

Principles of Mentoring for the Health Economists' Study Group (HESG) Early to Mid-Career Mentoring Pilot Scheme

A presentation for mentors and mentees

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Health Economists' Study Group (HESG)

The Health Economists' Study Group, popularly known as HESG, exists to support and promote the work of health economists. It was founded in 1972 and is therefore the oldest organisation of its type in health economics and remains one of the largest. It is based in the UK, but this does not restrict its membership and interests. Of its 450 members, around 10% come from outside of the UK.

Programme aims

- To help foster a culture of mentorship at health economics research centres across the UK through this pilot voluntary inter-institutional scheme.
- This scheme is modelled on the Women in Universities Mentoring Scheme (WUMS).

How will the pilot programme work?

- In the first instance we are looking for 6 senior academics (Senior lecturer; Reader; Professor) and 6 early to mid-career researchers (almost or within 3 years of having completed their PhD).
- The scheme will match mentors and mentees based on shared interests in health economics methodology and/or an applied area of research.
- The scheme will particularly support mentees in the smaller or newer research centres, possibly through mentorship by mentors based in the larger/ more established centres.

Mentoring meetings

- It is proposed that the mentoring arrangement will last for 12 months.
- 4 face-to-face or Skype meeting dates (to be arranged by the mentee over that time period).

Potential topics of discussion...

- Career aims
- CVs and interview techniques
- Interpersonal and communication skills
- Assertiveness
- Time management and prioritisation
- Obtaining membership of professional bodies
- Part-time lecturing
- Team working
- Appraisal

Benefits to mentees...

- Increased self-confidence, motivation and assertiveness.
- Improved research, career development and personal skills.
- Career enhancement.
- Critical self-appraisal and career planning.
- Enhanced networking opportunities.
- Access to senior role models.

Benefits to mentors...

- Expanded networking opportunities.
- Renewed self-confidence and recognition.
- Improved relationships with other senior staff.
- Enhanced interpersonal and people management skills.
- Personal satisfaction.
- New perspectives.
- Improved listening skills.
- Feeling of 'giving something back'.

Mentoring scheme best practice

“The mentoring process supports and encourages people to manage their own learning, in order to maximise their potential, develop their skills, improve their performance and become the person they want to be”.

Eric Parsloe, the Oxford School of Coaching and Mentoring.

What is Mentoring?

- Powerful personal development and empowerment tool.
- Effective method of enhancing personal development of people.
- Helps people to progress in their careers.
- It is a partnership between two people (mentor and mentee) usually working in a similar field or sharing similar experiences.

What is Mentoring?

- Mentees – early to mid-career (e.g. almost or recently completed their PhD, research officer, lecturer).
- Mentor – normally a more senior or experienced person (e.g. Senior lecturer, Reader, Professor).
- The mentoring relationship is based upon mutual trust and respect.
- Confidential relationship.

Mentoring...

- “Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues”.
- “Mentoring allows the mentee to explore new ideas in confidence. It is a chance to look more closely at yourself, your issues, opportunities and what you want in life”.
- “Mentoring is about becoming more self aware, taking responsibility for your life and directing your life in the direction you decide, rather than leaving it to chance”.

www.mentorset.org.uk

10 Principles of mentoring

- 6.) **Setting challenging and personal goals** identifying goals rooted in aspirations for mentees that build on what they know and can do.
- 7.) **Understanding why different approaches work** developing understanding of the rationale for new approaches so practice and theory can be developed side by side and adapted for different contexts.
- 8.) **Acknowledging the benefits to the mentors and coaches** acknowledging the professional learning that mentors and coaches gain from the opportunity to mentor or coach and using them to model professional learning.
- 9.) **Experimenting and observing** creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out and analyse direct evidence from practice.
- 10.) **Using resources effectively** making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis.

Source: Welsh Government

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