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and Health Management

HOW TO BECOME AND REMAIN A GOOD MENTOR

Guidebook for mentors

Belgrade, November 2016

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FOREWORD

As University teachers, we are very often in the position to be responsible for postgraduate students by giving them guidelines for their master or doctoral thesis, as well as for the development of their career. Undergraduate students also ask for help in overcoming easier challenges with a curriculum or writing research scientific papers. All of them expect to have their own mentor to help with their personal and professional development. At the same time, the mentor needs knowledge and skills for facing new issues and his/her own professional development in the field of mentoring.

Today, most institutions or organizations responsible for youth development recognize the importance of mentoring as a process that supports learning and development and therefore improves the performances of individuals, groups or the whole organization. Mentoring refers to helping people to become what they want to become. Usually, it is an interaction between more experienced and less experienced person and provides direction that motivates the mentee to take certain action. Academic or career-oriented mentoring usually encompasses a formal relationship between a student and a teacher with the goal to strengthen knowledge and skills of the student and to provide assistance in the development of his/her career.

The purpose of this publication is to present basic knowledge about mentoring in an academic setting, which is depicted by gaining experience during the work on the mentorship component of Roma Health Scholarship Program – RHSP intended to Roma students studying for health professions.

Roma Health Project of Open Society Foundations – OSF was established in January 2001 and works to improve health and to respect human rights of Roma people by building the capacities of leaders and by supporting civil society organizations in forming their clear and strong role in the creation, implementation and monitoring of policies and practices which are influential on Roma health. Public Health Program of Roma Health Project contributes mission of public health to fight discrimination, advocate for the improvement of human rights and increase health care access for a highly vulnerable social group of Roma people.

Roma Health Scholarship Program – RHSP is a joint initiative of the Roma Education Fund – REF (implementing partner of OSF) and OSF Roma Health Project, implemented since 2008. In Serbia, it has emerged as a response to the Strategy for improvement of Roma status in the Republic of Serbia in 2009 and in the framework of the Decade of Roma in Europe 2005-2015.

The program consists of four components: selection and award of scholarships to candidates who are enrolled in high and advanced medical schools and Faculties of health professions (with additional support for foreign language courses and conference grants) managed and implemented by REF Scholarship Program, media campaign with information distribution of the scope and success of the program (Media Center Belgrade), advocacy camp training and tutorship component (Association of Roma students from Novi Sad) and mentorship component that provides selection of mentors who direct and guide Roma students by offering help in easier overcoming challenges with a curriculum and by including them in academic network.

The project "Mentoring support for Roma scholarship students studying for health professions" has been successfully conducted for six consecutive years (1 December 2010 – 1 December 2016).

The main goal is to provide one-year mentoring for Roma University medical school students (faculties of medicine, dentistry, and pharmacy) in the Republic of Serbia who participate in RHSP as beneficiaries of the REF.

The project holder is Center School of Public Health and Health Management, an organizational unit of the Faculty of Medicine, University of Belgrade, while the project is financed by Belgrade OSF as a part of an international network of Budapest and New York OSF with its founder George Soros.

The objectives of the mentorship component are:
- Providing help and support in personal and professional academic development of Roma students in higher education institutions
- Support for the inclusion of Roma students in an academic environment and the realization of their right to education
- Training of Roma students to participate more in the development of effective public health policies and programs for health promotion and disease prevention in Roma communities

The educational status of Romani national community is the lowest in comparison with all other national communities in Serbia. Therefore, educational support for Roma students is more than necessary, especially in the field of health professions since in that way they can do their best to help compatriots in health protection and promotion and in solving potential public health issues. Building a culture of mentorship provides a resource for

strengthening the educational capacity of Roma students to achieve better academic results, personal and professional development and integration in school activities and in society.

During six years of work on the project in total 121 scholarships have been awarded to undergraduate and postgraduate Roma students at four University Medical Schools in Serbia: Beograd, Nis, Novi Sad and Kragujevac. Help and support were provided by mentors - professors, associate professors, assistant professors and teaching fellows at University Medical Schools in mentioned cities. Regarding the fact that the majority of students and mentors participated two or more years in the project total number of students is 58 and mentors 31.

By looking at the distribution of students by Universities in the last six years, the majority of them came from Novi Sad (51%), one third from Nis (33%), seven from Belgrade (13%) and two from Kragujevac (3%) due to the fact that only in the first two years students beneficiaries were educated at the last mentioned University.

The intention of the project management team (Assoc. Prof. Dr. Janko Jankovic – project manager and Prof. Dr. Snezana Simic – deputy project manager) was the constant inclusion in the process of mentorship Roma pupils and students who got REF scholarships, but did not have right for a mentor (faculty studies for nurses, high and advanced medical schools) and also those enrolled in medical schools by using specific affirmative measures. It was important for them not to be excluded from the process of mentorship component.

Only several publications about mentoring available in Serbian language point out that there is no adequate knowledge and interest in our academic setting about necessary skills for a better mentor, although enthusiasm and motivation of teachers

and teaching fellows involved in this program show great will for the development of this aspect in an academic career.

We hope that this publication will to certain extent fill the gap in the scant literature in this field and enable all interested teachers to gain competencies in a domain of mentoring and to induce curiosity for surveys and practice of directly devoted work with students, especially for those who need help and knowledge the most.

Belgrade, November 2016
Authors of the guidebook

WHAT IS MENTORING?

Snežana Simić

"Having a good mentor early in your career can mean the difference between success and failure in any field"[1]

Mentoring demands passion, enthusiasm, positivism, time, energy and good will. A considerable amount of time must be devoted to work with each student and the mentor must be willing to provide resources tailored to their needs. In addition, he/she uses his experience and contacts to enable students to develop their professional network. A mentor is in this respect exposed to the energy and ideas of students, while he, in turn, receives guidance and encouragement for personal development. This relationship bridges the gap in the experience of these two persons, but it can be also established among colleagues in the same job. Sometimes it's good to have a mentor who is outside the direct line of authority in situations where formal relations are underdeveloped, and there is a need for advice on the development of a professional career, or when personal or professional interests of students differ from those of a formal mentoring. In the broadest sense, a mentor is someone who has a particular interest in helping others in their successful professional development.

The notion of mentoring is ancient[2]. The original Mentor is a character in Homer's epic poem "The Odyssey", and was described as the "wise and trusted counselor" whom Odysseus

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[1] Lee A, Dennis C and Campbell P 2007, 'Nature's guide for mentors, *Nature,* vol. 447, 14 June, pp. 791-797.
[2] Available from www.dictionary.com/browse/mentoring.

left in charge of his household during his travels. Athena, in the guise of Mentor, became the guardian and teacher of his son Telemachus. The name appears to be an agent noun of mentors "intent, purpose, spirit, passion". However, the general use of the word probably is via later popular romances, in which Mentor played a larger part than he does in Homer poem.

In modern times, the concept of mentoring has found application in virtually every forum of learning. This is a highly valuable activity implemented in many organizations today. At the core of the activity is the relationship between the mentor and the student (mentee) where the development of the mentee is the key focus.
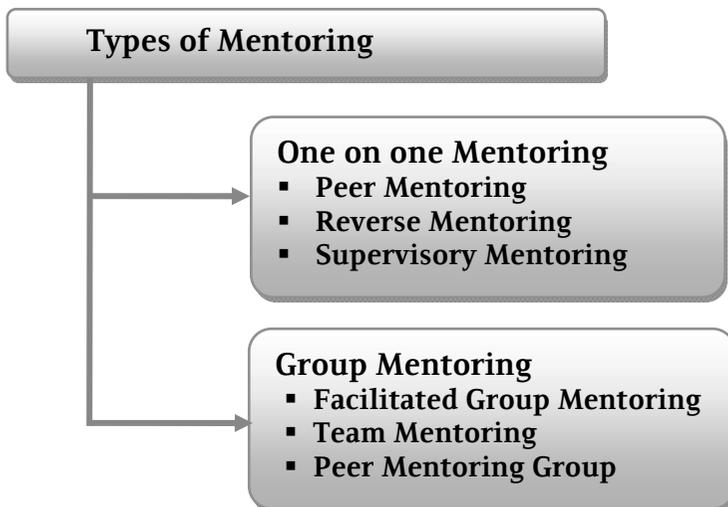
In the academic environment, the term mentor is often used as a synonym for the faculty adviser. However, the main difference between mentoring and counseling is more than advising, is a personal as well as professional relationship. The adviser may, or may not be a mentor. Everything depends on the quality of relations established between them, but in general, a mentor is in the same time adviser, teacher, role model, and friend. A mentoring relationship develops over a long period of time, during which a student's needs, and the nature of the relationship with the mentor change. The mentor should be aware of these changes and adjust the degree and type of attention, assistance, advice, information, and encouragement that he or she provides.

Given growth and changes in practice of mentoring, a broader description of this process includes following[3]:

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[3] Mentoring Guide: Mentoring Emerging Leaders. Available from
   http://mentoringguide.wordpress.com/about/what-is-mentoring

- a *process* of development of the interpersonal helpful relationship,
- a learning *partnership*, where both share their experiences and expertise (learning from one another although the mentor is more experienced),
- *timeline* differs as a short, medium or long-term relationship(s),
- *types* of mentoring include individualized (one-on-one) or team based relationship,
- sometimes involvement of multiple mentors – either at the same time (concurrent mentors) or one after another (sequential mentoring),
- occurrence over various *formats* (face-to-face, electronically or via blended media), and
- usually voluntary engagement or financially supported, depending on the organization.

As noted above, there are two types of mentoring: mentoring one-on-one person and a group mentoring.

Types of Mentoring

One on one Mentoring
- **Peer Mentoring**
- **Reverse Mentoring**
- **Supervisory Mentoring**

Group Mentoring
- **Facilitated Group Mentoring**
- **Team Mentoring**
- **Peer Mentoring Group**

Source: http://mentoringguide.files.worldpress.com/2010/05/mentoring-types.png

Academic or career-centered mentoring relationships usually involve a formal relationship between a student and a faculty/professional adult with the goal of enhancing a student's knowledge skills or career.

Building a successful mentoring relationship

Mentoring is recognized as a professional development tool that helps successful career planning, job satisfaction, and strengthening of the professional role of each individual. At the heart of the mentoring is a relationship between mentor and mentee, and like all relationships, it requires thought and review, time and mutual concern. Key elements important for the success of mentoring relationship are: to understand the *why* of the relationship, understanding its *how* and then, *committing* to it[4]. Building a relationship that works in practice is for some authors a model of the five stages[5]. It is particularly useful for mentor beginners who do not know how to begin, or have tried to be a mentor but disappointed with the way this relationship is going on, so it can maybe help them find their approach and achieve a successful mentoring relationship.

The first phase is *purpose* associated with all stages of the mentoring relationship and is the basis of continuous evaluation. At this stage, it is important to clearly articulate the purpose or intentions during the entire process of mentoring that are in line with the vision of mentee career stated by a student and mentor, their objectives and plans. The second phase is *engagement* and is connected with finding and being a

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[4] Available from: www.donnerwheeler.com/Programs _and_Services/Mentoring
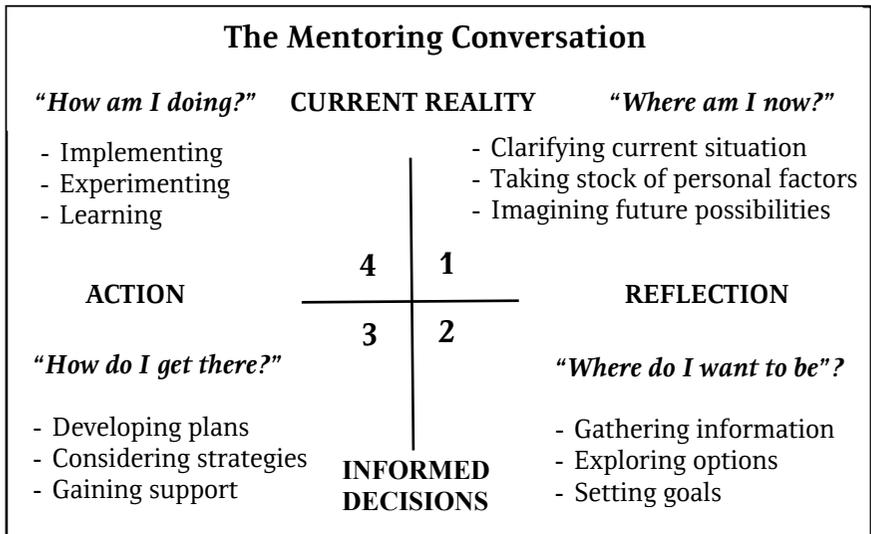[5] Ibid.

mentor. This can be done informally, or as an offer made to someone who can help a student to accomplish his or her goals, or through a program with a pre-selected pool of candidates to choose from and a systematic method for matching pairs. Whatever approach is chosen, a mentor and his student make the final decision, bearing in mind the defined goals, learning needs and styles of learning. In the third phase of *planning* the mentor and mentee formulate an action plan that includes goals, action activities, resource requirements, time limits and evaluation of results. They also discuss the characteristics of their relationship and expectations they have of each other. When the agreement is reached at the beginning, the partners will prevent misunderstandings or disagreements. In fact, it should be noted that the well-done stage of planning increases the likelihood of mentors satisfaction and good results for both participants in this process. During the *emergence* phase, the mentoring relationship slowly evolves. The goals are clear, the plan has been formulated and the task of the mentor is to guide the growth and development of the mentee by supporting, encouraging and creating challenges. The last phase, *completion* is a time for celebrating accomplishments, redefining the relationships and examining next steps.

Mentoring as a learning relationship according to other authors[6] follows four phases:

1. Preparing – discovery phase when mentor and mentee have to find out if mentoring is right,
2. Negotiating – the business phase when mentor helps mentee to set learning goals,

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[6] Available from www.studentlife.toronto.ca/mpp/four-phases.

3. Enabling growth – the work phase when mentor supports and provides feedback to mentee, and

4. Coming to closure – the assessment stage where mentor and mentee assess the value of mentoring relationship and move forward.

The Mentoring Conversation

"How am I doing?"   **CURRENT REALITY**   *"Where am I now?"*

- Implementing
- Experimenting
- Learning

- Clarifying current situation
- Taking stock of personal factors
- Imagining future possibilities

4 | **1**

ACTION   **REFLECTION**

3 | **2**

"How do I get there?"   *"Where do I want to be"?*

- Developing plans
- Considering strategies
- Gaining support

INFORMED DECISIONS

- Gathering information
- Exploring options
- Setting goals

Source: http://mentoring-works.com/docs/TheMentoringConversation.png

Examination of the phases of a mentoring relationship highlights also the psychological and organizational factors[7]. Although developmental relationship varies in length, it generally proceeds through four predictable, yet not entirely distinct phases: an initiation phase during which the relationship is started, a cultivation phase during which the range of functions provided expands to maximum, a separation

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[7] Krain KE. Phases of the Mentor Relationship. Academy of Management Journal 1983;26:608-25.

phase during which the established nature of relationship is substantially altered by structural changes in the organizational context and/or by psychological changes within one or both individuals, and a redefinition phase during which the relationship evolves a new form that is significantly different from the past, or the relationship ends entirely.

The nature of a mentoring relationship varies with the levels and activities of both mentee and mentor. But in general, each relationship must be based on a common goal: to advance the educational and personal growth of the student. The mentor can also benefit enormously.

There is no single formula for good mentoring. Different people will require different amount and kinds of attention, advice, information, and encouragement. However, the mentoring relation can be described by listing several aspects of good mentoring practice.

In general, several aspects of good mentoring practice include: careful listening, keeping in touch and building networks[8]. To hear exactly what the student is trying to tell is the most important part of careful listening. A good mentor is a good listener. Through careful listening, mentor conveys empathy for the student and when the student feels this empathy, the way is open for clear communication. The mentor should try through regular contacts to keep the student on the "radar screen" to anticipate problems before they become serious. Also, it is important to stress that mentor can be a powerful ally for students by helping them build their network of contacts.

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[8] *Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering* (1997). Available from www.nap.edu/openbook.php?record_id=5789&page=1

Characteristics of Good Mentoring Realationships

THE MENTEE	⟷	THE MENTOR

THE MENTEE	THE MENTOR
- Sets out to achieve new skills and knowledge; - Seeks guidance and advice; - Accepts responsibility for his/her own decision and action; - Maintains confidentiality; - Meets mutually agreed deadlines, - Acts on the advise received; - Maintains mutual trust and respect; - Attends scheduled meetings	- Helps with the mentee's professional growth; - Provides guidance, information and constructive criticism; - Assists in the evaluation of the mentee's plans, progress and decisions; - Suports and encourages; - Provides constructive feedback; - Maintains confidentiality; - Maintains mutual trust and respect; - Attends scheduled meetings; - Leads by example

MUTUAL TRUST AND RESPECT

How to differentiate a good mentor from a bad mentor?

This is not the usual question because there is always a way to learn something from the mentor, even if that is what it should not to do. Isn't a mentor by definition good? Good mentor provides support and encouragement as well as wisdom. He or she is excited about the success of their students and the

possibilities offered to them. And most importantly, it leaves them a plenty of room to find their own way of work, rather than impose his way as the only correct.

Several leaders in one blog[9] responded on the question of what is the difference among good and bad mentors. According to their experience:

- Good mentors are generous with time and wisdom, bad mentors offer themselves up and subsequently forget to make time for students;
- Good mentors love mentoring to see others grow, bad mentors love mentoring because it makes them look good;
- Good mentors always pick up the check at lunch, bad mentors don't even think to invite you;
- A good mentor gives students ideas and allows them to formulate own plan, bad mentor tells students what he or she would do;

In summary, good mentors differ from bad mentors in three ways. They listen to learn, guide to growth and elevate and empower.

It is important at the beginning of the mentoring career to plan approach, including strategies, processes, and behaviors that work. As a stimulus to these reflections, a simple self – assessment questionnaire can help[10]. Whenever you are as a mentor setting out on a mentoring pathway or simply want to see how your mentoring strategies stand up, it is helpful to fill out next table.

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[9] Available from http://askaprgirl.com/how-to-know-a-goog-mentor-from-a-bad-mentor.

[10] Lee A, Dennis C and Campbell P 2007, 'Nature's guide for mentors, *Nature,* vol. 447, 14 June, pp. 791-797.

SELF – ASSESSMENT: HOW GOOD MENTOR ARE YOU?

Activity/Strategy	Question/Task	Example	What could be done better?
Appreciating individual difference	Give an example of an incident that illustrates your acknowledgement of individual difference		
Availability	Give an example of the strategy you use to be available to your students/staff		
Questioning	Describe how you last used active questioning to leed a mentee towards solution		
Bulding a social community	Describe a deliberate strategy to use to build a learning and scientific community in your group		
Celebration	When did you last celebrate a mentee achievement? How did you celebrate?		
Skill development	Describe steps you take to develop the critical, writing and presentation skills of your mentee		
Networking	Describe one example of how you have introduced mentee into professional network		
Mentor for life	How many of your past mentees are you in contact with?		

MENTORING, MENTOR AND ASSISTANCE IN LEARNING

Zorica Terzić

"Behind every successful person, there is one elementary truth. Somewhere, some way, someone cared about their growth and development. This person was their mentor."[11]

Mentoring, although dating back from ancient Greece, since the seventies of the last century, it has found its place and great application in three fields: education, management, and psychology. Today it is widespread in different areas and environments: in international organizations, companies, banks, law firms, voluntary organizations, education, projects...

Mentoring combines many elements, a central place belongs to the connection between the mentor and a person who needs help, for example, student or pupil (English - mentee/learner, French - protégé). If type and objectives of relationship are not clearly determined than probably it is not mentoring, but other forms of assistance in which there hierarchy is present (parent and subsidiary parties), such as coaching, counseling, oversee, responsibility for someone. The word resident/protégé, also suggests the existence of power relations. Mentoring in Europe as well as in large parts of Australia and New Zealand (Figure 1) differs from mentoring in the USA (Figure 2), because it reinforces mutual learning and encouraging, the independent performance of certain tasks by

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[11] B Kaye, 2004, 'Coaching for engagement' in *The art and practice of leadership coaching. 50 top executive coaches reveal their secrets,* eds H Morgan, P Harkins & M Goldsmith, John Wiley & Sons Inc, New Jersey, pp.97.

the student, the greater role of mentor and the greater interaction between the mentor and the student.

There are two dimensions of assistance in learning which are pertaining the definition of who is in charge and what are the needs of the individual (Figure 1 and Figure 2). If the mentor takes the main responsibility for managing the relationship, the relationship is directive. Mentor determines the content, time and topics of discussion, directs the student to specific tasks or personal goals, gives precise advice and suggestions. The relationship is nondirective if the mentor encourages the student to determine the schedule and to start a meeting, come to its own conclusions about the future work and encourage his/her independence. For this kind of relationship, many researchers advocate.

The needs of the individual are related mostly to learning and are expressed with the need for spreading knowledge or care for students, providing support and encouragement. A successful mentor should also expand the knowledge and care of student applying four basic styles of assistance in learning: coaching, tutoring, networking, and counseling.

Mentoring is a partnership between two people based on trust. It is a process in which a mentor provides to student an ongoing support and development opportunities. In relation to the students' issues and obstacles, mentor advises him, makes recommendations and provides support in the form of pragmatic and objective assistance. Both are trying to develop a strong two-way relationship that will enable learning.
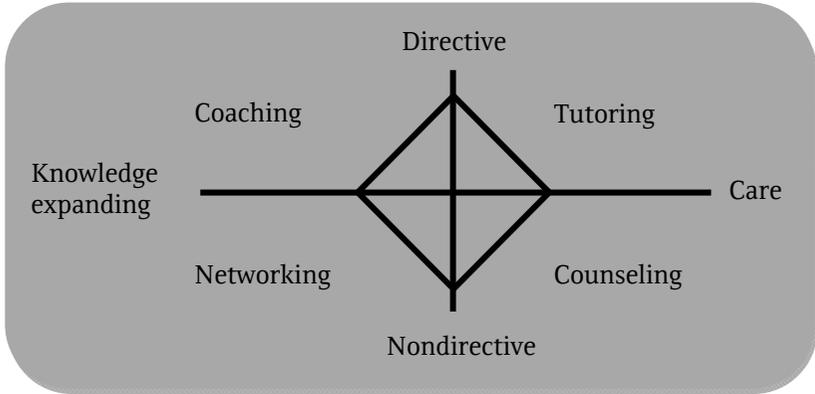
Figure 1. **The European approach to mentoring –
development mentoring**

Unlike the European Mentoring (Figure 1) where mentoring presents diamond in the center of the diagram, the US mentoring presents circular and is located in the top right corner, and often involves a high level of sponsorship behavior (Figure 2).
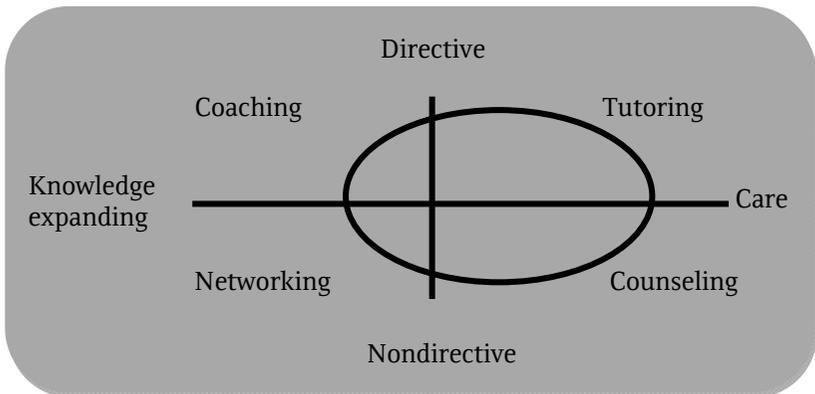

Figure 2. The US approach to mentoring – sponsorship

Definitions of mentoring and mentor

There is no single definition of the term mentoring, primarily because of the complexity of the phenomenon as well as the impact of culture (organizational and national) to its development and also the context in which it is applied. Some describe mentoring as a concept or process, while others use the term to describe a certain set of activities that mentoring includes, relations that are established or emphasize the social and psychological development of students. As a result, numerous operational definitions of mentoring and mentor were made.

Definitions of mentoring and mentor in the field of psychology

The mentoring relationship is one of the most complex and developmentally important, one might have it in early adulthood. ...No word currently in use adequately reflect the nature of the relationship to which we are speaking here. Words such as "advisor" or "guru", suggest more subtle meaning, but they have other connotations that would be wrong. The term "mentor" is usually used in narrower sense to mean a teacher, advisor, or sponsor. The term, how we use it, means all of these things and much more. ...Mentoring is defined not in terms of formal roles, but in terms of characteristics, relations and functions that mentor fulfills.

Terms mentor and sponsor are often used as synonyms to denote elderly people in the organization or profession who take younger colleagues under his/her "wing" and encourage and support their career development through theirs middle age.

One of the most commonly cited definition of mentoring that focuses on training and development of relations is **"informal assistance from one person to another in making significant progress in knowledge, work, and thinking."** In this definition, "informal" is an acceptable term because it allows a more open relationship between the mentor and the student and it prevents mentor to have a conflict of roles.

> ### Definitions of mentoring and mentor in the field of education
>
> Mentoring in the function of educational institutions can be defined as a connection which is the result of "one-on-one" learning between the older and younger people based on behavior modeling and additional dialogue between them.
>
> Mentoring is a form of professional socialization where experienced (usually older) individual is acting as a leader, role model, teacher and protector of the less experienced (often younger) residents. The goal of the relationship is the further development and improvement of skills, abilities and understanding of residents.
>
> First, it is a deliberate process of interaction between at least two people. ... Second, mentoring is a process that encourages the development of residents. ...Third, mentoring is a process of perceptiveness in which a protégé receives and overcomes the wisdom of a mentor. ...Fourth, mentoring is a support, frequently patronizing process. A mentor can serve as an important leader and a true controller in the introduction of residents in the environment for which it prepares. ... In the end ... a core component of mentor work is to be a role model.

Definitions of mentoring and mentor in the field of management and organizational behavior

A mentor is someone who is in position of power, or someone who advises you or who is showing your achievements to other people who are also in a position of power in the company.

A mentor is a senior member of a profession or organization who sets values, provides emotional support, consults, informs and advises about careers, he is sponsor in professional and organizational sense and facilitates access to key organizational and professional networks.

A mentor is the person who oversees the career and development of another person, usually younger, through teaching, counseling, provision of psychological support, by protecting him and sometimes enhancing or sponsoring him.
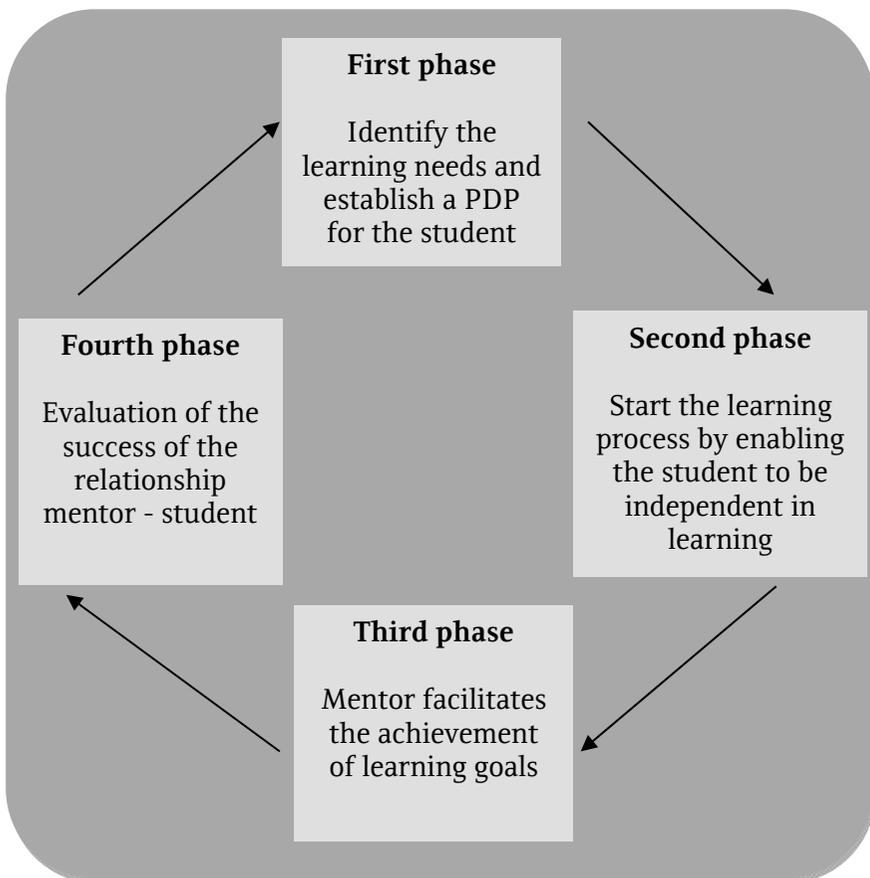
"Assistance" expresses a wide range of resources that mentor can provide for students, from direct advice to simple listening. The term "one person to another" means that the hierarchical relationship is not important; important is the difference in the experience that defines the relationship mentor - student (it is quite often that mentor by hierarchy is at a lower level, for example, a top manager may have a young, computer-educated mentor who introduced him to new technologies). "Significant progress" refers to the mentoring relationship itself with clearly defined objectives on which mentor and student have been working together and have made an agreement.

Types of mentoring

Mentoring can be formal and informal. Informal mentoring develops spontaneously and often it is not recognized as a specific mentoring relationship. It is a relationship of support that a student receives from the older and more experienced individual (mentor) with whom he has regular contacts, whether he is a family member or teacher. Informal mentoring includes providing general guidance and support, and in some cases, helps the student to learn something new. Mentor comes to the student (or vice versa) and develops a relationship that brings benefit to the student. Informal mentoring promotes the establishment of positive relationships with adults. Due to the spontaneous development, this relationship depends on the common characteristics of mentor and student, and the common sense of comfort that develops from the very beginning. The relationship can be developed from a specific student need to complete the task or because of certain situations in which he needs guidance, support, and advice. The relationship can be a short or long term, but in both cases, it has a lasting positive impact on the student.

Formal mentoring involves a structured and deliberate approach that provides students with the experience and benefits similar to those that exist in the informal mentoring. It establishes a partnership, defines the aims and nature of the relationship. Such initiatives are often facilitated by organizations, agencies or programs that are designed to create and maintain a mentoring relationship. This kind of mentoring is mostly effective when mentor voluntarily participates and is motivated to help the student. Formal mentoring includes relationships "one-on-one" between adults and students, or

older, more experienced peers and younger colleagues, as well as the relationship of a small group of students who work with an adult or older peers on a certain aim. In all cases, mentoring activities are carried out according to the timetable for an extended period of time. Formal mentoring programs emphasize the positive development of young people. Formal mentoring consists of four phases (Scheme 1).

First phase

Identify the learning needs and establish a PDP for the student

Second phase

Start the learning process by enabling the student to be independent in learning

Third phase

Mentor facilitates the achievement of learning goals

Fourth phase

Evaluation of the success of the relationship mentor - student

Scheme 1. Phases of a formal mentoring process

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COMPONENTS OF MENTORING

Janko Janković

"Who dares to teach must never cease to learn".[12]

A mentoring is very important, complex and spread form of pedagogical work of teacher and it is expected to be in the function of teaching and educational process improvement of the student when the support is necessary, justified and useful.

It is a process of quality improvement that enables efficacy and achievement of defined goals, a reflective concept in all professions, as well as, in education. The ultimate goal of mentoring is a quality improvement of the student's knowledge. To achieve this, the person needs to think how good is what he/she is doing, what he/she wants to improve and what is the way to achieve this.

The most important mentoring components are:
- **pedagogical/professional**
- **social**
- **psychological**

Pedagogical or professional component of mentoring is present in our literature as a distinctive type of pedagogical work. However, speaking about basic teaching forms like

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[12] Popović, D, Subotić, Lj, Grbović, S, Bulatović, Lj, Luteršek, N, Gazivoda, N & Maslovarić, B 2009, Mentoring: A Handbook for Teachers, Podgorica, Institute for Education. (in Serbian)

frontal, group or individual teaching work, we need to think about questions relevant for understanding the nature and function of mentoring, but those questions are rarely connected with a mentorship work as a unique, identifiable form of pedagogical activity of the majority, in the first place university professors.

Ideas of individualization of teaching and teaching models based on learning via discoveries are conceptually closer to the problems of mentorship work in teaching. Work on individual and team projects, as well as, application of other teaching models which stress at the first place autonomy of the students and quality improvement of the learning process, actualize the need for the wider implementation of mentorship work at all educational levels and with all students' categories. Whether looking at the students through the prism of their capabilities and gifts, endeavors, and motivation or through the prism of increased need of the environment itself for specific educational and expert profiles of the authorities, need for the mentorship work stay constant.

The pedagogical component is reflected in helping the student to acquire the necessary knowledge and skills to achieve success at the Faculty, especially in creating challenging situations in which expresses and proves its capabilities, creativity, and knowledge. It enables the progress of the student in the field of research activity, conference participation, publication and acquiring pedagogical skills. Mentoring represents the important development path of the student due to expectations from the mentor to improve the efficacy of the student and to support and facilitate his/her personal, educational and professional development. The role of the mentor is to facilitate learning via organizing and arranging

teaching activities. A mentor supervises the student, follows his/her progress, gives constructive recommendations and make decisions whether students achieve expected level of knowledge during the learning process. The highest level of the pedagogical role is achieved by a mentor when observations and thoughts are changed and when the student is induced to crystallize new experiences together with a mentor.

A mentor gives support to the student in order to involve him in the practice and contribute the gaining of certain student experience for a successful ending of the studies. Pedagogical support comprises different sources regarding the goals and content of a teaching process (curriculum, methodical and professional literature), as well as practical advice based on surveys and years of rich experience (time management, different teaching strategies, strategies for assessment of a student's knowledge, ideas for setting organizational routines, planning and preparing for teaching etc.). A mentor can help students in preparing practicals, oral examinations, exams (consultations), in writing scientific-research work, seminars, final exams and in finding appropriate literature. Also, the mentor can involve the student in surveys, projects and help to acquire skills in everyday practice.

Social component of mentoring, i.e. social approach to education and teaching has been shown through consideration of group work dynamics, management of educational groups, student engagement in different curricular and extra-curricular activities, as well as through the role of teacher and Faculty in creating the environment for the creation of socially relevant interests, attitudes, values and lifestyles.

Social component is related to student's promotion in direct and wider environment. The mentor can support the

student by including him/her in the activities which enable students to closely follow the work of other teachers/professors and to meet them. The mentor is the person who opens the numerous doors and who with his/her authority provides the student with new opportunities and experiences. Contacts and experiences made with a mentor's help may help student for easier job arrangements in the future.

Also, the mentor needs to stimulate the student to appear in front of the public (eg. attendance on meetings, seminars, congresses and conferences at the Faculties, local and wider environment, as well as, activism in non-governmental or student organization) and to practice his/her communication and social skills.

Mentoring entitles stable and clear interpersonal relationship, usually direct, and face to face communication. However, the relationship can be realized via indirect communication like phone or e-mail communication.

Psychological component refers to open, thematically focused conversations, information exchange, mutual introducing of the mode of work and relationship towards program matters. A mentor may advise the mentee without or sometimes with the directive. Prevention of possible mistakes is a very important aspect of the relationship between mentor and student. Mentor by default shows interest and readiness to offer support and keep a friendly relationship. The very notion that there is a person who is devoted to student's progress, gives useful advises and presents his/her advocate, is very important for confidence strengthening and lower exposure to stressful situations. A mentor helps students in easier solving of potential problems by pointing at them, identifying possible solutions and

enabling resources for dealing with difficult situations during the study period. He/she is a friend who will not betray instilled confidence, someone to rely on, who is always there for you when you need and offer moral support.

The mentor is a role model for the student, i.e. someone who you admire and want to follow. Mentors give their best to make a positive impression on the students. They are not perfect people, but they will give their best to share with students something they know well. Also, they should be sincere when making mistakes or do things they do not know better.

In mentoring process directed at learning, mentor supports the student by listening carefully and with a full respect, shows empathy toward student (understand and share the feeling, concerns, experiences) and pays attention to the harmony between verbal and non-verbal communication. A mentor is a person who brainstorms the student's ideas: a person who will listen to all ideas and discuss them with the student. It is expected to give feedback, i.e. to give sincere and honest positive and negative feedback about student's progress. The student is privileged on that way and feels free to say things usually he/she feels uncomfortable to speak with others. Sometimes it should be expected from student to talk with a mentor about aspirations, dreams, fears or mistakes.

Role of the mentors

Depending on different circumstances and needs of the students mentor takes different roles in his work, i.e. offer kind of support student need the most. A mentor needs to be emphatic, person who gives energy, guides, mediator, discrete

adviser, sincere friend and someone to rely on, effective mentor, in short, an inspiring person ready to help the younger ones and always a discrete trustful person. This wide palette of roles and approaches entitles flexibility, as well as, knowledge and experience. We are familiar with some of these roles from everyday life and if we take the role of active listener and observer we will know exactly the right moment for shifting the roles or merging some.

The most complex is a role of adviser or consultant due to the highest burden of obligations and jobs of the mentor, and as the roles are shifting toward collaborator and leader at the end, there are less work for the mentor.

As an adviser, a mentor analyses the situation, gives info and new ideas, and explains why certain situation happened. He also gives important information about administrative procedures at the Faculties (laws, bylaws, regulations and rules of the Faculty, pedagogical and other documentation), learning process, syllabi and their contents, standards, and successful practice. This role of mentor is considerably founded on mentoring that aims and sometimes guides the student in a certain or desired direction. The mentor acts as a guide in discovering possible roads and chances and usually, succeeds in convincing the students to choose the right way. He is adviser during the student's career, i.e. a person who helps students to set short and long term plans for their career.

When a mentor has the role of a collaborator, he/she and a student mutually analyze the situation, find relevant information and recommend new ideas in order to improve the quality of the work. Collaborative interaction entitles joint analyses, brainstorming and making a decision about problems solving. Reciprocity, as the main feature of collaboration, is

composed of joint learning, mutual respect and progress. Both sides participate, alternately listen, paraphrase and consider due to mutual understanding and productive outcomes. The role of a collaborator allows a group to find its path and individuals to personally decide what to do.

As a guide mentor's role is to lead the conversation, pose questions and paraphrase, while student needs to analyze the situation, make new ideas and solutions and notice the possible gap between set goals and achieved results. A mentor stimulates the student to think about certain important issues, solves problems, considers and explains the goals. Perfect mentor has the ability to make us better than we are, have a good opinion about ourselves and inform us he believes us.

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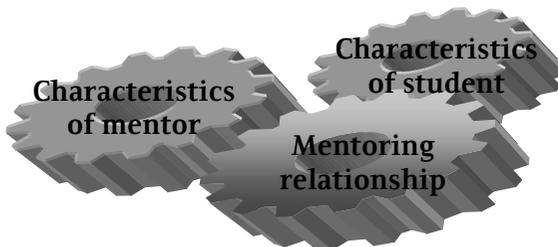
WHAT IS NECESSARY FOR A GOOD MENTOR?

Aleksandra Jović Vraneš

"There aren't bad troops, only bad leaders"
Napoleon[13]

Mentor's work means information, competence, and experience transfer from a mentor to a student, as well as establishing trust and support relationship. Every mentor should possess particular skills so that the relationship with a student could be successful. It happens in practice that top experts and experts in some fields fail to make "good relationship" with their students. The reason could be insufficient knowledge of the skills that make a good mentor. Certainly, shouldn't be forgotten that in a basis of a good mentoring lie mentor's features, but also the features that characterize a good student.

One interesting acronym appeared in literature that describes what mentors should do. Although the opinion that a mentor manages the relation still applies, it is more and more

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[13]Schom A 1998,Napoleon Bonaparte, Harper Perennial, New York.

expected of a mentor to help the student in taking over the management of their relationship. Encouragement concepts, concepts of care, training, respecting and reacting to the student's needs, have mainly remained unchanged.

- **M**anaging the relationship
- **E**ncourages
- **N**urtures
- **T**eaches
- **O**ffers mutual respect
- **R**espond to the mentee's need

Characteristics of a good mentor

A large number of necessary skills for a successful mentor are described. These skills are most often divided into two larger groups: organizational and interpersonal skills.

Organizational skills	Interpersonal skills
Planning	Listening
Evaluation	Communication
Assessment	Counseling
Priority establishing	Feedback
	Motivation and encouragement

Organizational skills

- For a good mentor, planning means combining expert knowledge, including important details, as well as other resources in order to optimize efforts to achieve the goal.
- Evaluation means continuous monitoring of mentoring relationship and progress towards the established goals, all through the support and supervision of the student.
- A good mentor continuously monitors and estimates his student's work. Assessment can take many forms and we can say that if a mentor uses larger method variety, assessment can be more objective.
- One of the important organizing skills of every good mentor is to know to recognize priorities through the work with a student. Adequate priority choice means a larger chance to achieve planned goals in the optimal time frame.

Interpersonal skills

- A listening skill could be seen as passive listening (one-way) and active listening (two-way). Passive listening means little or complete verbal response absence. This listening mode is suitable in cases when a student wants to express its opinion, particular frustrations and doesn't expect any response. On the contrary, active listening includes the verbal answer. A good mentor besides listening of the student's words should concentrate on nonverbal communication, like the body language or eye contact. Active listening reduces the possibility of

misunderstanding, strengthens cooperation and nurture understanding and trust.

- A good mentor must have communicative skills which are a combination of numerous abilities. Besides listening, it is important to observe, that is to be open to visual and other nonverbal signals, to detect unspoken. Successful communicators analyze what the other person says, think about it and prepare the answer, at the same time. It is very important that a mentor knows how to adapt communication to the student's needs.
- Counseling is an effective method of guiding a student. It means giving guidance and advice that lead students in the right direction. If a mentor uses creative, innovative and inspiring ways, the student's work motivation increases.
- Feedback allows students to follow its moving direction and if necessary to motivate him/her to change. It is important for the further professional student's development as well as to strengthen and improve mutual relationship mentor - student.
- Motivation is the driving force to student's further progress. The mentor must recognize the student's progress capacity and point it up clearly. Otherwise, students can be motivated in different ways: by giving positive feedback, providing new opportunities, creating pleasant working atmosphere, helping during the work process, taking part in additional activities.

In the course of the mentoring work, a mentor could be in the following roles:

Roles of a mentor	
Friend	Catalyst
Critic	Diagnostician
Leader	Expert
Resonator	Employer
"Devil's advocate"	Sponsor
Translator	Protector
Model	

A mentoring activity also includes the provision of technical assistance, clarification of roles and responsibilities, understanding the possibilities and obstacles, encouragement and stimulus.

At the very beginning of the work with the student, the mentor should develop a sincere atmosphere of mutual trust and support. A mentor brings experience, objectivity and keeps distance in the mentoring relationship. A good mentor must be ready to share his/her knowledge, not to feel jeopardized that the student could become equally good or to exceed him/her.

Characteristics of a good student

Mentoring is a two-way process which demands from both sides to give their contribution. The student's behavior has a significant influence on the quality and type of assistance he/she will get. The characteristics which characterize a good student and a participant in this relationship usually include:

Characteristics of a good student	
Desire for learning and progress	Loyalty
Desire for participation	Commitment
Intelligence and quick learning	Conscientiousness
Ambition	Flexibility and adaptability
Desire for success	Readiness for challenges
Self-confidence	Willingness to accept constructive feedback
Good organization	

The closer students are to these characteristics, the more they will get from the mentoring relation, and the mentor will benefit too. A relationship like this makes mentor's work successful and fruitful. Research on mentoring relationship from Scandinavia indicates that the most successful relationships are those where the students are mainly proactive and mentors are relatively reactive.

One of the challenges of mentoring is to establish a balance between the need to provide students broader knowledge with the need of support providing. It is not easy to arm mentors with instinctive abilities in order to adapt challenging level to the needs of the individuals, but it is crucial to establish relationships that will bring results.

Mentoring vision is that everyone has the opportunity to take part in it and benefits from it.

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PERSONAL DEVELOPMENT PLAN

Janko Janković

"He who fails to plan is planning to fail."
Winston Churchill[14]

Personal development plan (PDP) is a structured and continuous process that helps us to think about our own learning, performance, and achievements and to plan for our personal, educational and career development. It is useful for students, as well as, for mentors. PDP presents a part of the professional portfolio or educational file of both students and mentors. The role of the mentor is to help students to make their own PDPs which they will later fill in and maintain (through their study and career) (see PDP template).

The primary objective for PDP is to improve the capacity of students to understand what and how they are learning and to review, plan and take responsibility for their own learning. Also, it helps them to define goals and to evaluate progress in achieving those goals, to become more effective and independent in their work, to improve the learning skills and to pursue a positive attitude towards learning, future education, and career.

If we have hopes, dreams, goals we are chasing but aren't sure which way to go, perhaps a personal development plan will help us figure that out, and help us get there.

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[14] Personal Development training with Sid Savara, *How to Create Your Personal Development Plan* (cited 2016, November). Available from: *http://sidsavara.com/personal-development/personal-development-plan*

A PDP is not a product of wishful thinking, but well-defined goals.

The purpose of a PDP is threefold: goals are clearly defined (knowing what our goals are, we have clear picture about what we need to do), it gives answer to the question "why are we doing something?" and represents compass, i.e. directs us on the right way and guide us towards achievement of our goals.

A PDP can motivate us when we face the obstacles in the learning process and when our interests start to decrease.

The PDP template consists of 6 steps, and these are:
- current state definition
- desired state definition
- activities and resources needed to achieve the desired state
- timeline
- implementation
- evaluation

The current state is the first step in PDP which gives answers to the following questions: "What is my current state?", "Where am I starting from?", "What are my strengths?" and "What are my weaknesses?". **SWOT** analyses can be also used (English acronym: **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats) as a common managerial tool for problem-solving. Self-assessment is not an easy job at all, so it is important to know what other people think about us, i.e. to receive feedback about our strengths and weaknesses. Also, several focus areas must be defined on which we need to work more and to improve. They are related to communication skills, writing skills, anger management, motivation, decision making etc. It is important to focus more on features with direct impact on near future.

> *"You need to know where you're starting from so you can measure your progress as you progress through your personal development plan!"*

Desired state definition is another step in PDP. We need to ask ourselves the following questions: "What is my desired state?", "Where is the end point?", "What do I want to improve?", "Why do I want it?" and "What are the benefits?", then short, medium and long-term goals need to be defined. It would be good to be "SMART" in defining our goals, i.e. to set specific, measurable, attainable, realistic and time-bound goals. At the end, we need to think about the criteria for success. Indicators for measuring progress in achieving our goals can be used (eg. quantitative indicator like 1 to 5 scale is an adequate indicator for measuring the increase in self-confidence during the oral presentation).

> *"Knowing what you want to achieve will increase your chances of achieving it!"*

In order to achieve desired state certain activities and resources are needed. Therefore, we need to think what is at our disposal for achieving goals. Do we need to study more, to read books, to attend courses, seminars, to conduct a survey or to ask for mentor's help?

The time factor, i.e. time period for achieving the desired state is another step in the creation of PDP. Set a timeline to meet short, medium and long-term goals, for each activity set a few hours or more per week and stick to it. The most important is to be realistic in setting deadlines and to be adjustable to changes.

Implementation or applied knowledge into practice is another step. Everything defined in PDP needs to be implemented into practice and in order to know that defined goals are achieved and to what extent, evaluation is needed. The best would be to conduct one evaluation at the beginning and one at the end of the learning process.

At the end do not forget to celebrate success and to think about mistakes. On that way, the whole process will be more exciting. That will push us to finish what we started.

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PERSONAL DEVELOPMENT PLAN TEMPLATE

What is my current state?	
What are my strengths?	1. 2. 3.
What are my weaknesses?	1. 2. 3.
What are the common feedbacks that I receive from others	1. 2. 3.
What are focus area priorities that I need to improve?	1. 2. 3.
What is my desired state?	
What do I want to improve?	1. 2. 3.
Why do I need that? What does it give me?	1. 2. 3.
What are my short-term goals (up to one year)?	1. 2. 3.
What are my medium-term goals (2-5 years)?	1. 2. 3.
What are my long-term goals (up to 10 years)?	1. 2. 3.

What is needed to achieve desired state?	
What activities do I need to take for achieving the goals?	1. 2. 3
What are the possible resources for achieving the goals?	1. 2. 3.
Timeline	
Schedule of activities	***Focus area 1*** *Day and time:* ***Focus area 2*** *Day and time:* ***Focus area 3*** *Day and time:*
Deadline for achieving the desired state?	***Focus area 1*** *Start date:* *Short-term goal:* *Medium-term goal:* *Long-term goal:* ***Focus area 2*** *Start date:* *Short-term goal:* *Medium-term goal:* *Long-term goal:* ***Focus area 3*** *Start date:* *Short-term goal:* *Medium-term goal:* *Long-term goal:*
Notes/comments/suggestions/other	

CONTEMPORARY LEGAL FOUNDATIONS FOR MENTORING

Milena Šantrić Milićević

> *"While we teach, we learn."*
> *Seneka*

Mentorship is a component of the professional development of an individual. As such, it is governed by the general and specific legislation and regulations in the field of the education system, labor sector and other activities such as health care. It is important during schooling or practice, in a team or individual work as a mechanism for improving knowledge and skills, and supporting personal development. Regulations are the legal guidelines for the mentorship program, leadership style, and value system, and they define ethical principles, objectives, organizational standards and methods.

Mentorship in the Republic of Serbia has a formal status, defined obligations, and strategic documents in the field of education; the Government of Serbia has adopted the Strategy for Education Development in Serbia by 2020, and the Strategy for professional guidance and consulting. It should be conducted formally at all stages of professional development, and not only during an internship or as informal activity (Figure 3).

In Serbia, mentoring is implemented in the education system, for example, as preparation for contests, pedagogic work or scientific research and writing thesis. The education system in Serbia consists of nine educational subsystems within the undergraduate studies and university education levels. Each subsystem has own development and financial strategy. These subsystems are: social care for children and pre-school education;

Legal framework, ethical principles and standards for programming, organization, management and evaluation of the mentoring in the Republic of Serbia

- Law on Education System Foundations (Official Gazette of RS 2009,72);

- Law on Amendments to the Law on Education System Foundations (Official Gazette of RS 11);

- Law on High Education (Official Gazette of RS 2005, 76);

- Law on Amendments to the Law on High Education (Official Gazette of RS 2010, 44);

- Law on Higher Education - revised text (Official Gazette of RS 2005,76; 2007,100- authentic interpretation 2008,97; 2010,44);

- Law on Scientific Research Activity (Official Gazette of the RS 2005,110);

- Rule book on continuous professional development for teachers, educators and professional associates (Official Gazette of RS 2012,13);

- Law on Health Care (Official Gazette of RS 2005,107; 2009,72 - Laws 2010, 88 and 2010, 99);

- Rule book on internship and professional examination of health workers and health associates (Official Gazette RS 2006,50; 2009,112; 2010,50).
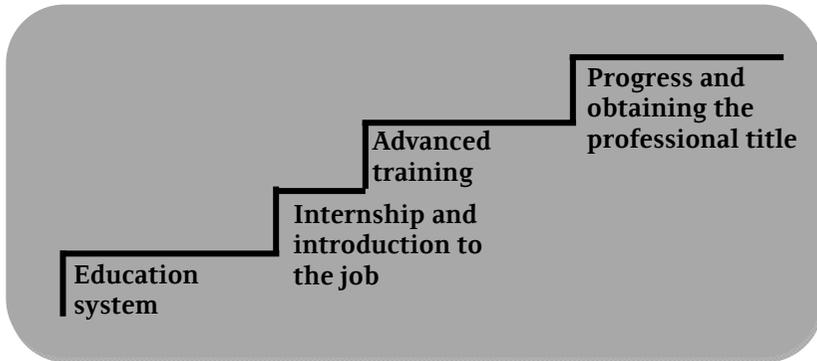
Figure 3. Fields of mentor's work during professional development of the individual

Modified by: Trkulja, M 2011, Establishment of the mentoring system in Serbia, Institute for Advancement of Education, Center for Professional Development, Belgrade, available at: http://mpn.gov.rs [5 November 2016]

basic education; general and artistic secondary education; secondary vocational education; baccaulerate and master academic studies; PhD studies; vocational specialists' studies; training of teachers and education for adults.

Mentorship is equally necessary during continual professional education, for career advancement, and for getting appropriate vocation title. According to the Law on Higher Education, all institutions for high education have four main objectives that cannot be achieved without teachers - mentors.

Although the term "mentor" appears only once in the High Education Law (Article 78), the duty of teachers is to provide evidence about their support to career development of the junior teaching staff at the university, and about advising students during preparation of final thesis for specialist, master and other diploma at academic studies in order to maintain

quality in higher education. Teachers may be mentors even after retirement, but no longer than two school years.

The Law on High Education

Article 3

The objectives of the high education are:

1) transfer of scientific, technical and artistic knowledge and skills;

2) development of science and promotion of artistic creativity;

3) provision of scientific, technical and artistic youth;

4) to provide opportunities for individuals to under equal terms acquire high education and to educate themselves throughout of life; a substantial increase of the share of population with high education.

Ordinance on norms and standards requirements for the work of universities and colleges for activities that are financed from the budget (Official Gazette of RS 2002, 15.)

Article 3.

Preparation and implementation of lectures tasks include:
- ...
- mentorship in graduation thesis;
- mentoring students on master, or doctoral studies;

By the Law on the Education System Foundations, an institution is required to determine a person who will be the mentor for a trainee during the internship, in order to easily transit a trainee into the work processes. The same regulation defines the mentor as a teacher, educator, professional associate, who has gone through a complex training program for mentors. Mentorship in a particular job setting, such as health care institution, is defined by the Law on Health Care and by-laws, and general Labor Act.

> *"Knowledge shared is knowledge multiplied"*
>
> *Anonymous*

The largest number of previous reform actions in the education system was more focused on improving the plans, programs, and textbooks, instead of reforming the whole education system. Furthermore, the reform of the education system has been dealing more with the system's internal weaknesses than with setting up its mission and functions in relation to the public. Long-term implications of these reforms were rare.

The new Education Development Strategy in Serbia by 2020 relies on the current state of the system and is guided by the development needs of the society in the Republic of Serbia. The Strategy highlights the important problems and vision of the education system in the Republic of Serbia by 2020.

The problems are numerous; primary among them may be the way of initial education and training of teachers, which later leads to imbalance and lack of integration of professional and pedagogical education, or the absence of mentoring work

during vocational training. In addition, the concept career management is not sufficiently developed. The cooperative relationship between trainee and teachers is of the line, except in art school and academic environment (mentoring, preparation for public performances, contest).

Law on Health Care (Official RS Official Gazette 107/2005, 72/2009 – other law and 88/201099/2010)

Article 176.

(2) The internship is a practical work under the supervision of an authorized health care professional or medical assistant - mentors. During internship, the health worker and associate are trained to be able to work independently.

(3) The internship is carried out in health institutions and private practice under the direct supervision of a health professional, or health associate who has passed the professional exam and has at least five years of work experience.
...

Article 184.

...
(11) The health worker or a health associate may perform health care in their specialists' area only under the supervision by the authorized health worker, or health care associates - mentors.

In the period from 2012 to 2020, a competent mentoring in the education system is orientated toward the development of the research capacity of some institutions and study programs

to be organized with a higher number of mentors. By analyzing the internal and external environment of the current system of education, it was noted that it is necessary at all education levels to select outstanding teachers to be mentors for students for the realization of exercises, practices, seminar papers, small projects, and graduate, master, and doctoral theses. For example, in primary school, mentors can be students of teaching faculty. It is important that title of mentor implies financial and other benefits (such as redistribution of workloads, leadership, supervising of staff, etc.).

Necessary changes in the academic environment include appropriate research environment for every student, recognizable in the European system of education and competent mentor. Due to negative demographic trends, technological and industrial backwardness and large regional differences, the possibility of modularization of teaching and mentor work with a smaller number of students will have a greater importance in terms of providing access to education and construction career.

Being aware that students' emigration from the Republic of Serbia can gain a larger scale, and that most developed countries have the strategy to attract the best and talented students to continue education (for example, the existence of SCI visas and extraordinary conditions for a research work), proponents of the Strategy foresee that we need a greater number of competent mentors in the relevant research topics, and that each student has a possibility to be included in the research project, has the access to competent mentors, workplace, and equipment. One way to accomplish that all, is to also engage members of the SANU, foreign and retired teachers

who are research active as mentors, apart from teachers and entitled researchers in universities.

Necessary changes in the regulatory environment relate to the funding of mentorship. As part of the diversification of the funding for research, teaching, and students, there should be established appropriate and sustainable funding model for supervision and mentoring.

Some necessary preconditions for the quality development of professional personal competencies of health workers upon graduation and at the workplace are to strengthen the image of the mentorship in health care institutions. Both the right of employees and associates on mentoring ("mentor for specific skills"), and the availability of the respective capacities and resources for it should be noted in the health legislation.

Mentoring can be evaluated as a criterion for the assessment of the employees for acquiring professional titles such as primaries.

For the practical work of mentors and for use by all participants in the process of mentoring, valuable are research projects in their field of work, roundtables, networking, and accessibility to good practice guidelines, evidence and manuals of many scientific and professional associations.

In addition to national legislation and professional bodies, the establishment and development of mentoring are supported at the international level by: The European Mentoring & Coaching Council - EMCC, founded in 1992, which counts 5,000 members from 67 countries, including Serbia; and International Coach Federation, which as a non-dependent leading global network of professional mentors and coaches has 20 000 members. EMCC awards mentors with an accreditation certificate for a period of five years (European Individual

Accreditation - EIA v2) and accredits a training program for a period of two years (European Quality Award - EQA).

> *"Once you stop learning, you start dying."*
> *(Albert Einstein)*

Bearing in mind the human need for continuous formal and informal professional development, and preferences of many for lifelong learning, it happens that a trainee becomes the mentor, and the mentor becomes a trainee. Therefore, in parallel with the introduction of novice in laws, regulations, procedures and guidelines relating to mentoring, there are standards for training of mentors and professional standards and competences mentor should have. For example, mentor should have the didactic and methodological knowledge, psychological and pedagogical skills, teaching skills of adults - andragogical skills, teamwork and communication skills, techniques that capture the needs of the trainee, procedures and techniques for monitoring the progress of the trainee, and knowledge of the tools for classes and activities observation. Training standards are a starting point for developing a program of mentoring on an institutional level. They form the basis for evaluation of the effects, the quality, and productivity of a mentor.

Training for mentors and other types of institutional support to mentoring should be understood as the provision and strengthening the sustainability and efficiency of the system for professional development in Serbia.

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MENTORING IN ACADEMIC MEDICINE

Bosiljka Djikanović

"When the student is ready, the teacher will appear himself"
Buddhist proverb

Mentoring in academic medicine is extremely important for both the professional and personal development of health workers at all stages of their educational process and maturation: from being the medical student, resident, student at doctoral, PhD studies, and later, during their further professional and scientific training. Mentoring is considered a key factor in achieving professional success. It includes the development of ongoing interaction between senior colleague or colleagues (mentors) who have professional and scientific experience (Professor/Professor, Assistant Professor/Associate Professor, Specialist, Physician), and a younger colleague (mentee), which would in academic medicine fit the following profiles: medical student, intern, resident, doctoral student, and others (hereinafter, persons who are at any stage of their academic or professional development in medicine and have a mentor will be named "student").

Mentoring has great influence on the personal development of students, which includes their professional socialization and networking within the selected health profession or specialty, participation in academic activities, preparation and implementation of research and presenting the results at various national and international conferences. Mentor should provide strategic support to the student and help in understanding the various factors that influence the important

decisions during their professional career, but also in everyday clinical and/or academic work.

Identifying an appropriate mentor by students who are at the beginning of their professional and/or academic career can often be a challenge, and subject to different expectations on both sides, especially in situations where criteria and institutional support to mentoring are not clearly established. Institutional support to mentoring implies the existence of a system of recruiting mentors, with clearly defined mutual responsibilities and obligations. It is often expressed in a descriptive, qualitative manner. In academic medicine, there are different types of mentoring programs, depending on the type of professional development (specializations and/or academic studies, master programs, doctoral programs, etc.). In some areas, mentoring programs are an essential part of the undergraduate studies.

> *Good mentors are not being born that way, but they become it over time.*

The development of effective mentors, as well as good and successful mentoring relationship, depends on many different factors. In the previous period, experts from around the world have tried to define those factors, from the perspective of mentors, and their views and suggestions are presented in the text that follows.

Mentors need to know what exactly is expected of them and what their role is

Numerous studies have shown that effective mentors have valuable characteristics that primarily include a broad and thorough knowledge of their areas of competence. Good mentors are those who have gained the respect of the academic community in the local, national environment and beyond, at an international level. These mentors perform their job responsibly and consciously and they are available to candidates who are interested in working with them. They are informed about their students, they know their capacities and potentials, and according to them, they motivate them to accept and appropriately respond to the challenges.

> *It should not be expected from mentors to solve personal or psychological problems of their students.*

Good mentors act as advocates for their students, and in addition to it, they have good listening skills and provide regular feedback which helps their students to take a corresponding action in order to master their skills and to achieve appropriate professional standards.

Many university teachers are not born with these skills, but they should be sensible to them and to be aware of their importance for successful mentoring. Therefore, mentors should work on adopting these skills, which can be accelerated by attending various institutional development programs of good practice in mentoring.

Mentors should have the awareness of cultural differences and gender issues

Although some believe that different gender and belonging to a different culture or ethnic community could be barriers to successful mentoring, this limitation is relative. Mentors should be aware of their own prejudices and possible bias arising from it. Awareness and recognition of personal bias that might distort the relationship between mentor and student is a prerequisite for overcoming their negative impact. On the other hand, the cooperation between tutors and students who are of different gender, ethnic or other affiliations can expand and enrich their knowledge and awareness of each other, to their mutual satisfaction.

Mentors do not need to be from the same culture/gender as their students, but if it is students' preference, these mentors should be available to them.

Mentors should provide not only support but also a challenge

The relationship between mentor and student need to balance three elements: (1) support, (2) challenge, and (3) vision of the future of the student. If the mentor is over-supporting and does not provide a cause through which the candidates had to be strengthened, they will not be able to develop and to gradually achieve sufficient level of professional independence. Also, the presence of an intensive challenge that

largely exceeds students capacities to deal with it, and without an adequate support from mentors, might lead to a discouragement, pessimism, loss of interest and eventually withdrawal from the activities. Effective supervisors know how to balance support and challenge by providing opportunities for acquiring and mastering new skills that are needed according to the content of the professional training.

Table 1. The relationship between mentoring and challenges and their impact on students

CHALLENGE		SUPPORT	
		No	Yes
	Yes	Regression	Development
	No	Stagnation	Validation

Source: Daloz (1996), according to Ramani et al. (2006)

Mentors need a forum where they would have the opportunity to discuss the problems they face in their work

It is often considered that when the teacher becomes a mentor in his or her professional career, they become "a master of all knowledge" that solely rely on their expertise, competence, and professional intuition so that no additional support is required. However, many supervisors have recognized the need for a mechanism that would strengthen their qualities in mentoring, mainly through the meetings with other mentors, sharing experiences and challenges they face in their work, and getting useful tips for overcoming them. Certain skills, knowledge, and strategies that mentors have successfully used in work with one candidate can be completely ineffective when

it comes to some other candidate. Therefore, it is important that mentors have the opportunity to talk to each other about the challenges they face, and to identify functional solutions in relation to the range of different situations. When describing and discussing these situations with other mentors or consultants, they should always take into account the confidentiality of such talks. The names of the students should not be disclosed or any other characteristic that would clearly point to reveal their identity. It is recommended to periodically schedule meetings that would lead mentors seniors, along with external consultants who possess knowledge and experience in solving problems between mentors and their candidates.

It is essential that mentors know the boundaries of their professional mentoring

During mentoring, it might happen that private affairs and personal issues of students affect their work and become the subject of a conversation between them and their mentors. Although it is a sign of good and caring relationships, mentors should be careful when engaging in the communication of such a sensitive issue, and to know the boundaries, in order to avoid development of inappropriate emotional relationship and expectations between student and mentor. Students can become very dependent on their mentors in obtaining their personal and professional support. Mentors should recognize it timely and react appropriately, as it might become an exhaustive experience for them which also adversely affects professional development of students. Therefore, mentors have to be able to set the boundaries between them and students and to develop healthy relationships, no matter of the personal

challenges candidates are going through. Mentors should early identify when these challenges require consultation and support of other professional profiles such as clinical psychologists, academic advisers, or other, and to refer students to them.

> *Mentors should keep their profesionalism in mentoring and stick to their roles.*

Mentors should be publicly recognized, commended and rewarded for their work

In most higher education institutions worldwide mentors perform their duties primarily because they consider it a privilege of their profession, and not for financial compensation they receive for their mentoring. At the same time, their colleagues, both superiors and subordinates, often are not aware what the workload of mentoring activities is. Mentorship is one of the most important obligations of teachers in medical schools and its leaders (deans and vice deans) should publicly recognize mentors as an *elite* group of teachers. Public recognition, praise and rewarding mentors can be achieved in big general events of faculty and/or university, but also occasionally, in a less formal atmosphere, in a variety of innovative ways. Mentors can gather together in different formats which are thematically designed for them and where they could mutually exchange their experiences. Implementation of these ideas does not require large resources but express appreciation of mentoring and sends the message that it is recognized and valued. In addition, in academic environments that have sufficient financial resources, mentors

can be rewarded in monetary terms as well, for example by providing additional financial support for them to go to academic conferences, or increasing funds for purchasing books, software or other tools required for their academic work. All these actions can boost mentors' motivation to work with students and to keep their enthusiasm and performance at a high level, although the mentoring function is one of the necessary conditions for their academic promotion.

Mentors need to have the time that is saved exclusively for mentoring

When planning and organizing academic activities of teachers who are also the mentors, it is very important to take into account the workload they will have in mentoring students. Mentoring requires commitment and time, and it is necessary to plan that time as a part of regular curricular activities. In the absence of planning and saving time exclusively for mentoring, it is very likely that some other academic activities will take their place. In a lack of allocated time, the mentoring function will be inefficient and of poor quality.

Mentors need the support, too

Some students may have a personal and/or psychological problems such as clinical depression, temporarily or permanent substance abuse, or family problems. Mentors need to recognize if their students cannot cope with these problems, and refer them to the appropriate professionals, rather than handling it themselves. Mentor should not be expected to take responsibility for this kind of problems of their students, given

that they do not have appropriate skills and knowledge that are needed to provide the required help to them. As already described, it is important that mentors know the limits of their role and to recognize and respect the boundaries of their relationship with the students, in order to maintain professionalism and quality of their relationship.

Encouraging peer mentorships

Experts who have analyzed the education of health professionals found out that it is feasible and even advisable that in some cases, mentoring activities rely on students' peers, who are just slightly, or one step ahead of their colleagues in terms of their knowledge, experience, and skills. This peer mentoring is characterized by non-hierarchical relationships that are not burdened by characteristics such as power, domination and dependence, as opposed to the classical relationships between seniors and youth, or professors and students. Creating a pyramidal model of mentoring can be organized in a group of students who would be in a direct contact with their more experienced fellow peers. In addition to professional help, peer mentors may have a greater understanding of different kind of problems that students face in their everyday work, including technical problems and solutions that might be too trivial for consideration of expert mentors, or early recognition of stress reactions, symptoms of burning out, or inappropriate relations that senior colleagues might have towards them. Pyramid peer mentoring proved to be very efficient and leads to significant savings in valuable time of university teachers.

Continuous evaluation of the effectiveness of mentoring programs

In order to have successful mentorship, it is important and recommendable to continuously evaluate mentoring: its process, content, and outcomes, at least 3-4 times a year. The evaluation might be conducted quantitatively, according to the established procedures and parameters of success, and qualitatively, by university staff who are in charge for it, or by external experts. Some of the areas that can be evaluated are: availability of mentors, providing opportunities and challenges for the professional development of students, involvement of students in professional activities, helping students to find a balance between work and family life, respect for the student as a person, etc.

Conclusion

Mentoring in academic medicine is vital to the development of high quality of health professionals. In doing so, mentors have to develop skills that would help them to successfully carry out this duty, in addition to the many duties they have in clinical medicine, teaching and research. Mentoring support, increase of its visibility and strengthening of evaluation should take an important place in regular activities of medical faculties.

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MENTORING IN PUBLIC HEALTH

Bojana Matejić

"The only thing we can really offer to our students is ourselves. Everything else they can find in books."[15]

Although there are various ways to define and understand mentorship and the process of mentoring, two components are consistent and equally important in the mentoring work: instrumental or pedagogical function (help in learning and developing of maximum potential) and psycho-social function (consulting, supporting, promoting and involving).

In addition, an extensive literature review provides enough data about the benefits of the mentoring process for both: mentors themselves and individuals who seek help during personal, scientific or professional development encompassing all three most common contexts where mentorship develops: working with youth, in the academic environment or in the workplace environment.

The responsibility of all of us teaching future physicians goes beyond a pure demonstration of skills and providing information and knowledge. Factors which contribute to successful mentoring relationships in the field of academic medicine were already mentioned and it was highlighted that mentors should be aware of the expectations they should meet. In this text we will clarify the least transparent side of those expectations, but which is imposed if the double social responsibility in the academic medicine is

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[15]Tosteson, DC, Adelstein, SJ & Carver, ST (eds.) 1994 ,*New Pathways to Medical Education: Learning to Learn at Harvard Medical School*, Cambridge: Harvard University Press.

taken seriously. Mentors in this field should strive to create competent experts in different fields of medicine, but also to create compassionate, active and responsible people, open to the needs of people in the society they belong to. The role of a mentor in the domain of public health carries all these responsibilities listed above, as well as some others, specific to the discipline itself.

Social status of physicians is constantly changing, but regardless of the significant variations, it is always privileged relating to the power which is provided by specific knowledge, skills, and technology. Therefore, the role of the mentor is essential in the development of social and ethical consciousness.

In many modern health care systems, as in the Serbian system, one of the health policy priorities is putting the patient in the center of the system. During studying, students are beginning from the needs of individuals, the domain of clinical medicine, but as they continue studying science about prevention and public health, they start to learn skills connected with evaluation of general health, needs of marginalized social groups, the community as a whole and global dimension of health.

Freedom of speech and advocacy skills

By one of the most famous definitions, public health is: *"preventing disease, prolonging life and promoting health through the organized efforts of society"*. The leading principle of this discipline differs from the basic paradigms of clinical medicine. Primarily, it is the devotion to justice and peace, optimal and sustainable usage of resources, equality in health and solidarity with vulnerable social groups and devotion to the equal participation of all group members or a community in the

decision-making process and in activities related to health and its determinants. Studying populations and various vulnerable groups, commitment to health as a basic human right, understanding environmental and social determinants of health and empowering local communities and all people to take control over health determinants, are just some characteristics of the discipline which could be crucial catalysts of social changes.

Devotion to ideas of public health can't be imagined without freedom of speech and high professional ethics. The development of a mechanism which solves the problem of inequality in health presents a wide field to actively engage future public health experts, which does not necessarily mean that it is their professional duty, but also an example of personal preference and engagement. Students learn professional principles best by the example of their mentors. By following their paths, they will be devoted not only to personal, professional scientific growth but also for the promotion of the development of his/her profession and the ideas which support them. They learn as well to defend the rights and interest of their patients and the rights of the whole community. In both clinical medicine and in public health, the mentor can direct a medical student to use his future social agency correctly, in order to make it helpful and useful to the society he/she works for and to strive to develop it to its highest potential. Thus, the mentor represents a crucial person to develop a social and ethical identity of the medical student.

As the famous French philosopher and social scientist Foucault (*Michel Foucault*) said, it is important for the young generation to master the skill of "speaking truth to power", i.e. to learn how to address and criticize institutions or individuals who, comparing to them, have more power, knowledge, and

technology. Such an attitude or value principle cannot be transferred easily, as a learned lesson and cannot be practiced as a certain skill. The best method to transfer it can be found in the mentoring process, when the mentor believes in freedom of speech and has faith in ethics and value principles.

Good public health mentor supports the student to be developed as:

- Competent expert and a solid fellow worker;

- Interested and devoted researcher;

- Person who is guided by the highest ethical and moral principles during the work;

- Free, active and a responsible person ready to contribute to the process of change

Student activism

"Dear children, remember how you are today because you cannot stay as that through your life. Today you are the most beautiful, most noble. From how much you remember it, depends on how good you are going to be."

Desanka Maksimović, addressing to the participants of the student protests in 1968.

Student activism has many forms, and all of them include social action towards the change and improvement. More than 40 years passed since the students protests in '68, but its ideas and values still remain. At the time throughout the developed world, the academic environment was a base for leftist ideas. Reasons for dissatisfaction and desires for change were strong, as that was the period of the War in Vietnam, growing economic crises, widening of the social gaps, and fear of the developing arms race. Beside these mutual issues, our young academics were hit by many specific problems hiding under the veil of peace and prosperity of the former socialist Yugoslavia. We still remember Chinese students whose social rebellion was brutally crushed in 1989 when they protested against the government on the square Tianmen ("door of heavenly peace"). By calling other students to engage in wide social reforms, students from all around the world, from Chile to Iran, were ready to fight for their values, even though the price has been often injustice and violence. The wave of changes during the '90s in Serbia has clearly articulated the student energy in the direction of social, political and economic changes.

Today, throughout the Europe and Serbia, student protest unites academics in seeking for: better conditions from the state when it comes to higher education, easier obtaining of legal rights, and pointing out the corruption and the need for modern organized curriculum.

Mentors should understand the influence of student activism in many forms, but also direct student's vision to different initiatives and strengthen future professional identities of their students.

Youth initiatives in relation to the needs of the local community

There are various possibilities for the students to embrace their social responsibility and desire for being active in social life. The charter of the Council of Europe states: ***"active participation of the youth in decision making and in activities in local and regional context is necessary in order to develop a democratic society of participation and growth"***. In this respect, many tools to help mentors working with youth had been developed. We have many examples of programs, formal and informal educations which are supported by the national governments and the European commission. Those experiences are valuable to both students and mentors.

Mentors should support the youth initiatives related to public health to transform enthusiasm and ideas into innovative projects in the community. There are many challenges in the society, therefore it is important for students to be aware of the lifestyle and needs of the people living in it, disabled people, migrants or simply people moved from the country of their origin, poor, elderly residents of social institutions, persons of different sexual orientation, orphans. Also, there are many other vulnerable groups, such as Roma in unhygienic living conditions, homeless, drug addicts and victims of violence.

> *Mentorship is a process in which people are supported to be and to give the best of themselves!*

Projects initiated by youth are going through the same procedure as any other projects would go, so mentors can support their students with their knowledge and experience: from the stage of conceiving an idea, preparation of the project application and finding partnerships, to the realization of the project and evaluation of its impact and sustainability. This kind of experience would give students more confidence for other ideas and initiatives, to which they will move with more faith in themselves.

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HOW TO BECOME AND REMAIN A GOOD MENTOR

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