

## References:

<http://www.advisorgroupevents.com/2013/WomensConference/downloads/AGExpectationsandGoalsWorksheet.pdf>

<https://www.facultyfocus.com/articles/faculty-development/six-things-make-college-teachers-successful/>

<http://mindtorch.org/mentee-explain/>

<https://blog.hubspot.com/marketing/mentor-tips-positive-impact>

<https://www.davidclutterbuckpartnership.com/introducing-the-coaching-and-mentoring-resource-2/>

1. Assess mentee's current level of expertise/resources.
2. Assess mentee's current practice and areas of strengths and weaknesses in their particular role, student, radiographer, leader; advisor.
3. Advise and make recommendations on best practices surrounding mentee's objectives/goals.
4. Provide guidance and support by creating an atmosphere of openness where meaningful communication and trust can exist.
5. Assist mentee in identifying objectives/goals.
6. Assign mentee specific tasks/assignments aimed to develop skills or accomplish specific objective/goals.

## Outline

In a 2004 article, David Clutterbuck writes: 'I have yet to find anyone who is self-sufficient enough not to benefit from a mentor at some point in his or her life'.

- I. Introduction
  - a. H.G. Wells, 1896
    - i. The novel is the earliest depiction of the science fiction motif "uplift" in which a more advanced race intervenes in the evolution of an animal species to bring the latter to a higher level of intelligence.
  - b. DEVO
    - i. The name itself refers to the band's belief that we were gradually becoming less civilized. It stems from a front row seat at Kent State University during the 1970 shooting of four students.
  - c. Oingo-Boingo
    - i. A regionally popular ska band in the 80's and 90's. "No Spill Blood" video attempted to combine both Well's uplift and DEVO's cynicism.
  - d. Mentoring
    - i. Are we here to uplift?
      1. As teachers, I would propose that we are dedicated to lifting up others.

- ii. Keep people down?
          - 1. Do we celebrate the successes of our students? Even when they make more money than us? Achieve more notoriety?
    - e. My mentors
      - i. List those present
      - ii. Not present
      - iii. How I use them
- II. Assess Mentee's expertise/resources
- a. Who is our audience?
    - i. Students?
      - 1. A large part of our day is right here. We model behavior all of the time and the student sees everything that we do.
      - 2. It is terribly important that they see/hear the right things.
    - ii. Rad Techs?
      - 1. Often, RT's will ask for technical advice, assistance, if we are around.
      - 2. Social media has made us more accessible to this type of request.
      - 3. Be prepared to give career and life advice.
        - a. Anyone have "Rad grandkids"?
    - iii. Program Faculty inside or outside our area of employment?
      - 1. Mentoring new, or new-to-us faculty is a big part of what we do.
      - 2. Cooperation with faculty outside of our schools is key.
        - a. I question, and am questioned by many faculty as a part of an unofficial network of contacts.
        - b. This open communication assists me personally with many day-to-day items that I may otherwise find frustrating.
          - i. Developed primarily through networking at AEIRS conference, JRCERT activities and Kettering Seminars.
    - iv. Managers?
      - 1. Sometimes we may be asked for advice from area imaging managers who also host our students.
      - 2. They often respect our knowledge/skills either clinically or managing people.
  - b. How good are they are what they need to do?
    - i. Assessment of skills/resources
      - 1. Can they identify their ultimate aim?
      - 2. Are there any constraints that are inherent to their system(s)?
      - 3. What resources might they have that they might use?
- III. Explore Mentee's strengths, weaknesses
- a. What are they good at?
  - b. What do they need help with?
    - i. Example: Some program faculty are great with policies/procedures but need help with assessment, be prepared to share yours or "know who to call" for back-up.

- IV. Discover Mentee's goals
  - a. What do they THINK that they need to do?
  - b. What do they NEED to do?
    - i. Same?
    - ii. Different?
- V. Assist with goal modification
  - a. Provide realistic goals or clarify expectations
  - b. Try to only do the work necessary for their situation, not yours
  - c. If you know of a particular JRCERT board directive for example, share that. Additional data often provides clarity.
- VI. Provide guidance and support
  - a. You might begin with a "this is what I did scenario" or two if appropriate.
  - b. "I know who to call/contact" is a great resource.
  - c. Create an aspirant list of those who can also provide assistance.
- VII. Work to assist with Mentee's goals
  - a. Keep up with their progress
  - b. It is important that we check back in regularly
  - c. Provided additional resources or assistance if necessary
- VIII. Conclusion