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**Innovative Approaches for Mentoring and  
Supervising for Today's Professionals**

Presented By:  
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Moderated By:  
**Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com**

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**EARNING CEUS**

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## Peer Review Process

Interested in Becoming a Peer Reviewer?

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•3+ years SLP Clinical experience  
Required

• Contact: Amy Natho at  
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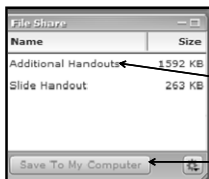
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SpeechPathology.com  
January 6, 2010

**Innovative Approaches for Mentoring and Supervising for Today's Professional**

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Progressus Therapy

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Loyola University, Maryland

Based on presentation for the ASHA 2010 Convention developed for AHSA Division 11 Administration and Supervision by Blosser, Matrangola, Dudding & Carlin.

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By the end of this session...

- Define mentoring and supervision for various purposes and in various settings
- Describe some of the primary challenges that impact mentoring and supervision
- Highlight the benefits and some innovative models of mentoring and supervision
- Provide do-able strategies for creating or improving mentoring and supervision in your organizations

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Who We Supervise/Mentor

- Students
- CFs
- SLPs
- SLPAs
- Colleagues from other disciplines
- Colleagues in our work settings

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### Challenges of Mentoring and Supervision

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|--|--|
| <b>Supervision Requirements</b>  | <b>Setting Challenges</b>  |
| <ul style="list-style-type: none"><li>National professional and state credentialing requirements<ul style="list-style-type: none"><li>- ASHA</li><li>- State Certification and Licensure</li></ul></li></ul> | <ul style="list-style-type: none"><li>Lack of understanding of settings</li><li>Sites in different locations<ul style="list-style-type: none"><li>- Limited staff size</li><li>- Lack of connection of mentor to individuals at the site (no relationship)</li></ul></li><li>Line of sight requirements</li><li>Lack skill set for mentoring/supervision</li></ul> |

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### Challenges

|  |   |
|--|---|
| <b>Economic Challenges</b>   | <b>Geographic/Logistic Challenges</b>   |
| <ul style="list-style-type: none"><li>Staff reductions</li><li>Productivity requirements</li></ul> | <ul style="list-style-type: none"><li>Limited access to qualified mentors and supervisors</li><li>Travel cost and time</li><li>Training opportunities</li><li>Time Challenges</li><li>Communication</li></ul> |

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### Benefits of Mentoring and Supervision

- Development and recruitment of future employees
- Professional growth and career development
- Personal and Professional legacy
- Leadership opportunity
- Advocacy
- Skill development
- Broaden horizons
- Development of relationships
- Quality assurance

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### Achieving our Goals

- Formalized through...
  - Education and classes
  - Practicum training
  - In-Servicing and training
  - Continuing education
- Assessed by...
  - Grades
  - Tests
  - Demonstrations of skill
  - Performance appraisal

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### What Does Mentoring Mean to You?

Audience Sharing

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## Mentoring

Mentoring is a personal one-on-one relationship designed to help one individual achieve self-directed goals for which the other possesses expertise or experience. It is a confidential and mutually beneficial situation which can further benefit the workplace or learning environment as a tool for staff development, recruitment and retention with potentially higher levels of satisfaction among employees or students.

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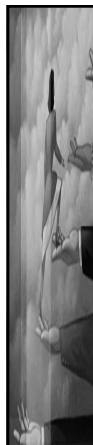
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## Mentoring & Supervision What's the Difference?

| <b>Supervision</b>  | <b>Mentoring</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• 1:1, paired or in groups</li><li>• Power differential</li><li>• Goals are typically set and measured by the supervisor</li><li>• Formal instruction or modeling</li><li>• Assessment and feedback loop will measure achievement</li></ul> | <ul style="list-style-type: none"><li>• Exclusively 1:1. Personal &amp; confidential</li><li>• Shared responsibility</li><li>• Goals are directed and self-assessed by the mentee</li><li>• Formal or informal teaching, demonstration or advising by the mentor</li><li>• Mutually beneficial relationship where success is derived on an individual level for each.</li></ul> |

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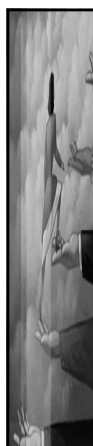
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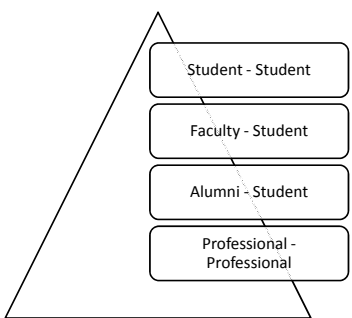
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## Mentoring Models



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graph TD; A[Student - Student] --- B[Faculty - Student]; B --- C[Alumni - Student]; C --- D[Professional - Professional];
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### Mentoring Expands Opportunities

- Business development
- Clinical / professional expertise
- Research development
- Career development

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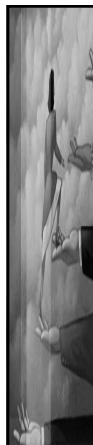
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### Student – Student Mentoring

- Increases understanding and satisfaction by student mentees
- Reduces reliance on faculty for non-academic/clinical needs
- Increases involvement by students
- Enhances personal satisfaction and professional growth for mentors
- Increases comfort level of mentee – not afraid of judgment, grades, perceptions

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### Outcomes of Student Mentor Program

- Loyola University Class of 2009 (n=33)  
Mentoring Class of 2010 (n=72)
- Mentee Responses (n=32):
  - 70% of communication was initiated by the mentor
  - 90% of communication occurred via email and 20% via social networking sites, 13% in person and 3% by phone
  - 63% indicated for the first semester they communicated infrequently (<3 x in a 3-month period) and for the second semester, 77% indicated “Never”

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### Outcomes of Student Mentor Program cont.

Satisfaction = 32% satisfied or very satisfied

Ways Mentoring was beneficial:

- Feeling supported = 34%
- New Information = 31%
- Clarifying Information = 28%
- Advice/ Counseling = 28%
- Encouragement = 25%
- Friendship = 12%
- Unburdening difficult feelings/ confidant = 12%
- Resource for clinical skills = 12%
- Resource for externship placement requests = 9%

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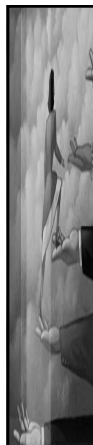
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### Suggestions for Improvement to Student Mentoring Program

- In-person mandatory meeting to initiate the program and introduce mentors to mentees face to face\*
- Monitoring by the program to make sure contact is occurring
- Schedule opportunities for periodic get-togethers
- Mentor should plan a contact later in the semester rather than just at orientation
- Send email reminders to the mentors to contact mentees
- Select mentors who are committed to developing a relationship
- Online forum: can be accessed by all for Q&A

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### Professional - Professional

Examples:

- State association
- On-the-job
  - On-boarding / Orientation
  - Support for skill acquisition and meeting requirements

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### State Association Mentor Program

- Need identified through requests by members to the main office and the Adult Service Committee
- Purpose:
  - Support professional growth and development for members: clinical practice, leadership, business, and scholarship
  - Enhance Marketability which may increase Recruitment/ retention for variety of work settings
  - Employment and personal satisfaction
  - ASHA CEUs

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### Steps in a Formal Mentor Program

2002-2007 (Maryland Speech, Language, Hearing Assoc.)

Step 1: "Calling all volunteers" – March convention application and email listserv

Step 2: "If you feed them they will come"

Step 3: Orientation and Process Education

Step 4: Collaboration and goal setting

Step 5: Establish a clear timeline

Step 6: Follow-up and formal monitoring  
Questionnaire interview (2 mos, 4 mos, 6 mos)

Step 7: Wrap-up  
9 months

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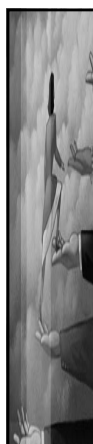
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### Orientation, Goal Setting and Planning Follow Up

- Orientation (September)
  - Presentation and Introduction to Program
  - Workshop to set goals for 6 to 8 months time frame
    - Plan for busy lives...set simple, achievable goals
    - Plan frequency and manner of contact
    - Expect periodic monitoring and plan realistic time frames
- Monitoring (October, December, March)
  - 6 week, 3 month and 6 month calls by committee members to monitor and report progress and satisfaction
- Wrap Up (May)
  - Wine and Cheese....make it social
  - CEUs... invited speaker on mentoring or related topics

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### For example...

|   |   |
|---|---|
| <b>Mentee Goals</b> <ul style="list-style-type: none"><li>• To learn about the process and prepare a survey paper for publication</li><li>• Learn how to start my own private practice</li><li>• To review a new journal article</li><li>• Refine interviewing skills</li><li>• Develop an evaluation form on resonance</li><li>• Expand knowledge base for working with TBI pts.</li></ul> | <b>Mentor Goals</b> <ul style="list-style-type: none"><li>• To help new clinicians establish themselves</li><li>• To meet new clinicians</li><li>• To give something back</li></ul> |
|---|---|

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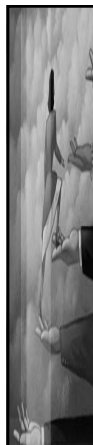
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### Monitoring Feedback

- Goal Progress
  - 75% indicated meeting at least one of 3 goals and half of all participants met 2 or more in the first 3 months
- Frequency of Contact
  - 80% communicated at least 1-2 times/ month and 30% at least weekly or biweekly
- Manner of Contact
  - 100% communicated by email
  - 20% in person
  - 20% snail mail or fax
  - 10% phone

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### Satisfaction

1-5 Scale: 5 is most satisfied

3 Month Questionnaire:

- Mentorship Program = 4.7
- Mentoring partner = 4.8
- Contacts with partner = 4.2
- Chosen means of communication = 4.35
- Progress to date = 3.65

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### Expectations

Have your expectations for a mentoring relationship changed since the start?

- "It takes more responsibility"
- "more than I expected...support from my mentor"
- "initially thought we'd be working on dysphagia, but since her clinic placement fills that need we are working on resumes"

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### PROFESSIONAL TO PROFESSIONAL

### Continuum of Mentoring Models Within Our Employment Settings

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### Business Development

- Mentoring to start a private practice
  - Understanding rules and regulations
  - Deciding what type of practice you will run
  - Logistics
  - How to market your practice
  - How to bill for service
  - Ethical issues: Non-compete, prior employers, making referrals, conflicts of interest
- Mentors may gain job advancement through leadership development

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### Academic/ Research Development

- Creating proposals
- Applying for grants
- Getting published
- Course development
- Teaching (Teaching and Learning Centers)
- Promotion / tenure process

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### MENTORING IN THE WORKPLACE

- Onboarding / Orientation
- Support professional growth (skill and credential acquisition)
- Compliance
- Ensure quality services

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### Mentoring Can Lead to Career Success

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|---|--|
| <b><i>Employer Perspective</i></b>  | <b><i>Employee Perspective</i></b>   |
| <ul style="list-style-type: none"><li>• Vision and goals</li><li>• Induction and orientation</li><li>• Meet standards</li><li>• Demands and expectations of the work setting</li><li>• Accountability</li></ul> | <ul style="list-style-type: none"><li>• Licensure and certification requirements</li><li>• New environment and culture</li><li>• New policies, protocols, procedures</li><li>• New routines</li><li>• Need to establish relationships and networks</li><li>• Develop independence and leadership</li></ul> |

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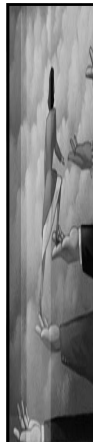
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### Range of Mentoring Programs in Employment Settings

- No mentoring
- New staff seeks assistance from experienced staff
- Administrative staff or supervisors provide mentoring as part of their role
- Designated experienced staff are paired with new staff
- Formal induction program for new staff

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### Launch to Leadership Programs

- Professional to Professional in the Employment Setting
- Support professional growth and development
- Link professionals
  - Career Launch
    - Mentor and support SLPs, OTs, PTs new to schools
  - Career Advance
    - Focus career / broaden and deepen expertise
  - New Leaders Program - Leadership Development
    - Career path
    - Future of our profession

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### CAREER LAUNCH

- Promote career success and satisfaction
- Ensure quality services to kids
- 9-month program
- SLPs, OTs, PTs new to the school setting
- Mentor Partners: Matches seasoned and new professionals
- Systematic, guided experience that parallels the school year
- Role modeling / resource sharing
- Move from dependence to independence
- Multiple avenues for observing, mentoring, supporting

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## CAREER LAUNCH MENTORING PROGRAM

Primary Goals

- Map and reach personal career goals – SLP / OT / PT
- Acquire knowledge and skills about their profession through role modeling and resource sharing
- Provide evidence-based services
- Focus for Mentor Partners
- Build positive mentoring relationships
- Establish a foundation for effective services
- Have fun helping children

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## Mentoring for Leadership Development

- New Leaders Program
- National need for leaders in the profession
- Connect aspiring leaders to national experts
- Develop an understanding of leadership in action
- Access to resources
- Identify solutions to typical challenges

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## The Mentoring Experience

- Create a systematic, standardized mentoring “experience” for individuals new to the school setting
- Examples of successful mentoring experiences
- Can be easily replicated in other settings

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### Best Practices for Mentoring Programs

- Identify qualified mentors
- Explain Mentor Partner - roles and expectations
- Define key experiences that will lead to professional growth and development of desired expertise and skills
- Provide structured guidance and clear expectations
- Set goals
- Allocate dedicated time for the mentoring experience
- Provide oversight on how the mentoring relationship is going
- Reinforce engagement in mentoring experiences

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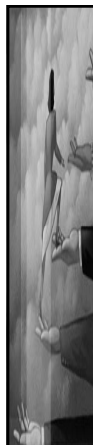
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### Closing Activity

Identify one person in your professional or personal life that could benefit from mentoring or supervision.

What are three steps necessary to implement:

1. (people)
2. (formal or informal)
3. (resources/technologies)

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### WRAP UP

- Supervision comes with rewards and challenges but is a necessity for training and consumer protection purposes.
- Mentoring goes beyond the level of regulated supervision to a collegial form of teaching/learning.
- Mentoring can be a cost effective way to enhance skills for students and professionals
- Many benefits of mentoring for mentors as well as mentees
- Can be done formally or informally
- Technology can increase opportunities for both supervision and mentoring

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