



Movement Disorders Section

# BGS Masterclass Programme

## GUIDELINES FOR ATTENDEES

Your place has been reserved on the 2008 Masterclass programme. This booklet sets out the course requirements and requests some basic information about you to ensure you get the most out of the course. It also provides useful information about the mentorship process and a mentor contract.

**Please note in return for attending you must agree to:**

- Attend the full programme
- identify with the Masterclass Faculty a mentor to help you set personal targets
- work closely with your mentor who will help you to develop and action your course aims and objectives.
- be involved in completing a course audit for the ongoing research that underpins the Programme's development
- agree to take the identified course audit forward over the life of the course in partnership with other course members
- be active within the BGS Movement Disorders Section for the next 2-3 years
- be able to commit yourself to the programme for the full six days attendance
- have the commitment of your employing organisation (members may wish to seek paid leave from their employer or take holidays, the commitment of the employing organisation though is still important)
- be prepared to undertake a range of development activities and project work in addition to the six days attendance
- demonstrate that you will be working in partnership with other course members
- contact your mentor as soon as Module 1 is completed.

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### PEN PORTRAIT

A copy of this pen portrait will be given to your mentor so that they know more about you and your skills.

NAME

Job Title

Areas of Interest:

e.g. Diagnostic challenges

Experience:

Key Skill Areas

Key development objectives for this course (top 3)

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### MENTORSHIP

Mentorship is an integral part of the PD Masterclass and has proved to be an innovative and worthwhile element of the course. Most participants on the PD Academy have valued the support of their mentor and enjoyed visiting the mentor's workplace to see how another service has been developed and delivered. A mentor can help provide a structured approach to development or maintenance of the specialist PD role.

This is achieved through:

- Supporting professional development
- developing expert practice
- service development and delivery

### DEFINITIONS OF MENTORSHIP

"A mentor is a trusted and faithful guide for a person on a journey of personal, professional and career development. The mentor can accompany that person on their journey and influence their development" "Mentorship is the process whereby an experienced and highly regarded empathetic person (the mentor) guides another individual (the mentee) in the development and re-examination of their own ideas, learning and personal and professional development. The mentor achieves this by listening and talking in confidence to the mentee"

### WHAT DOES YOUR MENTOR DO?

- Develops a safe, non-judgmental and confidential learning environment
- listens and supports and provides reassurance
- explores strengths and weaknesses
- provides help with setting objectives
- increases self confidence within the role
- facilitates networking and partnerships
- encourages insight and self challenge
- promotes learning
- has the ability to focus on goals
- outlines examples of what could be achieved

### MENTOR ROLES

Below is a list of the characteristics required of a mentor

- Ability to provide support and empathetic challenge
- acts as a role model
- fosters attitudes and capabilities as well as skills and behaviours
- provides objective advice and feedback
- acts as a sounding board
- has the ability to share own experiences and be challenging
- is an effective networker
- is able to promote self reliance and not foster dependence
- signposts rather than dictates
- demonstrates dedication and a willingness to teach

### CRITERIA FOR MENTEES

- Committed to expanding skills
- open and receptive to new ways of learning and trying new ideas
- able to accept feedback and act upon it
- knows when to ask for help
- has a sense of personal responsibility and commitment
- willing to communicate on a regular basis

### MENTEE SUPPORT

Masterclass learning will be supported with portfolio evidence of their experiences and development. A range of opportunities could be organized including:

- Shadowing
- organisational visits
- group visits

Visits may be, for example, to look at the mentors own service or to shadow the mentor in clinic. Alternatively it could be arranged that the course participant spends the day with members of the multidisciplinary team in a different area – to gain a differing opinion on service organization for examples). We hope that course participants can be given the opportunity to be involved in:

- Exploring an area of clinical practice or service delivery
- exploring issues in cross boundary or interagency working
- exploring PD management in a non NHS organisation

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### WE HOPE MENTORS WILL BE ABLE TO GIVE

- Support in negotiating the learning contract
- support on an ongoing basis with respect to learning outside of the attended programme
- of activities
- support in the conduct of the development project within their organisation
- support to enable the participant to conduct experiential visits (should this be required)
- in the period of time between Module 1 and 2 of the Masterclass it is expected that participants will
- undertake an audit of an aspect of their own services and at least one visit with their mentor which follows
- the above approaches. (see appendix for examples of prior Masterclass audit titles).
- opportunities for peer support within the group will also be discussed within the Masterclass modules and
- this will be facilitated, where possible, by the facilitating team for the programme.
- the core facilitating team from the Masterclass Faculty will be able to provide tutorial support electronically
- and it is expected that each participant will have 2 individual tutorials with their mentor or a member of the
- facilitating team over the course of the programme. Learning outside of the attended learning sets will be
- supported with portfolio and other materials developed specifically for the programme and also by
- appropriate published materials.

### LOGISTICS OF MENTORING

- Mentorship will be discussed with the Masterclass faculty at attendance on Module 1.
- a suitable mentor will be suggested. Some course participants may have a variety of needs, in which case two or three mentors may be required to fulfil elements of need.
- the mentor(s) will be contacted by the Faculty to assess their availability and willingness to mentor
- details of the mentor (s) will be communicated to the mentee.
- once a mentor has been agreed the mentee will contact the mentor. Between them they will complete the
- mentor contract (appendix 1). They will review timelines for contact. Suggested timelines are monthly by phone with email support between.
- it is important to recognise that relationships do not always succeed. If a miss-match has occurred a different mentor can be assigned if the problem is identified early on in the relationship

### UNAVAILABILITY OF A MENTOR

- There may be situations where a mentor cannot be identified in the mentees own geographical area. This
- may be for example because the mentee wishes to develop services in an area where PD services have
- currently been under-developed. The geographically nearest suitable mentor will be suggested but in the
- event of travel being necessary it is recommended that the mentee arranges suitable study leave and
- travelling support from their Trust to visit the mentor.

### UNREALISTIC EXPECTATIONS

- Problems can arise if the mentee expects or demands too much from the mentor. It is important that
- expectations are clearly defined at the outset of the relationship. The mentee should not expect the mentor
- to meet with every need and a source of support may need to be identified.

# Mentor Contact

Name of mentee

Name of mentor

Date contract commences

Date contract ends

Agreed review dates

1.
2.
3.

**These should link into your top 5 hopes/aims for the Masterclass:**

- 1
- 2
- 3
- 4
- 5

Agreed aims and objectives of relationship

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**What would you like to achieve from this relationship.**

Specific learning objectives and aims:

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**How will this mentorship arrangement improve your performance?**

What new skills and knowledge do you hope to gain?

Mentee

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Mentor

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# Mentor Contact

<b>Agreement of methods for contact.</b>	Methods of agreed acceptable contact
	a) _____
	_____
	b) _____
	_____
	c) _____
_____	

## MENTORSHIP AGREEMENT

Suggested areas to explore:

- CONFIDENTIALITY OF MEETINGS:
- LOCATION / MODE OF MEETINGS:
- FREQUENCY OF DISCUSSIONS/MEETINGS:
- AVAILABILITY AND CONTACT DETAILS:
- PRE COURSE NEEDS ANALYSIS
- FURTHER NEEDS

Signed by Mentor \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

by participant on Masterclass programme

SESSION NO   
DATE

# Mentoring Diary

**C O N F I D E N T I A L**

Mento

Mentee

**RECAP ON LAST SESSION**

Were the proposed actions  
From the last session completed?

What has happened as a result?

What issues have been covered today?

