

# Harrow Patients' Partnership Network (HPPN) Partnership Mentoring Programme



## Guidelines to the Mentor/Mentee Relationship Getting the best from each other ...



**NHS**  
Harrow  
Clinical Commissioning Group

**Harrow Patients' Partnership Network (HPPN)  
Partnership Mentoring Programme**

<b>Contents</b>	<b>Page</b>
The purpose of the guidelines	Page 3
The objectives of the programme	Page 3
The mentoring Role	Page 3
Stages of the mentoring relationship:  Stage 1: The Beginning Stage 2: Developing The Relationship and identifying key issues Stage 3: Making progress and measuring impact Stage 4: The Destination	Page 4 -5
First session	Page 5
Second and subsequent sessions	Page 6
Ideas for future meetings	Page 6
The Mentors Commandments	Page 6
Table 1: Some typical forms of Questioning	Page 7
Appendix A: Ethical Code of Practice	Page 8
Appendix B: The Mentor/Mentee Agreement Form	Page 9
Evaluation of impact	Pages 10-18
Appendix C: Exit Evaluation Survey Forms for Mentors & Mentees  I. Exit Questionnaire for Mentors II. Exit Questionnaire for Mentees	11 - 18  15-16  17-18
Notes	Pages 19-24

## **Harrow Patients' Partnership Network (HPPN) Partnership Mentoring Programme**

### **The Purpose of the Guidelines**

The following guidelines have been designed to support mentors and mentees participating in the Partnership Mentoring Programme led by HPPN. The programme is intended to provide support to new or emerging Patient Participation Groups (PPGs) in Harrow. Both mentors and mentees are members of HPPN.

### **The objectives of this programme are to:**

- i. Develop a network of mentors working across PPGs in Harrow to share good practice and develop collaborative initiatives that would secure effective patient engagement.
- ii. Establish a database of mentors and mentees.
- iii. Match mentors, who have the experience and skills from working with established PPGs, with mentees from newly established or emerging PPGs who wish to further develop or enhance the role of their PPG.
- iv. Establish and share best practice principles that all PPGs in Harrow can aspire to, depending on their context and starting points.

### **What is the role of a mentor?**

*"Coaching and mentoring are learning relationships which help people to take charge of their own development, to release their potential and to achieve results which they value" (Connor and Pokora, 2007)*

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

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

The success of coaching and 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 the mentee, but rather needs to have the motivation and experience to support the mentee in their development.

It goes without saying that other qualities such as a varied career and life experience, a wide professional network and commitment to their own development will enrich the mentoring relationship.

The mentor would need to have "*something*" (quality / skill / experience) that the mentee sees as being helpful to them in their role within the PPG.

Active listening is an essential mentoring skill. One of the most common mistakes mentors can make is confusing hearing and listening. Hearing is merely noting that someone is speaking. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret, and remember what is heard. Hearing is passive; listening is active. The passive listener is much like a tape recorder. If the speaker is providing a clear message, the listener will probably get most of what is said.

For mentors, this is not enough. They must be active listeners. Active listening requires the listener to hear the words and identify the feelings associated with the words. Mentors should be able to understand the speaker from his or her point of view.

**Some of the benefits of active listening:**

- Encourages the speaker
- Promotes trust and respect
- Enables the listener to gain information
- Improves relationships
- Makes resolution of problems more likely
- Gains cooperation
- Promotes better understanding of people/issues

A mentor does not give instructions; rather he/she helps the mentee to weigh up situations, through a process of reflection, questions, challenge and feedback, allowing the mentee to come to their own decision. It is crucial to remember that in any mentoring relationship it is the mentee who drives the agenda, not the mentor.

**Stages of the mentoring relationship**

The mentoring relationship may typically include four stages:

**Stage 1 - The Beginning**

This will include brief introductions, setting the context, referencing the mentoring process and role of mentor and mentee. Setting these “ground rules” is essential and must include the agreement on confidentiality.

This phase is all about developing rapport and building trust, it helps to establish compatibility and defines the right of the mentee to end the process at any point. Refer to the frequency of meetings, appropriateness of venue etc. Essentially a “verbal contract” is established, supported by both the “*Ethical Code of Practice*” ([Appendix A](#)) and “*Mentor / Mentee Agreement*” ([Appendix B](#)).

One of the best ways to build trust is to help the mentee quickly accomplish something tangible that is important to the development of their PPG. For example, in setting the context, you may wish to ask some open questions about their PPG such as: ***What have been the main developments of their PPG recently? What is the key aims at present/for the future? You mentioned ... could you say a little more about that? And with regard to ... what? Who? When?*** Etc.

**Stage 2 - Developing The Relationship and identifying key issues**

This phase is all about working together in order to reach goals by focussing on specific issues and helping the mentee to develop new perspectives or ideas. See [Table 1](#) for some questioning ideas.

The relationship as it develops can take on many forms, these can be broken down into two key types, namely: -

- i. A relationship where contact meetings are frequent.
- ii. A less intense relationship where the focus is on accomplishing tasks.

Mentors may find the relationship fluctuating between i) and ii) over time.

### **Stage 3 - Making progress and measuring impact**

This phase is all about re-defining objectives, establishing ownership of issues and evaluating outcomes. It is a crucial part of the relationship where the mentor may shift roles between that of a mentor and/or a coach, standing alongside the mentee helping them to build confidence and independence. This is where you may wish to explore alternative scenarios, deciding on the preferred approach (es) and in committing to action.

### **Stage 4 – The Destination**

The mentor should plan ahead for the end of the relationship with the mentee and encourage the mentee to verbalise his/her feelings about the relationship and help him/her to feel supported and in control. Whatever you do, do not just drop out of sight. The way the relationship ends can shape how both the mentor and the mentee thinks about and learns from the experience.

### **First Session with the mentee**

The mentor should encourage the mentee to do most of the talking by the use of appropriate questioning (*see Table 1*). A typical format for the discussion could be for the mentor to:

- Introduce them to the mentee.
- Explain who he/she is.
- Where he/she works.
- Professional/job history.
- What the mentee understands about mentoring - why they think the mentor is there.
- What the mentor believes he/she is there for:
  - ❖ Links to other PPGs/patient networks
  - ❖ Someone objective for them to talk to
  - ❖ Opportunity for the mentor to assist with developing the PPG
  - ❖ Opportunity for mentor to develop own skills
  
- What 'ground rules' need to be agreed on? It is important that any 'rules' should be agreed upon at the outset. A “Mentor / Mentee Agreement” Form should be completed at this stage and the “Ethical Code of Practice” shared and agreed upon.
- The issue of confidentiality. It would be useful to restate that a mentor will not gossip, but on occasions may have to discuss some issues with the Co-ordinator. Equally, mentees should agree not to gossip about anything personal that might be said.
- It is important to discuss the issue of responsibility. The mentee is responsible for all decisions affecting his/her PPG, but the mentor needs to agree that both have a responsibility to attend meetings and that each person will let the other know well in advance if they are unable to attend.
- Confirm that if an agreement is made, both will stick to it. For example, if one person promises to find out some information, it will be done.
- Meeting durations, which will vary according to the needs of the mentee. As the relationship evolves meetings may last for longer, and occur once every 3- 4 months.
- End on a positive note - looking forward to working together, etc.

## Second and subsequent sessions with mentee

The mentor should:

- Review the last session. How did the mentee feel about it?
- Try to get to know the mentee better
- Find out how the mentee has progressed from the last meeting
- Find out what do they find difficult? Are there particular problem areas?
- Find out what they think of the support they have received so far
- Find out if the mentee is willing to make any changes?

This is not an interview. To build up a rapport with the mentee the mentor will need to develop a conversation, rather than just ask questions. It is up to the mentor to decide how much they want to talk about themselves. In some ways it would be helpful to share experiences, but neither parties should feel that they have to 'bare their souls'!

In summary, in the first session the scene should be set with both parties discussing what will happen. In the second session the mentor is finding out more about the mentee and the mentee should be doing more of the talking.

If appropriate session 1 (setting the scene) and session 2 could be combined.

## Ideas for future meetings

It is really very much up to mentor and mentee to decide what to talk about. For the mentor listening is more important than talking.

When objectives are discussed, mentors should ensure that they are SMART:

- Specific: - are clearly defined
- Measurable: - How will success be measured
- Achievable: - may be challenging, but are achievable
- Relevant: - relate to the overall goals of the organisation
- Timed: - are to be completed within a specified time-frame.

### The Mentor's Commandments

**Facilitate not clone.**

**Uniqueness is important.**

**Consistency is critical**

**Faking it is not making it. Provide honest feedback.**

**Empower rather than solve.**

**You are not responsible- you have shared responsibility.**

**Appreciate what you're giving.**

**It's not coaching; it's mentoring.**

**Honor your limits and boundaries.**

**Listening is hard but advice is easy.**

**We could all use more listeners in the world**

**Table 1: Some typical forms of Questioning**

<b>Questioning Technique</b>	<b>Description</b>	<b>When is it useful?</b>	<b>When is it not so useful?</b>
CLOSED	<b><i>How long have you been involved with the PPG/Practice?</i></b> Narrow; establishes specific points of fact.	Probing single facts. Starting the discussion	Gaining new and unexpected information in areas not known by the mentor
OPEN	<b><i>How do you feel about patient engagement?</i></b> <b><i>How have things been going?</i></b> This encourages a person to talk.	Setting the context Most openings. To open up the discussion and gather information	With talkative person!
PROBING	<b><i>Are you satisfied with the way things have gone? Exactly what happened next? Are there any areas of concern? Does/did it happen often?</i></b> This could follow an "open" question to get further information <b><i>What are you going to do now? What are you going to do first? When? How? Who will be involved?</i></b>	Gaining detail & committing to action	Exploring emotionally charged areas.
REFLECTIVE	<b><i>That confrontation with your Practice Manager bothered you?</i></b> <b><i>To what extent is this a PPG issue? And what has been X's/your response? How does this affect you/PPG's role?</i></b> Repeat back emotional content of a person's statement	Emotionally charged situations. However it is straying into the counselling arena! So be careful.	Getting to know what makes the mentee "tick"
LEADING	<b><i>I suppose you're sorry now are you?</i></b> This invariably leads to the answer you expect.	Gaining acceptance of your viewpoint	Gaining new information
HYPOTHETICAL	<b><i>Share with me all the things you might be able to do to help bring about these changes? Can any of these ideas be combined? What would you do if...? What would be the implications for ...?</i></b> Posing a hypothetical situation	Establishing ownership  Presenting alternative scenarios - Very powerful for getting a person to think about new areas	With a person who needs time to give a reasoned reply
MULTIPLE	String of questions/statements	Never	Always

## Appendix A: Ethical Code of Practice

***Mentoring occurs through a series of conversations in which one person draws on their experience, expertise and knowledge, to advise and guide a less experienced person in order to enhance their performance or support their development.***

- The mentor's role is to respond in a non-judgmental and primarily non-directive manner to the mentee's/PPG's performance and development needs. The aim is to help the mentee to articulate and achieve goals. The mentor will not impose their own agenda, nor will they intrude into areas that the mentee wishes to keep off-limits.
- Mentors must work within the current agreement with the mentee about confidentiality that is appropriate and within context.
- Mentor and Mentee must be aware of the terms of the agreement.
- Mentors and Mentees should respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- The Mentee must accept increasing responsibility for managing the relationship; the Mentor should empower them to do so and must generally promote the Mentee's autonomy.
- Either party may dissolve the relationship at any point.
- Mentors need to be aware of the limits of their own competence in the practice of mentoring and seek advice should they need it.
- The Mentor will not intrude into areas the Mentee wishes to keep private until invited to do so. However they should help the Mentee to recognise how other issues may relate to the areas being discussed.
- Mentors and Mentees should aim to be open and truthful with each other and themselves about the relationship itself.
- Mentors and Mentees share the responsibility for the smooth winding down of the relationship when it has achieved its purpose – they must avoid creating dependency.
- The mentoring relationship must not be exploitative in any way; neither may it be open to misinterpretation.
- Mentors cannot act as an advocate, witness or provide advice on disputes that the Mentee may be involved in. However, they can help develop plans for coping or developing new opportunities

## [Appendix B: The Mentor/Mentee Agreement Form](#)

Once a partnership is agreed, both mentor and Mentee will be asked to sign this Mentor/Mentee Agreement Form. One copy should be sent to the Programme Co-ordinator and a copy kept by each of the parties.

The following rules apply:

Both parties should agree the time, place and duration of each meeting. At the conclusion of each meeting, the Mentee and Mentor will review their position and decide whether to arrange further meetings. At least four meetings are expected in a mentoring cycle (12 months).

Participation in the Partnership Mentoring Programme as a Mentee or as a Mentor implies a commitment to the process.

The **Ethical Code of Practice** ([Appendix A: Mentoring Guidelines](#)) will form the basis of the mentoring relationship.

Mentors cannot act as an advocate, witness or provide advice on disputes that the mentee may be involved in. However, they can help develop plans for coping or developing new opportunities.

At the end of the mentoring programme both the Mentor and the Mentee will be required to complete and return an Exit Evaluation ([Appendix C: Mentoring Guidelines](#)) giving feedback on their mentoring experience.

---

### **Mentor**

Signed Agreement

I, \_\_\_\_\_ agree to abide by the **Ethical Code of Practice** outlined in **Appendix A of the Mentoring Guidelines Document (Partnership Mentoring Programme)**, and to ask for assistance and advice whenever it is not clear what I should do.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Mentee**

Signed Agreement

I, \_\_\_\_\_ agree to abide by the **Ethical Code of Practice** outlined in **Appendix A of the Mentoring Guidelines Document (Partnership Mentoring Programme)**, and to ask for assistance and advice whenever it is not clear what I should do.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please return a copy of this form to [jodaswani1522@gmail.com](mailto:jodaswani1522@gmail.com)***

## EVALUATION OF IMPACT

## [Appendix C: Exit Evaluation Survey Forms for Mentors & Mentees](#)

We would like to have your opinion of the Partnership Mentoring Programme so that we may evaluate and strengthen the programme for the future. Please complete the Questionnaires below and return them to the Programme Co-ordinator, Joanne Daswani at: [jodaswani1522@gmail.com](mailto:jodaswani1522@gmail.com)

The Exit Evaluation Survey is in three sections. Some aspects ([Sections A & B](#)) of the Survey can be completed collaboratively between mentor and mentee. Participants may choose to complete [Section C](#) individually.

### **Section A: Deepening learning and evaluating its application**

The questions listed here are useful for prompting self-reflection, particularly in relation to goals set within the mentoring/coaching context, and to capturing the impact of the support provided.

### **Section B: Measuring 'distance travelled'**

This is particularly suitable for use at the beginning and end of the mentoring programme, helping to evaluate the impact of provision both qualitatively and quantitatively. Once we have the 'before' and 'after' information we can analyse in which areas there was greatest 'distance travelled' (see one example of how this can be represented in [Table B](#)).

### **Section C: Programme Management**

This part of the evaluation has two Questionnaires containing the same questions.

[Questionnaire 1](#) is for completion by mentors.

[Questionnaire 2](#) is for completion by mentees.



b) To what extent do you feel you were given support in the areas you needed most?

(6=exceeded, 1=not at all) Please circle the appropriate response

6	5	4	3	2	1
---	---	---	---	---	---

In what ways was support given.

c) Were there any unexpected areas of learning for you?

YES/NO Please circle the appropriate response

*If YES, please describe.*

d) Please summarise what you feel you can now do, or do differently, as a result of the Partnership Mentoring Programme.

## For completion by Mentees only!

### Section B: Measuring 'distance travelled'

This is particularly suitable for use at the beginning and end of the mentoring provision, helping to evaluate the impact of provision 'before' and 'after' (see a sample response below)

Please place a cross (x) as appropriate on the scale 1 to 10 below, where 10 is the highest (most confident)

<b>Mentee:</b>	<b>PPG:</b>									
<b>These questions relate to your PPG and its current role</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
How confident are you in the effectiveness of your PPG?										
How well do you know its strengths and weaknesses?										
How well do you know how to access learning and development support?										
How effective are your general working practices e.g. committee meetings?										
How clear are you about your goals relating to patient engagement?										
To what extent are you meeting your patient engagement/support ambitions?										

### Sample response for an individual (SP= start point, FP = finish point)

<b>Mentee's name</b>	<b>PPG</b>									
<b>These questions relate to your PPG and its current role</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
How confident are you in the effectiveness of your PPG?				SP			FP			
How well do you know its strengths and weaknesses?			SP			FP				
How well do you know how to access learning and development support?					SP	FP				
How effective are your general working practices e.g. committee meetings?						SP	FP			
How clear are you about your goals relating to patient engagement?				SP					FP	
To what extent are you meeting your patient engagement/support ambitions?			SP				FP			

## Section C: Programme Management

### Exit Questionnaire for Mentors

We would like to have your opinion of the Partnership Mentoring Programme so that we can evaluate and strengthen our programme for the future. Please complete the questions below and return the survey to the Programme Co-ordinator. (Please circle your response)

1. How would you rate the mentoring programme?

Excellent	Good	Satisfactory	Poor
-----------	------	--------------	------

2. How would you describe the quality of your experience as a participant in the programme?

Excellent	Very good	Satisfactory	Poor
-----------	-----------	--------------	------

3. Would you volunteer to serve as a mentor again next year or in the future?

Yes	Possibly	Not Sure	No
-----	----------	----------	----

4. How would you rate your relationship with your mentee?

Excellent	Very good	Satisfactory	Poor
-----------	-----------	--------------	------

5. Did the training session help you to prepare for your mentoring experience?

Yes	Somewhat	No
-----	----------	----

6. Did you think meetings with your mentee were useful?

Yes	On occasions	No
-----	--------------	----

7. Would you have liked more opportunities to meet with your mentee?

Yes	Possibly	No
-----	----------	----

8. Did you help your mentee achieve their goals?

Yes	Possibly	No
-----	----------	----

9. Do you think that the time you spent with your mentee was sufficient?

Yes	On occasions	No
-----	--------------	----

10. Did you benefit from this mentoring programme?

Yes	Possibly	No
-----	----------	----

**11. List some of the activities you did with your mentee that were particularly helpful to them in developing/improving their PPG:**

--

**12. What do you think we should change or do differently next year?**

--

**Any other comments**

--

Thank you very much for taking time to complete this evaluation. Your feedback is much appreciated and we hope the self-reflection has been useful to you. Please return this form to [jodaswani1522@gmail.com](mailto:jodaswani1522@gmail.com)

## Section C: Programme Management

### Exit Questionnaire for Mentees

We would like to have your opinion of the Partnership Mentoring Programme so that we can evaluate and strengthen our programme for the future. Please complete the questions below and return the survey to the Programme Co-ordinator. (Please circle your response)

1. How would you rate the mentoring programme?

Excellent	Good	Satisfactory	Poor
-----------	------	--------------	------

2. How would you describe the quality of your experience as a participant in the programme?

Excellent	Good	Satisfactory	Poor
-----------	------	--------------	------

3. Would you volunteer to receive mentoring again next year or in the future?

Yes	Possibly	Not Sure	No
-----	----------	----------	----

4. How would you rate your relationship with your mentor?

Excellent	Good	Satisfactory	Poor
-----------	------	--------------	------

5. Did the training session help you to prepare for your mentoring experience?

Yes	Somewhat	No
-----	----------	----

6. Did you think meetings with your mentor were useful?

Yes	On occasions	No
-----	--------------	----

7. Would you have liked more opportunities to meet with your mentor?

Yes	Possibly	No
-----	----------	----

8. Did your mentor help you to achieve your goals?

Yes	Somewhat	No
-----	----------	----

9. Do you think that the time you spent with your mentor was sufficient?

Yes	On occasions	No
-----	--------------	----

10. Did you benefit from this mentoring programme?

Yes	Possibly	No
-----	----------	----

**11. List some of the activities you did with your mentor that were particularly helpful in developing/improving your PPG**

**12. What do you think we should change or do differently next year?**

**Any other comments**

Thank you very much for taking time to complete this evaluation. Your feedback is much appreciated and we hope the self-reflection has been useful to you. Please return this form to [jodaswani1522@gmail.com](mailto:jodaswani1522@gmail.com)

## NOTES

**NOTES**

## NOTES

## NOTES

## NOTES

## NOTES