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Widening Participation Pilot

Mentee Handbook

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# **Introduction**

This pilot if funded by the Primary Care Workforce Group (PCWG) It is initially open to 10 Pharmacy Undergraduate Students, who will paired with 10 pharmacists working in primary care.

## Project Aims

This pilot provides mentoring support to pharmacy students who may have less opportunities to facilitate their healthcare career journey.

## Overall mentee journey

A summary of the expected mentee journey may be found below.

|  |  |
| --- | --- |
| Step 1: Selection and Offer | * Appropriate pharmacy undergraduate students are offered mentorship opportunity with support from University of Nottingham. |
|  |  |
| Step 2: Handbook and Questionnaire | * Recruited students receive a handbook that serves as a guide throughout their mentorship journey. * Students are also provided with a baseline questionnaire to gather information about their background and expectations. |
|  |  |
| Step 3: Mentor Matching | * The Nottinghamshire Alliance Training Hub is responsible for matching students with suitable pharmacists based on their interests and goals. |
|  |  |
| Step 4: Initial Contact | * The assigned pharmacist reaches out to the student within two weeks of the mentor matching to arrange the first meeting. * The mode of communication, whether face-to-face or virtual, is determined during this contact. |
|  |  |
| Step 5: First Meeting | * The first meeting is scheduled, and during this session, the mentee and mentor discuss their goals and objectives related to the mentee's future pharmacy career. * The meeting aims to establish a clear understanding of the mentee's aspirations and how the mentor can provide guidance and support. |
|  |  |
|  |  |
| Step 6: Ongoing Sessions | * Further mentorship sessions are arranged monthly or as mutually agreed upon. * The pilot program extends over a period of up to 6 months, but continuation on a voluntary basis is possible. * Goals and objectives are regularly reviewed and updated to ensure progress and relevance. |
|  |  |
| Step 7: Session Conclusion | * The mentee and mentor mutually agree on the end of the mentorship sessions once the mentee's goals and objectives have been achieved. |
|  |  |
| Step 8: Evaluation | * At the end of the pilot period, the mentee is required to complete an evaluation questionnaire. * The questionnaire provides an opportunity for the mentee to provide feedback on their mentorship experience, offering insights for improvement and future program enhancements. |

# **Mentee overview**

## Why be a mentee?

It is hoped that by being a mentee within this project that it will give you the opportunity to:

* Access information and advice from an experienced primary care pharmacist.
* Discover your strengths and potentially develop new skills.
* Explore what you do and don’t want / like particularly with regards to your pharmacy career.
* Increase your knowledge and confidence to have a clearer career direction and reach your aspirations.

## Expectations of mentee

As a mentee you can access up to 6-8 hours of face to face or virtual mentoring sessions with a primary care pharmacist. Note there is flexibility on scheduling over a 6-month period.

By agreeing to participate in this project is expected that you complete both evaluations at start and end.

An example of how these sessions may be structured is outlined below, but you may agree to approach this differently.

| Activity | Estimated time | Timeline |
| --- | --- | --- |
| Contact made by mentor to arrange 1st session. | 5-15 minutes |  |
| Session 1 (F2F or virtual) - example   * Develop rapport i.e., get to know each other * Agree student-mentor contract (see appendix 1) * Clarify what you would like to get out of session(s) * Agree any goals if relevant | 1-1.5 hours | For safety, please meet somewhere outside of your / their homes e.g., in the pharmacist’s GP practice or at the university. |
| Session 2 (F2F or virtual) – example   * Explore career thoughts * Identifying any support and opportunities for potential career * Agree any next steps if relevant | 1-1.5 hours |  |
| Session 3 (F2F or virtual) – example   * Review of progress * Provide feedback on foundation trainee or holiday role applications (for example) * Agree further steps if relevant | 1-1.5 hours |  |
| Session 4 (F2F or virtual) – example   * Review of progress * Evaluation of what you both got out of sessions * Celebrate achievements of partnership | 1-1.5 hours |  |

# **What makes a good mentee?**

## Introduction

Before you start, it should be made clear that it is not expected that you will be the perfect mentee! But we hope that after reflecting on the information given that you can make the most of this opportunity.

## How is this mentoring opportunity relevant to your own development?

If you look at the General Pharmaceutical Council ‘Standards of initial education and training of pharmacists (link [here](https://www.pharmacyregulation.org/sites/default/files/document/standards-for-the-initial-education-and-training-of-pharmacists-january-2021_final-v1.3.pdf)) this mentoring relationship might support you meeting the following learning outcomes:

* 15. Demonstrate the values, attitudes and behaviours expected of a pharmacy professional at all times
* 53. Reflect upon, identify, and proactively address their learning needs

It may also link to a wide variety of other learning outcomes, depending on areas discussed or personal goals.

## What is mentoring?

There are lots of definitions out there, but for this pilot consider it as a protected relationship where someone with more experience provides guidance and support to someone with less experience; thereby encouraging individuals to develop and aspire to their full potential.

Before we start it would be good for you to reflect about what makes a good mentor and good mentee. You may want to read the hints here: [10 TIPS FOR MENTEES (nih.gov)](https://hr.nih.gov/sites/default/files/public/documents/working-nih/mentoring/pdf/tips-mentees.pdf)

Please complete the table below with your own ideas.

| What makes a GOOD: | |
| --- | --- |
| Mentor | Mentee |
|  |  |

Before the sessions, as a mentee it would be good to have a think about:

|  |  |
| --- | --- |
| What do I hope to achieve from these mentoring sessions? (You may want to complete a SWOT analysis to help identify these – see appendix 2) |  |
| What questions are you keen to ask your mentor? |  |
| What resources do I need before I meet my mentor for the first time? (hint – see appendix 3) |  |
| Do I have any other questions about this pilot before I start?\* |  |

\*Please see the FAQ section. If your question is not answered then please feel free to contact the training hub: [alliance.hub1@nhs.net](mailto:alliance.hub1@nhs.net)

## Summary

Whilst your mentor-mentee experience will be very individual, it is expected by the training hub as a minimum that as a professional you:

|  |  |
| --- | --- |
|  | Are organised and keep booked appointments. |
|  | Work with the mentor to clearly ascertain the boundaries of your meetings i.e., have a mutually agreed contract to establish trust (appendix 1 has an example). |
|  | Come to the meetings with ideas about what you want to get out of the sessions. |
|  | Keep a contemporaneous record of the session and any agreed objectives (see appendix 3). |

# **Frequently Asked Questions (FAQs)**

## How do I start my first mentoring session?

In order for the experience to be successful, it is important to take the time to build rapport.

A suggested approach for opening the session could be:

1. Share your pharmacy journey, why did you choose pharmacy as a degree?
2. Explain why you were interested in becoming a mentee.
3. Ask a few questions about your mentor's current experience, such as:

* Why did they choose pharmacy?
* How did they get to their present role?
* Where are they hoping to go in their career?
* Where are they from? Where did they go to school?

1. Agree on ground rules about how often you will communicate, how quickly you will be able to respond, and what level of confidentiality is expected

* How often will we try to communicate? (Should be at least once per month and maybe more at the beginning.)
* Will it be by phone, e-mail, or face-to-face?
* What days/times work best?
* What are the roles of the mentor and the mentee?
* What expectations do we have about the way the two of you will communicate?

## When do the mentoring sessions end?

Ideally the ending of a mentoring relationship is anticipated and planned in advance by both parties. However, they can end unexpectedly due to external factors such as illness, family crisis or new professional opportunity. External influences aside, a mentoring relationship may also come to an end simply because of a mismatch on an interpersonal level, or a miscommunication between both parties. It should be noted that it is okay for the sessions to end if the mentor-mentee relationship is not a good fit, despite everyone’s best efforts.

## How many mentoring sessions are being offered?

You have flexibility and hence the sessions will depend on the relationship and your goals.

It may be after 2-3 sessions you have achieved your goals and you mutually agree to end the sessions earlier. Please still complete the exit questionnaire.

## How do I look after myself as a mentee?

Self-care is really important as both a mentee and a pharmacy professional. It is important that you do not feel guilty or embarrassed if the mentoring relationship is not working. It is much better to acknowledge this straightaway and examine why you are feeling this way instead of continuing despite the difficulties. Going through this process can provide valuable insights and learning experiences.

As a mentee, one of the advantages is developing a transparent and productive working relationship that benefits both parties. However, this can be challenging at times, and that’s okay. It is also okay that you reach out externally for personal support. If you require additionally support or guidance, please contact Nottinghamshire Alliance Training Hub for advice ([alliance.hub1@nhs.net](mailto:alliance.hub1@nhs.net)) .

## My fellow pharmacy student colleagues would also like to be involved, is this possible?

We only have 10 places initially in the pilot, but the plan is to evaluate and learn so that it can be expanded further. It is therefore important that you are open and honest when completing the scheduled questionnaires. Also constructive feedback throughout the whole pilot is strongly encouraged as we are keen for it to be successful.

## My nursing (and other multidisciplinary) student colleagues would also like to be involved, is this possible?

Initially for the pilot we are focusing on pharmacists, however if successful the plan is to expand to other roles within primary care including nurses.

## I have read all these questions, but my question has not been answered. What do I do?

Please feel free to email us on [alliance.hub1@nhs.net](mailto:alliance.hub1@nhs.net) and the team will try their best to answer your question in a timely manner.

# **Appendix 1: Example ground rules / contract**

*(Please feel free to discuss and amend)*

**Mentee and Mentor Contract - NATH Widening Participation Pilot**

As a mentee and mentor committed to taking part in the NATH Widening Participation pilot, we understand and agree to follow the ground rules listed below:

* The mentoring relationship is professional and should not involve the exchange of goods or payment.
* The mentoring relationship should last for a mutually agreeable time period, after which it will formally terminate (time period set is approximately 6 months.)
* The mentor’s role is to respond to the mentee’s career related learning and development needs. The agenda is driven by the mentee (and agreed by the mentor).
* The mentor should not offer study or dissertation support. The focus is future careers.
* Both the mentor and mentee should be open and honest with each other and agree the boundaries of the mentoring relationship.
* Both the mentor and mentee should respect each other’s time and other responsibilities.
* Meetings should take place at a convenient and safe location agreed upon by both.
* Where meetings are not possible, emails and telephone calls will be used instead. Timeframes for responses will be agreed by both parties; normally \_\_\_\_ days for email responses.
* Commitments made should be respected. If meetings are cancelled or delayed, adequate warning should be given. Postponed meetings should be re-booked promptly.
* The mentee will proactively keep in touch with the mentor.
* Should a mentor recognise that there is a conflict of interest between the mentoring relationship and any other role, the mentor should make this known to the mentee as soon as is practicable. The conflict of interest should also be reported to the Nottinghamshire Alliance Training Hub.
* Either party has the right to withdraw from the mentoring contract if, after genuinely trying, the relationship is not working.
* Notice to end the mentoring should be given. This should allow for a closure meeting where a final review can take place. As a minimum, an email with an explanation is to be sent.
* Confidentiality is ensured at all times, unless safety concerns. It is agreed to not discuss the content of mentoring discussions with others unless consent is obtained by both parties.
* Any notes made about the mentee or mentoring meetings should be kept confidential.
* I understand that I cannot hold my mentor, mentee, NATH or the University responsible if the actions and decisions I make do not lead to the results that I hoped for

We both agree to abide by the guidelines outlined above in all our mentoring sessions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature (Mentee):** |  | **Date:** |  |
|  |  |  |  |
| **PRINT NAME:** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature (Mentor):** |  | **Date:** |  |
|  |  |  |  |
| **PRINT NAME:** |  |  |  |

# **Appendix 2: SWOT Analysis of Mentee**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reviewed by: | Sign: |  | Date: |  |

# **Appendix 3: Example mentee record**

*(Please feel free to amend)*

This tool is a confidential document for the mentee to use as an aide-mémoire for their sessions.

|  |  |
| --- | --- |
| Supervisee name: |  |
| Supervisor name: |  |
| Date of meeting: |  |

|  |  |  |
| --- | --- | --- |
| What is working well for you? | | |
|  | | |
| What areas would you like to develop further? | Solutions and actions | Proposed date of completion or review |
|  |  |  |

# **Appendix 4: Student Wellbeing Resources**

The University of Nottingham have complied an extensive list of relevant resources relevant - these may be found here: <https://www.nottingham.ac.uk/studentservices/myhelp-zone.aspx>

Pharmacist support may also be accessed by pharmacy undergraduates: <https://pharmacistsupport.org/support-for-students/> They can provide:

* + a listening friend who can listen and support in confidence about a wide range of issues including emotional, financial and study related stresses.
  + access to wellbeing services that can help quip the students with tools and techniques to help them manage stress and anxiety.
  + a student hardship grant (of up to £1500) to assist with general living costs and expenses.
  + funded counselling for those struggling with emotional issues.
  + a bursary for final year MPharm students.