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Widening Participation Pilot

Mentor Handbook

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**Contents**

[Introduction 3](#_Toc135734286)

[Project Aims 3](#_Toc135734287)

[Overall mentee journey 3](#_Toc135734288)

[Mentor overview 5](#_Toc135734289)

[Why be a mentor? 5](#_Toc135734290)

[Expectations of mentor 5](#_Toc135734291)

[Key principles underpinning the mentoring within this pilot project 6](#_Toc135734292)

[Recommended Mentor Training 7](#_Toc135734293)

[How is this mentoring opportunity relevant to your own development? 7](#_Toc135734294)

[What is mentoring? 7](#_Toc135734295)

[Essential training 8](#_Toc135734296)

[Summary 8](#_Toc135734297)

[Frequently Asked Questions (FAQs) 9](#_Toc135734298)

[Do I have to complete the essential e-learning training? 9](#_Toc135734299)

[How do I start my first mentoring session? 9](#_Toc135734300)

[When do the mentoring sessions end? 10](#_Toc135734301)

[What signs should I be looking for that the mentoring sessions may not be working? 10](#_Toc135734302)

[What can I do if I feel that the mentoring sessions may not be working? 10](#_Toc135734303)

[How many mentoring sessions can I give to my paired student? 11](#_Toc135734304)

[How do I look after myself as a mentor? 11](#_Toc135734305)

[My pharmacy colleagues would also like to be involved, is this possible? 11](#_Toc135734306)

[My nursing (and other multidisciplinary) colleagues would also like to be involved, is this possible? 11](#_Toc135734307)

[I have read all these questions, but my question has not been answered. What do I do? 11](#_Toc135734308)

[Appendix 1: Example ground rules / contract 12](#_Toc135734309)

[Appendix 2: Example log of agreed meetings 14](#_Toc135734310)

[Appendix 3: Student wellbeing resources 15](#_Toc135734311)

# **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 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. |

# **Mentor overview**

## Why be a mentor?

It is hoped that by being a mentor within this project that it will:

* Give you an opportunity to develop and demonstrate your education and training skills, particularly in relation to mentoring.
* Broaden your exposure to areas including diversity issues, by taking part in insightful conversations and experiences.
* Support your team in developing a talented primary care workforce that is working to their full potential.

It should also give you the chance to gather evidence for your advanced practice portfolio.

## Expectations of Mentor

As a mentor you can be funded up for 10 hours (which may be claimed at end). It is expected that you will offer your matched student face to face or virtual mentoring sessions for up to 6-8 hours with flexibility on scheduling over a 6-month period.

A guide to how you will be using these 10 hours is outlined below:

| Activity | Estimated time | Timeline |
| --- | --- | --- |
| Completing training within this booklet  - including self-assessment. | 2 hours | Prior to meeting with matched student |
| Completed baseline questionnaire. | 15 minutes | Prior to meeting with matched student |
| Make contact with student to arrange 1st session - introduce who you are. | 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 student would like out of session(s) * Agree any goals if relevant | 1-1.5 hours | For safety, please meet somewhere outside of your / their homes. At your GP practice or at their university would be recommended. |
| 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 |  |
| Complete evaluation questionnaire | 15 minutes | After completion of all agreed delivered sessions |
| Send in a payment claim to Nottinghamshire Alliance Training Hub for the total hours used during this project (maximum 10 hours) |  |  |

## Key principles underpinning the mentoring within this pilot project

As a pilot, we will be exploring what benefits these mentor-mentee relationships can bring. But is hoped that as a mentor that you will:

* Create a safe space for students to explore career options.
* Encourage the student to start their journey as a reflective practitioner.
* Respect the student’s autonomy by involving them in choices.
* Be positive, supporting the student to explore their strengths and prior achievements.
* Where issues or barriers are identified, help them to break issues into manageable chunks and through the setting of realistic goals.
* Provide an opportunity for students to ask for feedback about placements or foundation trainee applications.

# **Recommended Mentor Training**

Before you start, it should be made clear that it is not expected that you will be the perfect mentor! But we hope that after completing this you will feel confident enough to give it a go.

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

If you look at the Royal Pharmaceutical Core Advanced Pharmacist Curriculum (available [here](https://www.rpharms.com/Portals/0/Advanced/RPS%20-%20Core%20Advanced%20curriculumFINAL.pdf?ver=rtuQFQ9Q9jxWzisNHGOyuA%3d%3d)). Under the education pillar it is listed that an advanced pharmacist:

**4.2 Supervises others’ performance and development; provides high quality feedback, mentorship, and support.**

This experience will therefore give you the opportunity to reflect and develop in this area. This learning may then be applied within your own team as a primary care pharmacist.

## 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. Think about:

* *Who has inspired you throughout your career? Why was this experience positive?*
* *Have you had any negative mentoring experiences? How can you prevent this happening?*

Please complete the table below with your own ideas.

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

## **Essential training**

As part of this pilot, it is recommended that you complete some basic training in mentoring. We therefore recommend that you complete both parts of this e-learning package - <https://www.e-lfh.org.uk/programmes/medical-mentoring/>. Please note you will need to be registered (but this is free). Once completed please email the certificate to the training hub - [alliance.hub1@nhs.net](mailto:alliance.hub1@nhs.net).

After completing this training - reflect on the following areas:

|  |  |
| --- | --- |
| What further training needs do I have before starting this mentoring journey?  And how am I going to meet them? (Tip - make them [SMART](https://www.mindtools.com/a4wo118/smart-goals)) |  |
| What resources do I need before I meet my mentor for the first time? |  |
| Do I have any other questions about this pilot before I start?\* |  |

\* Please see the FAQ section of this handbook. If this does not answer your question(s) then please email Nottinghamshire Alliance 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. |
|  | Clearly ascertain the boundaries of your meetings i.e., have a mutually agreed contract to establish trust (appendix 1 has an example). |
|  | Record the date, time, and venue of your meetings (see appendix 2). |
|  | You know what resources you can signpost your mentee to in case external support is needed (see appendix 3). |

# **Frequently Asked Questions (FAQs)**

## Do I have to complete the essential e-learning training?

If you are already an experienced mentor, it is not essential that you complete the recommended e-learning training. However, you could use the time to refresh and reflect on your skills, knowledge and abilities specifically within the context as mentor to pharmacy students.

If you do not complete the training - please get this agreed with the training hub in advance.

## 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 career journey**, including some information on why you made certain career choices. Keep in mind to share the highlights of your career, but also talk about a more challenging time in your professional development and career. This may make your mentee will be comfortable sharing similar information.
2. **Explain why you were interested in becoming a mentor. Ask your mentee what they are looking for in a mentor**.
3. **Ask a few questions about your mentee's current experience**, such as:

* Why did they choose pharmacy?
* Where are they hoping to go in their career?
* Where are they from? Where did they go to school?
* What are their short-term goals as a trainee pharmacist?
* What skills do they most want to develop in terms of future personal and professional growth?

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.

## What signs should I be looking for that the mentoring sessions may not be working?

Signs to look for include:

* Frequent cancelling or making last minute changes to arrangements.
* Failing to turn up to organised meetings.
* Regular lack of progress on actions identified in meetings.
* Individuals appearing distracted in sessions or cutting sessions short.

## What can I do if I feel that the mentoring sessions may not be working?

If this occurs, this can be challenged and openly discussed. Some potential options are listed below.

1. After the session, you can reflect on what went well and provide an honest report on how you feel. Consider what appeared to be helpful and what could have been improved for next time. If there is any uncertainty, it is important this is addressed openly. For instance, you could say, “*I feel that you may be unsure about arranging our next meeting. Is that accurate?”*
2. It’s important to avoid blame and communicate clearly and objectively. Express your thoughts and feelings constructively, such as saying, “*I’ve notice you seem disinterested during our meetings, is that true, and if so, how can we improve them?”*
3. Provide factual examples to support your points, such as saying, “*You’ve cancelled several arrangements. are there any additional reasons for this apart from what we have already talked about?”*
4. Engage in a positive conversation with the mentee about their progress beyond current arrangements. One option could be to highlight issues to Nottinghamshire Alliance Training Hub, who may be able to identify another suitable mentor for the mentee.

## 

## How many mentoring sessions can I give to my paired student?

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

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

It may be that after 8 x 1-hour sessions that you would like to continue on a voluntary basis (as funding is for 10 hours maximum). This is still possible, but please complete the exit questionnaire.

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

Self-care is really important as both a mentor and a primary care 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 mentor, 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. There are also several useful resources on their website - <https://www.nottstraininghub.nhs.uk/resources/wellbeing/>

## My pharmacy 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) 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: Example log of agreed meetings**

*(Please feel free to amend)*

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

|  |  |  |
| --- | --- | --- |
| Mentoring contract commenced: | |  |
| Mentee: |  | |
| Mentor: |  | |
| Date & Time | Venue | Areas covered and goals for discussion at next meeting (if applicable) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# **Appendix 3: Student Wellbeing Resources**

Please note you are not the mentee’s clinician. Therefore, please do signpost them to their GP (or other appropriate healthcare provider) if you have concerns about their wellbeing. Please note it is normally agreed that you can break confidentiality if you are concerned about an individual’s safety.

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.