

Mentor Evaluation (Aug 2015)

PART A EXPECTATIONS

1. Why did you join the Peer Mentoring Scheme as a mentor?

2. Outside of this scheme, are you, or have you been involved in mentoring elsewhere?

- Yes, I have a mentor elsewhere
- Yes, I had a mentor in the past
- Yes, I am currently a mentor elsewhere
- Yes, I have been a mentor in the past
- No
- Other (please specify)

3. What training/supervision have you received?

- SLaM internal training
- SLaM internal supervision
- Advice from scheme organisers
- London Deanery/Professional Development 2-4 day Mentoring Course
- No training or supervision

Other (please specify)

4. If you did have supervision/training:

	Not at all effective	Not very effective	Neutral	Somewhat effective	Very effective	N/A
1. How effective did you find the mentoring training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How effective did you find the supervision received?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PART B PROCESS

5. How many times have you met with your mentee in the last 6 months?

- Zero
- One
- Two
- Three
- Four
- Five

Other (please specify)

6. If the relationship ended early (before January) can you pick the reason(s) why?

- The mentee did not make contact with me
- I was unable to contact the mentee
- The mentee ended the mentoring relationship early

Other (please specify)

7. If the mentee ended the relationship early can you list the reason(s) given:

8. If you ended the relationship early can you list the reason(s) why:

9. Which of the following subjects did you discuss during your mentoring sessions?

- a. Career development
- b. Accessing learning opportunities
- c. Work life balance
- d. Performance issues
- e. Postgraduate exams
- f. Career uncertainty
- g. Clinical skills
- h. Relationships with colleagues
- i. Time management
- j. Communication skills
- k. Personal issues
- l. Ill health

Other (please specify)

10. Did you feel supported by the scheme facilitators?

- Yes
- No
- N/A

Other (please specify)

11. Did you encounter problems with the scheme?

Yes, problems with the scheme infrastructure

Yes, problems with the mentoring relationship itself

Yes, other

No

Other (please specify)

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PART C LEARNING

12. Knowledge after programme: On a scale of 1-10 (1–no knowledge; 10–full understanding) how would you rate your knowledge in the following areas?

	No knowledge										Full understanding
I know what mentoring means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how mentoring is different from supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how mentoring is different from a chat with a friend/colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how mentoring is different from (cognitive behavioural) therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how mentoring is different from paternalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what the boundaries of mentoring are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to point mentees if I feel I am not the right person to support them with a particular problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with one model of mentoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar the Egan Skilled Helper Model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with some mentoring tools or techniques (e.g. Johari Window, Brainstorming, Force Field Analysis, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Skills after programme: On a scale of 1 – 10 (1–not confident at all, 10-very confident) how confident are you that you could act in certain roles (display skills) as a mentor.

	Not confident									Very confident
Supporter: confidential respectful listener who does not judge or evaluate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenger: helps mentee to challenge themselves, and offers empathic challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sounding board: helps the mentee to develop 'half baked' ideas and thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networker: helps the mentee to identify key connections and develop relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role model: has qualities or attributes which the mentee aspires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical friend: offers constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategist: helps the mentee to look at the broad picture and think long term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalyst: helps the mentee to develop new perspectives and harness their creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection: is able to reflect on mentoring sessions, put the reflection in writing and gain learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PART D REFLECTIONS

14. How useful have you found this scheme as a mentor?

	Not at all useful	Not very useful	Neutral	Somewhat Useful	Very useful	N/A
How useful have you found this scheme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

15. Would you like to continue as a mentor in your psychiatry career?

Yes

No

Other (please specify)

16. What changes, if any, would you recommend for this scheme in the future?

17. Do you have any final reflections from this mentoring scheme?

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END OF SURVEY

Thank you for completing this survey.