



Role Perceptions Rating Scale

The tool below can be used to uncover assumptions and differing expectations for the mentoring relationship. Both the mentor and mentee should complete the tool and discuss their responses, highlighting differences and discussing how to overcome these differences.

Read each pair of statements below and then estimate your position on each. For example with statement 1, if you believe very strongly that mentors play an essential role in ensuring that the mentee is given a positive start in their role in an Australasian hospital (in an emergency department), you should circle '1'. If you think that both the mentor and the mentee should equally be involved, you should circle '3', and if you think that the support of a mentor is not necessary to ensuring that a mentee is given a positive start in their role in an Australasian hospital (in an emergency department) then circle '5'.

Mentee/mentor relationship		
1. Mentors play an essential role in ensuring that a mentee has a positive start in an Australasian hospital (in an emergency department).	1 2 3 4 5	The support of a mentor is not necessary to ensure that a mentee is given a positive start in an Australasian hospital (in an emergency department).
2. The role of the mentor is to provide advice to the mentee on all aspects of hospital life.	1 2 3 4 5	The mentee should be responsible to establish her/himself as a member of the hospital community.
3. The role of the mentor is to serve as a sounding board for the mentee.	1 2 3 4 5	The role of the mentor is not to be a sounding board to mentees.
Information, resources, becoming a member of the ED		
4. The mentor is responsible for ensuring that the mentee is introduced to the appropriate policies, services and facilities of the hospital.	1 2 3 4 5	It is the mentee's responsibility to ensure that she/he has located and accessed all relevant hospital policies, services and facilities.
5. The mentor should provide guidance for the mentee in maintaining a reflective approach to their work.	1 2 3 4 5	The mentee has full responsibility for their work.
6. The mentor is responsible for providing emotional support and encouragement to the mentee.	1 2 3 4 5	Emotional support and encouragement are not the responsibility of the mentor – mentees should look elsewhere.

7. The mentor should provide solutions to help mentees overcome problems e.g. dealing with patients, working with other teams in the hospital, work life balance etc.	1 2 3 4 5	The mentee should be able to find the solutions to all professional problems that arise within the hospital and the mentor should provide advice only as required.
8. The mentor is responsible for ensuring that the mentees performance at work is satisfactory.	1 2 3 4 5	The mentor should only assist the mentee with performance related issues if the mentee asks for assistance in this area.
Career path and professional development		
9. It is the mentor's responsibility to direct the path of the professional development of a mentee.	1 2 3 4 5	The mentee is responsible for directing the path of their own professional development, with assistance from the mentor as required.
10. The mentor should provide inspiration and guidance in terms of the career options for a mentee.	1 2 3 4 5	The mentee should be able to navigate their own career and seek assistance only as needed.
11. The mentor should plan the professional development activities for the mentee.	1 2 3 4 5	The mentee should decide when she/he will attend professional development programs and events.
Accountability for mentee progress		
12. The mentor should insist in setting regular meetings with the mentee.	1 2 3 4 5	The mentee should decide when she/he wants to meet with the mentor.
13. The mentor should check regularly that the mentee is working consistently and achieving work and professional development goals.	1 2 3 4 5	The mentee should work independently and not have to account for progress or for how and where time is spent.

Source:

Based on 'Expectations in Postgraduate Supervision tool' developed by I Moses, Centre for Learning & Teaching, University of Technology, Sydney 2.1.97