

**Mentoring**

There are many definitions of mentoring. Some common elements:

***Mentoring is a learning relationship***

***The mentee sets the agenda***

***The focus is on the mentee’s needs and wishes***

***The context is work***

***Personal and/or professional development***

***High degree of trust***

***Independent of and takes place outside any line management***

***Support, encouragement and challenge***

**Mentoring and the Lancaster Programme**

Our hope is that trainees will establish mentoring relationships that will support their work related development needs and help to make training a valuable and manageable experience. Please note that mentoring is optional (but strongly encouraged) for trainees.

We recognised that what makes a mentoring relationship work for one mentee/mentor pair may be very different from another. Your mentoring relationship can be one that is shaped by you and focuses on what is important for you.

**When can I see my mentor?**

The ideal time to meet with your mentor (or potential mentors when in the process of setting up a mentoring relationship) is during your study time. However, you may negotiate time out of placement with your supervisor. You should NOT take time out of teaching for mentoring purposes. If you experience any difficulties arranging times to meet please contact Claire Anderson (c.l.anderson@lancaster.ac.uk).

**Confidentiality**

Only the personal development clinical tutor, the marker pool coordinators, and the assessment programme assistant need to know who you have as a mentor. The personal development clinical tutor needs to know so that they can manage the mentor database and the marker pool coordinators and assessment programme assistant need to know so that they can ensure that there is no conflict of interest when allocating examiners.

**Guidelines for getting started with Mentoring**

Trainees have fed back that setting up a mentoring relationship before the end of December during the first year of training has allowed them to make best use of mentoring during training. We therefore encourage trainees to identify a mentor within the first four months of training using the guidance below.

1. **What do I want to get from having a mentor?**

Consider what you need, hope and wish for from a mentoring relationship*.*

**2. Approach potential mentor(s)**

1. Identify a potential mentor who you think could offer you the kind of mentoring you want - please see the mentor database for information about potential mentors. We are aware trainees often approach someone they already know; we support this.
2. Contact them to check their availability and to enquire about whether they can offer what you are hoping for. To be done via email or telephone/teams.
3. If it is clear that there would *not* be a good fit (for whatever reason) inform the potential mentor that on this occasion you are considering other options. This can be done by email or telephone/teams. Potential mentors may do the same.
4. If you identify a mentor that seems to offer a *good* fit arrange to meet them to discuss your mentoring needs/wishes. At this stage neither trainee nor mentor has made a commitment to setting up a mentoring relationship.
5. Following the meeting the trainee will contact the mentor (within two weeks) to say whether or not they would like to formally agree a mentoring relationship. If appropriate, mentor to be asked if they are willing/able to be the trainees mentor. This can be done by email or telephone/teams.
6. If both trainee and mentor agree to establish a formal mentoring relationship they now make a time to meet as mentee and mentor and to formally agree the parameters of the relationship, i.e. agree a Mentoring Contract. Trainee lets the personal development clinical tutor know (by email) who they have as a mentor; mentor to be copied in. If the mentor has not completed a mentoring pro-forma then they need to either (a) complete a mentoring pro-forma and return it to the personal development clinical tutor (copies of the pro-forma are on Moodle and/or can be obtained from the personal development clinical tutor or (b) provide the personal development clinical tutor with their professional registration number and contact details.

**3. Who can be a mentor?**

a.   Anyone in the region who is eligible to supervise is eligible to be a mentor.

b.   Potential mentors need to complete a mentor pro-forma and send this to Claire Anderson (Personal Development Clinical Tutor). Current mentors need to complete a mentor pro-forma or they need to provide the personal development clinical tutor with their contact details.

c.   Potential and current mentors need to be registered with the professional body which is required for them to practice in their profession. For example, a Clinical Psychologist would need to be HCPC registered or a Family Therapist (if they were not also a Clinical Psychologist with HCPC registration) would need to be UKCP registered as a Systemic Psychotherapist.

d.   The personal development clinical tutor will keep a record of potential and current mentors' registration numbers and will regularly check that there are no restrictions to the professional registration of mentors. If there is a registration issue or restriction, then this information will be shared with the Clinical Director and this individual will no longer be eligible to be a mentor.

e.   If a potential mentor has their registration restriction lifted, then they will be subject to an interview with the personal development clinical tutor or the Clinical Director to decide if it would be appropriate for them to be mentor.

**Please note:**

A copy of these guidelines has been sent to those on the mentor database. Trainees and potential mentors are encouraged to say if they feel that a mentoring relationship being considered would not be a good fit – wherever possible sensitively communicate the reasons for this.

If you are experiencing difficulties with getting mentoring set up (or have other mentoring queries /wish to share information about your experiences) please email Claire Anderson, Personal Development Clinical Tutor ([c.l.anderson@lancaster.ac.uk](mailto:c.l.anderson@lancaster.ac.uk)).

**Guidelines for developing a mentoring contract**

When mentee and mentor meet for the first time they will agree a mentoring contract. This can be verbal but we encourage mentees and mentors to develop a written contract (see attached optional template).

**Mentoring contract**

The following may be useful to consider (these prompts have been generated from literature on mentoring and from conversations with trainees/mentees and mentors):

**Practical**

* Location – where will we meet? Some mentor/mentees meet at work bases, others in more informal settings – consider what would fit best for you.
* Frequency – how often will we meet?
* Duration – length of mentoring relationship?
* Length of mentoring meetings?
* Cancellations – what will we agree about cancelling?
* Time keeping - what will we agree?
* Arranging meetings – who is responsible for what?

**Mentoring relationship**

* Preferred ways of working together – how formal/informal? Agenda or free conversation?
* Balance of support and challenge – what agreed?
* How does mentee learn best – implications of this?
* Expectations of one another
* What do we want to focus on and/or achieve? E.g. Training and/or beyond; clinical work, course work &/or personal aspects/impact of training; dynamics of work relationships (peers, course staff, supervisors), reflecting on ‘mistakes’, etc.
* How will we know if mentoring relationship working/not working?
* Is there anything we feel the other needs to know (or we want them to know) about us? E.g. issues of diversity, impending change in circumstances, values, etc.

**Ethical**

* Review – agree date(s). Consider having a ‘trial period’.
* Boundaries of relationship - clarify
* Confidentiality
* What if things are not working out – how will we manage?
* Managing the end – what has been agreed?

**Mentoring Contract - Optional Template**

|  |  |
| --- | --- |
| **Mentee:** |  |
| **Mentor:** |  |
| **Date of meeting:** |  |
|  |  |
| **Practical** |  |
| Location |  |
| Frequency |  |
| Duration |  |
| Length of meetings |  |
| Cancellations |  |
| Time keeping |  |
| Arranging meetings |  |
|  |  |
| **Relationship** |  |
| Preferred ways of working |  |
| Support/challenge balance |  |
| Learning styles/implications |  |
| Expectations of one another |  |
| Focus/aims |  |
| How know if working? |  |
| Things we want/need to be aware of |  |
|  |  |
| **Ethical** |  |
| Review date |  |
| Boundaries – clarify |  |
| Confidentiality |  |
| What if things not working out |  |
| What agreed about end |  |
|  |  |
| **Other** |  |
|  |  |