietnamese**? Yes / no

TFA will complete reference checks for all potential mentors.

Please provide the name, position and contact details of 2 referees.

1.

2.

Appendix 3 – The Mentoring Agreement

Mentee/s: _____

Mentor: _____

Date of Agreement: _____

Proposed Date of Review: _____

Mentee Goals (the learning and development goals of the mentee, the skills, knowledge and qualities the mentee wishes to develop for the long term. These goals are a summary of those included in the mentee's Professional Development Plan PDP. Goals should be SMART.):

1.

2.

3.

Mentoring Goals (goals that the mentee wishes to achieve through participating in the mentoring sessions. These should be linked to the mentee's PDP goals but are specific to mentoring sessions and should therefore be more short-term goals. These goals also need to be SMART to ensure there is an endpoint for the mentoring relationship.):

1.

2.

3.

Performance Indicators (How will you know you have achieved these outcomes?):

-
-
-

We, the mentee/s and mentor, commit to working together towards the outlined goals by engaging in mentoring sessions:

How often?

Session length?

Time of sessions? Eg 10am AEST/1pm VST

Using which communication platform/software application? Eg Skype, What's App, Facetime.
And using video or audio?

We agree to work with each other adhering to the following guidelines:

- We are committed to developing a mutually beneficial partnership for the duration of this agreement.
- Our discussions are confidential unless otherwise agreed
- We will give each other open and honest feedback
- We will listen to and respect each other's personal perspective
- We will communicate in advance (where possible) if we are unable to keep a scheduled meeting
- We will review this agreement by the date agreed upon by both parties
- Either party may request a review of the agreement at any time
- We agree to a no fault conclusion to our partnership if necessary
- We will ensure we inform TFA administration of any concerns we have regarding the mentoring relationship, particularly with regards to compliance with the SPA code of ethics and the above guidelines

We will celebrate achievements together and conclude our formal mentoring relationship (e.g. at the end of 6 months, when the mentoring goals outlined in this agreement are achieved):

Mentee's signature

Date: ___/___/___

Mentor's signature

Date: ___/___/___

Appendix 4 – Developing SMART Goals

The most successful action plans are **SMART**:

Specific

Goals should be stated in terms that are precise and clear.

- What exactly do you want to accomplish?
- Why?
- Who will be involved?
- Where will it occur?

Measurable

Goals should be measurable and a criteria defined for measuring progress.

- How will we know when progress has been made or when you have achieved your target?
- How much?
- How many?

Achievable Steps

Goals should be achievable i.e. within your reach. There should be a sense of progression.

- How will your goal be achieved?
- What are some of the constraints you may face when achieving this goal?

Realistic

Goals should be realistic and relevant to your particular circumstances.

- How does the goal fit with your immediate and long term plans?
- What will stop you reaching your goal? Discuss challenges and barriers.

Time related

Goals should be set within a time frame, broken down into dated stages.

- When do you plan to have achieved your target?
- What are the steps involved and what will you have achieved at each stage?

Examples of SMART Mentoring Goals

1. To increase my professional networks to support my work with adults who have suffered an acquired brain injury. I will look for professional networks to join including engaging in the ST Club, seek out or initiate peer supervision opportunities such as being involved in the development of a special interest group or a journal review club in this area. I will do this within 2 months.
2. Extend my technical knowledge and skills in the field of complex developmental disability. I want to increase my understanding of EBP in the area of complex communication disability and the use of AAC to improve communication skills in this population. I will develop AAC resources for my school/clinic/centre based on my improved understanding of the EBP. I will do this within 6 months.

3. To feel more confident delivering professional development sessions to colleagues in my workplace and to have delivered two staff professional development sessions which receive positive feedback by the end of the year.
4. To feel confident advocating for speech pathology services in my workplace in conversations with my manager. To complete this at least twice in the next 6 months.

Source: Adapted from Mentoring Guide. Speech Pathology Australia. Fifth Edition 2015.

<https://www.speechpathologyaustralia.org.au/SPAweb/Members/Mentoring/SPAweb/Members/Mentoring/Mentoring.aspx?hkey=8c0b9e93-e6c5-4cc4-87c0-9ed8d8851b7d>

Appendix 5 - Setting Mentoring Goals: Questions to support the process and guide the discussion, including the N.I.C.E Analysis (McKenzie, 1995)

The mentor needs to be sure about what the mentee hopes to gain from the process. These questions may be used to guide the discussion:

- What are your visions and aspirations?
- Where are you now?
- What are your strengths, weaknesses, and behavioural style?
- What is your adult learning style?
- How do you see this mentoring relationship helping you to:
 - Build technical/clinical skills
 - Multitask
 - Explore new ideas
 - Forge a new career path
 - Expand your network
 - Build your confidence
- Identify your top 3 goals.

Many mentoring programs also use the following **N.I.C.E Analysis**, developed by McKenzie in 1995, to further assist in the formulation and communication of goals for the mentoring experience. It facilitates reflection upon your Needs, Interests, Concerns, and Expectations.

1. NEEDS

What are your needs at this time regarding your clinical, professional or personal development?
What do you anticipate your future needs will be in these areas?

2. INTERESTS

What are your main interests/skills regarding your professional career/development?
Are you able to achieve these in your current role?

3. CONCERNS

Do you have any concerns about your current work/role/professional relationships/career development?

4. EXPECTATIONS

What do you expect from your current job role and your career?
What do you expect/want to get from the mentoring experience?
How do you see your mentor helping you to achieve your goals?

Appendix 6 – Tips for Achieving and Tracking Mentoring Goals

After the mentoring goals have been set collaboratively and placed into the mentoring agreement, it is important for the mentee (with the mentor's support) to develop a plan or strategy to outline how they will achieve their goals. A mentoring action plan may be developed to support this. The mentor will support the mentee by sharing resources, help in the development of ideas, and share about their own experiences to support the mentee in the development of appropriate actions.

Each time the mentee and mentor meet, the meeting objective should be based on the mentoring goals and the progress made toward the goal by reviewing the action plan.

It's important to track your success in reaching your goals to know when you have reached them. It's important therefore to track the progress you are making. There are several ways in which you can achieve this:

- **Keep a calendar:** keep your goal schedule on the electronic device of your choice. Take your goals with you wherever you go. Your laptop, PC, smart phone or tablet can help you mark off the days in which you have made progress in the direction of your goals.
- **Keep a journal:** write in your journal daily about the steps you have taken toward your goals as well as the feelings you have on those steps you have taken.
- **Keep a list:** make a list of your goals and cross them off as you accomplish them.
- **Use a goal chart:** use a goal chart or graph to chart the progress of your goals.

Choosing the right method to track you goals:

- Any method will work. The important thing is that you choose a method that works for you. You can decide to use only one method or use a combination of methods.
- The most important thing you want to keep in mind is that you want a tracking method that keeps you focused and motivated. You can start with a list, then take that list and make a detailed goal chart. Then hang that chart up where you can see it every day and chart your progress as it happens.
- Goal charts are great motivators, and they are easy to follow. Having it up where you can see it every day will keep you motivated to keep pushing forward.
- The important thing isn't how you track your goals; it's that you do track your goals. So, choose one of the goal tracking methods above, or create your own, but make sure the method you choose can keep you motivated.

Source: Adapted from Australian Youth Mentoring Network. (2017). *Mentoring training toolkit*. [Information Guide]. Retrieved from http://charitylabs.org.au/aymn/wp-content/uploads/sites/2/AYMN_mentor_training_toolkit11.pdf

Appendix 7 –Monitoring and Evaluation Tool for SMART Mentoring Goal Implementation

Mentor: Mentee: Interpreter				
SMART Mentoring Goal	Activities to Achieve SMART Goal	Who is responsible?	How will the goal be measured?/Performance Indicators	By when? Date
Example: Long-term learning goal: Mentee will increase knowledge and skill in managing (assessment and treatment) children with ASD. Mentoring goal: Mentee will gain understanding of range of best-practice service models for children with ASD and begin to implement appropriate models within their practice	1. Reflect on current models of service being used– discuss advantages and disadvantages for each and which model suits current context and culture etc	Mentee	Increased efficiency and effectiveness of services to families with children with ASD – need to decide on an outcome measure – increased positive parent feedback?, increased parent or child engagement in sessions?, improved communication skills of children?, decrease in waiting list?, increased confidence of ST mentee?	2 nd mentoring session
	2. Discuss EBP in this area – complete prior reading to session if possible, mentee to bring ideas to discuss in session	Mentee & Mentor		3 rd mentoring session
	3. Mentor can share relevant experiences	Mentor		3 rd mentoring session
	4. Mentee to present ideas to trial more appropriate	Mentee and Mentor		4 th mentoring session

	service models for caseload – make an action plan together			
	5. Mentee implements plan and then provides reflection to mentor	Mentee		5 th -6 th mentoring session
	6. Evaluate the outcomes together and update action plan	Mentee and Mentor		5 th -6 th mentoring sessions
	7. Continue to reflect, plan, implement and evaluate	Mentee and Mentor		7 th mentoring sessions
1.				
2.				
3.				

Appendix 8 – Mentoring Goals Review Form

1. Original goals:
2. What has been achieved?
3. What more needs to be done?
4. Any new goals?
5. Actions to be taken: By Whom/When:
6. Next Review Date: Signed Mentee: Date: Signed Mentor: Date:

Source: Adapted from Australian Youth Mentoring Network. (2017). *Mentoring training toolkit*. [Information Guide]. Retrieved from http://charitylabs.org.au/aymn/wp-content/uploads/sites/2/AYMN_mentor_training_toolkit11.pdf

Appendix 9 – Using Different Types of Questions and Statements to Promote Discussion, Problem Solving and Self-Awareness during the Mentoring Session

Type	Example	Purpose
Open – general Who What Where When Why How Tell me about...	<p>“Who could help?”</p> <p>“What did you learn from that experience?”</p> <p>“What would you like to happen next?”</p> <p>“What would you like to change to make things better?”</p> <p>“Where can you find that out?”</p> <p>“When you said that, how did he respond?”</p> <p>“Why did you choose this location?”</p> <p>“How do you feel about...?”</p> <p>“How does... affect...?”</p>	<p>Allows the other person to open up and elaborate.</p> <p>Too many “Why” questions may sound like interrogation, but they do have their place and are less threatening once a trusting relationship has been established.</p>
Closed	<p>“Do you like working here?”</p> <p>“Have you finished?”</p> <p>“Did you see this for yourself?”</p> <p>“Is this a convenient moment to talk?”</p>	<p>These will often only elicit Yes or No answers.</p> <p>Useful for checking specific facts quickly.</p> <p>Useful for starting a conversation that you can follow with more questions.</p>
Reflective and Summative	<p>“You are feeling upset because...”</p> <p>“You say you don’t understand when ...is that right?”</p> <p>“What I am hearing is...”</p> <p>“Let me go over the main points again and you can tell me if I have understood.”</p> <p>“Let me see if I understand correctly what you are saying...”</p>	<p>By repeating what they have been talking about you can demonstrate that you are listening and understanding what they are trying to tell you.</p> <p>It allows you to clarify what the other person is trying to say. Repeating back in their language helps people feel more accepted and understood.</p> <p>Useful in helping someone to clarify feelings or evaluate experiences.</p>
Clarifying	<p>“Can you tell me more about...?”</p> <p>“Could you explain ... a little more?”</p> <p>“So, what you’re saying is...?”</p> <p>“Could you elaborate on that point?”</p> <p>“When you say... what exactly do you mean?”</p> <p>“You seem...”</p> <p>“You sound...”</p>	<p>Clarifying Questions are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask good probing questions and provide useful feedback.</p>

<p>Hypothetical - open</p>	<p>“What would have happened if...?” “What would you do if...?” “How do you think so and so would react if you....?” “Given the choice what would you do if...?” “What would happen if you did nothing?”</p>	<p>An excellent way to get people to think about other ways of dealing with things. This type of question can help people think about other ways of thinking / acting for the future. It gives them a chance to try out a situation in a safe environment and to plan for different outcomes.</p>
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Source: Adapted from Australian Youth Mentoring Network. (2017). *Mentoring training toolkit*. [Information Guide]. Retrieved from http://charitylabs.org.au/aymn/wp-content/uploads/sites/2/AYMN_mentor_training_toolkit11.pdf

Appendix 10 - Preparing for Your First Meeting

1. What would you like to take away from your first meeting?
2. How will you make that happen?
3. Have you got any concerns about the first meeting? If so what?
4. What do you imagine the other person wants to get out of it?
5. What concerns may they have?
6. How could you prepare? (Is there anything you need to know beforehand?)
7. How will you start and finish the meeting?
8. What should you make sure gets covered?

Source: Adapted from Australian Youth Mentoring Network. (2017). *Mentoring training toolkit*. [Information Guide]. Retrieved from http://charitylabs.org.au/aymn/wp-content/uploads/sites/2/AYMN_mentor_training_toolkit11.pdf

Appendix 11 –Ten Steps to Positive Communication

Active listening involves not only hearing the words being said, but actually taking them onboard and making positive interpretations about what the speaker is feeling, thinking and responding to, during their conversation with you.

Some things to keep in mind when you are actively listening to another person are:

1. Prepare yourself – Active listening means being ‘tuned in’ to the person who is speaking and allowing them the time and space to get their point across to you.
2. Try not to talk over the top of the other person – Allowing space for both of you to express yourselves is vital in building rapport and establishing a positive relationship.
3. Put the talker at ease – Nod in response, smile and show positive body language. This will help the person to feel that you are engaged with what they are saying.
4. Remove distractions – Focus your mind on what is being said, don’t doodle, tap, shuffle papers etc.
5. Empathise – Try to understand, and relate to the other person’s point of view; even if it is not one you share. Empathy and compassion provide a positive platform for sharing of information without fear of a negative or judgmental response.
6. Be patient – A pause, even a long pause, doesn’t always mean that the speaker has finished. Silence is also okay. Don’t feel as though you have to fill all the silent ‘spaces’. Allow the conversation to ebb and flow as necessary.
7. Avoid personal prejudice, discrimination or judgement – appreciate that the person you are speaking to will have their own range of opinions, values and experiences and that these may be different to your own.
8. Listen to the voice tone – Volume, pitch and tone can help to show how someone is reacting to what is being said.
9. Listen for the message – not just words – You want to get the whole picture, not just bits and pieces.
10. Watch for non-verbal signals – It’s not just what we say, it’s the way that we say it. Non-verbal communication can either enhance our communication, or detract from what we are trying to say. It also plays a key role in how we perceive others, and how they perceive us. Gestures, facial expressions, and eye movements can all be important.

Source: Adapted from Australian Youth Mentoring Network. (2017). *Mentoring training toolkit*. [Information Guide]. Retrieved from http://charitylabs.org.au/aymn/wp-content/uploads/sites/2/AYMN_mentor_training_toolkit11.pdf

Appendix 12 - Mentoring Relationship/Process Review Form

<p>For the questions below, consider the following factors: purpose, communication, trust, process, progress, feedback...</p>
<p>1. How is the mentoring partnership working?</p>
<p>2. What is working well?</p>
<p>3. What, if anything, is working not as well as you had hoped?</p>
<p>4. What are you both gaining from your experience of the process?</p>
<p>5. What does the mentee appreciate about the support the mentor is providing?</p>
<p>6. What additional support does the mentee need?</p>
<p>7. What external constraints or difficulties are affecting the partnership? How might these be resolved?</p>
<p>8. What changes might be helpful to make in the way the program or either party operates within its expectations ?</p>
<p>9. Actions to be taken:</p> <p>By Whom/When:</p>
<p>10. Next Review Date:</p> <p>Signed Mentee: Date:</p> <p>Signed Mentor: Date:</p>

Appendix 13 – Participant Final Self-Evaluation

Before you complete this evaluation sheet look back at:

- The goals set for the relationship
- Reviews of progress
- Your notes recording the relationship’s development
- Feedback from others

Reflect on successes and problems, including any concerning the organisation of the project as well as those centered on the relationship itself.

- How did you cope?
- Which of your skills worked well? Which could have been better?
- Were the targets realistic?
- Were they achieved or not? Why?

Use this opportunity to identify strengths you can build on and areas you need to develop.

What went well?	Why?	How will I build on this?
What didn't go well?	Why?	How am I going to improve?

Source: Adapted from Australian Youth Mentoring Network. (2017). *Mentoring training toolkit*. [Information Guide]. Retrieved from http://charitylabs.org.au/aymn/wp-content/uploads/sites/2/AYMN_mentor_training_toolkit11.pdf

Appendix 14 – Mentoring Program Feedback and Evaluation Form

TFA requests that you complete the following feedback form to support continuous improvement of the program to enable us to achieve best outcomes for future participants.

Please rate the program’s effectiveness in achieving each of its objectives outlined below:



The program aims to assist Vietnamese mentees to:

- | | |
|---|---------|
| 1. Engage in a culture of life-long learning | Rating: |
| 2. Engage in opportunities to develop clinical, professional and personal development goals and then implement these with support and encouragement | Rating: |
| 3. Improve their ability to participate in reflective practice activities | Rating: |
| 4. Further develop professional knowledge in specific areas of clinical practice while enhancing skill and performance in these areas | Rating: |
| 5. Develop additional problem-solving skills in all areas of practice | Rating: |
| 6. Increase their motivation to continue engaging in professional development opportunities | Rating: |
| 7. Build confidence in clinical planning and practice (often for both mentor and mentee) | Rating: |
| 8. Sustain and progress within employment | Rating: |
| 9. Make independent decisions (clinical, professional and personal) for the future | Rating: |
| 10. Be able to instigate changes in their own professional lives | Rating: |
| 11. Become more self-aware and resilient through engagement in regular self-reflection | Rating: |
| 12. Become leaders of the profession in Vietnam through taking on additional responsibility for their own continuous professional development and through supporting and motivating their professional peers to do the same | Rating: |

Please also rate the following elements of the program using the effectiveness scale:

- | | |
|--|---------|
| 1. The Mentoring Guide | Rating: |
| 2. The Mentoring Tools | Rating: |
| 3. Initial matching of mentee to mentor process | Rating: |
| 4. Support provided to program participants by TFA staff (where requested) | Rating: |

Personal Reflections You Would Like to Share?

Ideas for Program Improvement?

Mentees – Please list any clinical resources you would like to access to better support you to continue to work toward your professional development goals? Please make a list below. If TFA have access to these, we will attempt to make them available to you. For example: case history form, clinical swallow evaluation form, aided language stimulation resources etc.

Mentees – Please list any clinical or professional practice areas you would like to receive additional training in? For example: speech sound disorder, cleft lip and palate, aphasia therapies, best practice models when working with families, AAC for children with significant disability etc. This will support with TFA planning for training opportunities in the future.

Mentors – how many mentoring sessions in total did you complete with your mentee? _____

ALL – I would like to continue in my current mentoring partnership for another 6 months. Yes/No

ALL – I would be interested in participating in a similar mentoring program in the future. Yes/No