

# Mentoring Handbook



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## **Introduction**

***People do grow, learn, thrive and excel when organisations make provisions for particular and specific interpersonal support at key times (Cross 1998).***

You may find mentoring particularly helpful if you are at a crossroads in your career, you may wish to explore ways of further fulfilling your potential or perhaps you have suffered a setback in your ambitions and are having to consider new options for the future.

The programme enables you to talk to your Mentor in complete confidence about professional or career issues. Your Mentor will be an experienced and trained individual.

You can take up to four sessions over six months to spend on your personal development.

### **What makes mentoring work?**

The success of mentoring is in the establishment of an effective relationship, based upon mutual respect, honesty and understanding.

A Mentor doesn't necessarily have to be someone senior to you in the organisation, but rather needs to have the motivation and training to support you (the Mentee) in your development.

***"Mentors are people who, through their action and work, help others to achieve their potential" Shea 1992***

### **Facilitating reflective change**

A Mentor does not give advice, but rather helps the Mentee to weigh up situations using a process of reflection, questions, challenge and feedback allowing the Mentee to come to a decision themselves. It is crucial to remember that in any mentoring relationship it is the Mentee who drives the agenda, not the Mentor.

### **Benefits of Mentoring**

In a study by researchers Garvey and Garrett-Harris in 2005, it was found that the benefits of mentoring to Mentees were:

1. Improved performance and productivity
2. Career opportunity and advancement
3. Improved knowledge and skills
4. Greater confidence and well being

## **Process**

### **How to join the programme**

You've already shown an interest by reading this document. Following your contact with the service, we will offer you a 1:1 initial assessment appointment (either face to face or on the telephone), with a Mentoring Lead who will check eligibility, explain the process and the next steps. Upon confirmation, we will ask you to complete a brief Pre-Mentoring questionnaire.

### **Choosing a Mentor**

In the GP-S Mentoring Service we recognise that mentoring works best when Mentees are provided with enough information to choose a Mentor themselves.

When your application is being processed a GP-S Mentoring Lead will telephone you for an initial assessment of your needs. Following this conversation we will use the information that you have given us and the detailed information that we have on our accredited Mentors to offer you details of three Mentors. You choose the one whom you judge to be your best fit.

If after your first session, you or your Mentor feels that the relationship is unlikely to be helpful, we are happy to introduce you to another Mentor.

### **How the process works**

The Mentor and Mentee contact each other to identify possible conflicts of interest. If they agree to proceed they meet for a first mentoring session during which, they will complete a mentoring agreement and set dates for further meetings. The commitment for up to 4 sessions needs to be undertaken within 6 months. After each session the Mentor will return a Mentoring evaluation form to the administrator. The Mentor will tell the administrator when the mentoring contract is completed so that Exit Evaluation Questionnaires can be sent to the departing Mentee and Mentor. The Mentee will also be asked to complete a brief Post-Mentoring questionnaire.

### **Mentoring Agreement and Declaration**

The Mentoring agreement should be completed at the beginning of the first session and retained by the Mentee. The Mentor may keep a copy.

The GP-S Mentoring Service standard is for four mentoring sessions. Undertaking any more than four sessions would require discussion with and prior agreement from the Mentoring Leads.

### **Record Keeping**

The Mentee writes their action plan during or at end of each meeting. The Mentor may keep notes during each meeting to track progress and agreed outcomes. Such notes will be given to the mentee or shredded at the end of the mentoring course. After each session the Mentor will return a confidential Mentoring evaluation sheet to the administrator. Computer based records are subject to statutory regulations under the Data Protection Act 1984.

## **Mentee Guidelines**

1. All Mentees complete an on-line registration form which gives them a unique identification number (to ensure confidentiality).
2. Each mentoring sessions should last 90-120 minutes, and takes place over a period of up to six months.
3. The meeting place is a mutually convenient confidential professional environment. It is often helpful to meet somewhere away from the hassles of the workplace. As mentoring sessions are considered a professional activity, social venues are excluded.
4. Mentors and Mentees agree to work by an ethical code of practice (as explained in Section 4).
5. At the end of each meeting:
  - a. the Mentee and Mentor will review their position and decide whether to arrange further meetings.
  - b. the Mentor is asked to complete an reflective practice form sheet to confirm the mentoring has occurred and the date of the next meeting if appropriate .
  - c. the Mentee makes a note of action points decided and agreed by themselves to complete by the next session.
2. All information supplied to the mentoring administrator is confidential and will be available only to the Mentoring Team. Mentors are accountable in terms of their standards, ongoing education, development and commitment as Mentors to the GP-S Mentoring Service.
3. Mentees should be prepared to travel a reasonable distance, if necessary, to meet their Mentor.
4. Participating in the mentoring scheme as a Mentee implies a commitment to the process.
5. The Mentee should be aware of their rights and the procedure for managing concerns/opting out (as per Mentor-Mentee Agreement).
6. On completion of the course of mentoring sessions the Mentee and Mentor each complete a confidential Exit Evaluation questionnaire online giving feedback on their mentoring experience. The Mentee feedback can be shared with the Mentor if the Mentee agrees.
7. In addition in order to assess the value of the whole Mentoring process the Mentee is asked to complete a short confidential questionnaire before and after completing the Mentoring course.
8. We may contact the Mentee in the future to see if the mentoring experience has had long term benefits.

## **Ethical Framework for Mentors**

### **1. Competence**

Mentors should continuously develop their skills through reflection, training and supervision.

### **2. Limitations**

- The Mentor has a responsibility to work within his or her own limitations and will advise accordingly if there is a need to discontinue the work or to signpost the Mentee to other sources of support.
- The Mentor cannot act as an advocate, witness or provide advice on disputes that the Mentee may be involved in. Other organisations such as defence organisations and the BMA provide this service. A list of available resources can be found on our website. However mentors can help develop plans for coping or developing new opportunities.

### **3. Concerns/ Opt out**

If the Mentee has any complaints they are asked to discuss them with the Mentor if possible. There is the opportunity for either party to opt out if the mentoring process is felt not to be working. This should be undertaken through the mentor lead who can then allocate a further choice of mentors to the mentee if appropriate.

### **4. Professionalism**

- a. Mentors should treat Mentees as whole people with lives outside medicine; treat all Mentees with respect for their individuality and their diversity of cultures, beliefs, sexuality and lifestyles.
- b. Mentors must respect Mentees' right to confidentiality, within the constraints set by the law and by their professional duty.
- c. The Mentor and Mentee agree how to define themselves if they should meet outside of the mentoring relationship.
- d. Mentors should be responsive to the Mentee in the language they use and the way they manage the relationship and the process.
- e. Mentors must never exploit or abuse the Mentee's trust.
- f. Mentors should not encourage dependency and should work to bring the relationship to a conclusion by mutual consent.
- g. Mentors must understand that professional responsibilities continue beyond the end of the mentoring relationship.

### **5. Integrity**

If Mentors feel that the Mentee or their patients are potentially at risk, they have a professional duty to act on this without delay. We would expect Mentors to share any concerns with the Mentoring Lead(s) and any additional appropriate specialist bodies.