

Good practice in mentoring



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Good practice

- **Strategic plan**
- **Implementing your plan**
- **Setting**
- **Mentee perspective**
- **Mentor perspective**
- **Evaluation**

Strategic plan

- Gain strategic support (e.g. trust, deanery)
- Describe and agree purpose and outcomes
- Involve relevant parties e.g. HR, education, clinical governance lead, tutors, Directors
- Gain funding - make business case
- Consult on shape and delivery of mentoring scheme - and respond

Implementing your plan

- Set out employment terms; paid or protected time; paperwork - contract & 'job descriptor'
- Publicise scheme, attract recruits
- Promote value and purpose of mentoring - information meetings
- Devise quality assurance: training, competence, process
- Focus on various staff groups
- Matching mentor:mentee

Setting

- Agree ground rules: e.g. confidentiality
- Agree /revise contract details
- Agree purpose and scope of mentoring (range - including under-performance)

Mentee perspective

- Clarify expectations - agree definition
- Thoughtful matching mentor-mentee
- Documentation explicit: contract, diary sheet, record etc
- Initial training: getting the most out of mentoring, scheme overview
- Evaluation / reshaping relationship

Mentor perspective

- Clarify expectations - agree definition
- Thoughtful matching mentor-mentee
- Documentation explicit
- Job description, based on KSF
- Initial / ongoing training and support
- Provide evidence that competent
- Evaluation / reshaping scheme

Evaluation

- Documentation explicit, exists, used
- Training: relevant, constructive, useful, prepared mentors/ mentees well
- Nature of training / support for mentors
- Monitoring competence of mentors
- Evaluation: undertaken, results acted upon
- Evidence of benefits for mentees, mentors, trust, sponsors

Template for job description of mentor based on NHS Knowledge and Skills Framework

Main Purpose

To act as a mentor in accordance with definition: a 'process whereby the mentor guides the mentee in the development and re-examination of their own ideas, learning, and personal and professional development.'
(SCOPME (1998) *Supporting doctors and dentists at work. An enquiry into mentoring.*)

Core competencies - in relation to mentoring

1. Consistently practise good communication skills
2. Develop own and others' knowledge and practice across professional and organisational boundaries
3. Promote others' health and safety and security

Core competencies, KSF (continued)

4. Develop and improve NHS services through mentoring, make constructive suggestions
5. Maintain quality of work as mentor and work within own competence
6. Promote equality, respect diversity and value mentee as individual

Core competencies, KSF (continued)

7. Enable mentee to optimise health and wellbeing
8. Plan, deliver and monitor quality of mentoring undertaken
9. Enable mentee to learn and develop

Audit Table - Communication

Aspect of communication	How expert are you?	How frequently
Good interpersonal communication		
Active listening		
Establish rapport		
Non-verbal language		
Constructive feedback		
Manage conflict		
Challenge beliefs		

Audit Table - equal opportunities, equality, diversity

Aspect	How expert are you	How frequently?
Understand equal opportunity / demonstrate best practice		
Use awareness of <i>own</i> values, beliefs and attitudes in constructive manner		
Provide feedback free of bias and prejudice		
Be open and transparent		
Maintain confidentiality		

Good Practice in Mentoring

Key words:

- Consistent good practice
- Well matched pairs
- Competent mentors
- Monitor quality throughout mentoring process
- Evaluation: act on it