



Mentoring guide



3	What is Mentoring?
4	Stages of Mentoring
5	Benefits of Mentoring
6	Qualities of Successful Mentors and Mentees
8	The First Meeting
9	Recording Meetings
10	Setting Goals and Objectives
13	The Five Cs Model
15	Appendix 1: Mentoring Agreement Template
16	Appendix 2 :Summary of Mentoring Session Template

What is mentoring?

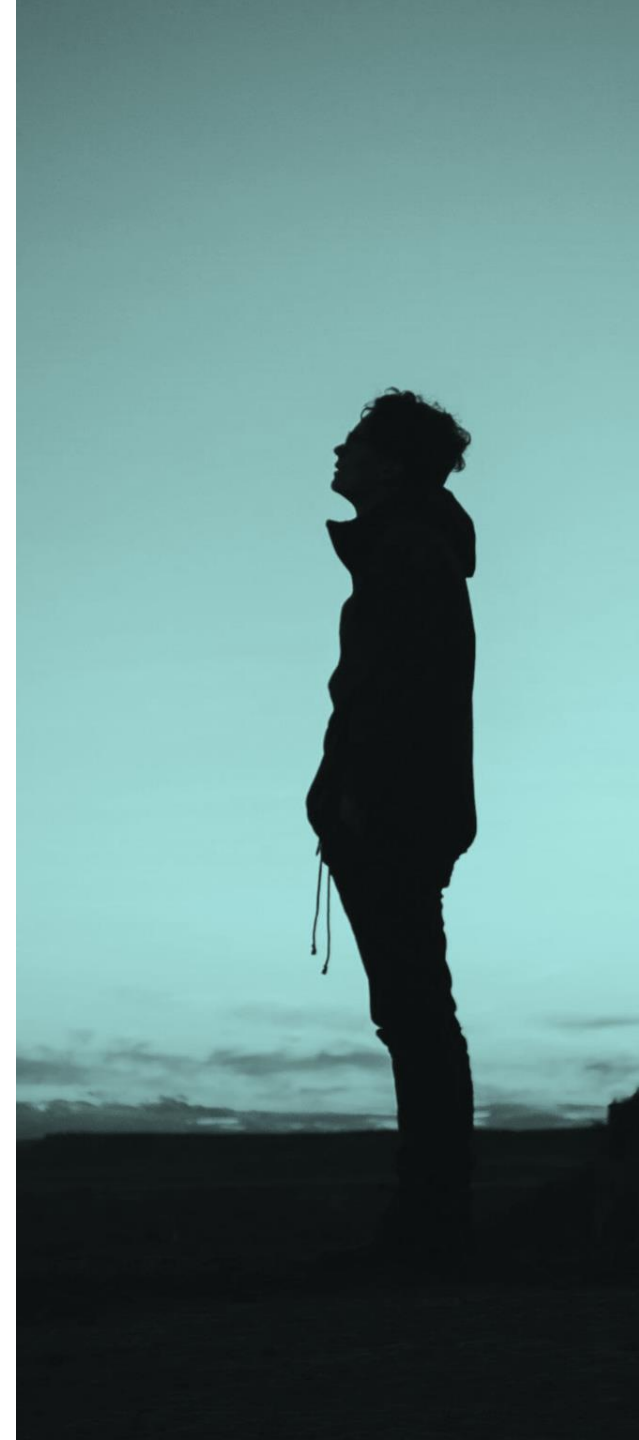
It is a one-to-one supportive relationship focused on learning and development, intended to support individuals to fulfil their potential. The mentoring process happens when "an experienced individual, outside the reporting relationship, holds regular meetings and discussions and takes personal interest in guiding and supporting the development of a less experienced person in progressing within and beyond their role." (Hale 2000).

Mentoring is basically a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. Mentors need to be readily accessible and prepared to offer help as the need arises - within agreed bounds.

Mentors very often have their own mentors, and in turn their mentees might wish to 'put something back' and become mentors themselves - it's a chain for 'passing on' good practice so that the benefits can be widely spread.

Mentoring can be a short-term arrangement until the original reason for the partnership is fulfilled (or ceases), or it can last many years. Mentoring is rather more than 'giving advice', or passing on what your experience was in a particular area or situation. It's about motivating and empowering the other person to identify their own issues and goals, and helping them to find ways of resolving or reaching them - not by doing it for them, or expecting them to 'do it the way I did it', but by understanding and respecting different ways of working.

Mentoring is not counselling or therapy - though the mentor may help the mentee to access more specialised avenues of help if it becomes apparent that this would be the best way forward.



Stages of mentoring

1

INITIATION

This is the period during which the mentoring relationship begins and the expectations of the mentee and mentor are defined.

3

CONCLUSION

This is the period during which the relationship draws to a close and both parties reflect on what they have learned.

2

CULTIVATION

This is the period during which the optimum benefit from the relationship is realised. During this stage the meetings become progressively more useful and the mentee's personal action plan is progressed.

4

REDEFINITION

This is the period after which the relationship comes to a close and the 'hierarchy' between the mentor and mentee no longer exists. It is important that both parties are able to adjust to their new roles accordingly and appropriately.

Benefits of mentoring



MENTEE

- Building a network of expertise to draw on
- Help with setting and achieving goals
- Support for career and professional development
- Support, encouragement and increased confidence
- A safe sounding board outside their usual work area
- Gain independent feedback to enhance performance
- Support to find solutions to challenges
- Develop a greater understanding of the University and an insight into what is needed to grow professionally within it



MENTOR

- Opportunity to develop interpersonal and communication skills
- Opportunity to impart a legacy of knowledge and experience
- Satisfaction from helping another person grow and develop
- Opportunity to reflect on own practice
- Opportunity to build leadership and coaching skills
- Opportunity to build on existing networks within and outside the University
- Experience of new perspectives on the work of the University



UNIVERSITY

- Demonstrates support for employee development
- Provides an opportunity to identify and develop high performing individuals
- Improves communication between different levels & groups across the University
- Increases cross-functional collaboration which aids career development and retention of talented individuals
- Provides a channel for individuals to learn rapidly about the University, helping individuals add value and contribute as quickly as possible

Qualities of successful mentors

Interested in helping others - has an innate desire to help others succeed even if they may surpass their own achievements

Efficient planner and decision maker - understand the importance of setting goals and getting agreement on a course of action

Give time to the relationship - building a mentoring relationship takes time

Empathetic - convey understanding of their experience without saying 'yes me too' and launching into anecdotes

People orientated - sensitive to the needs of others

Good questioning skills - able to question someone sensitively but empoweringly to help them explore their own issues

Accomplished coach - build confidence and provides stretching activities

Active listener - not interrupting, picking up important cues from what someone says, able to reflect back the relevant issues and check understanding, minimising assumptions and prejudices

Willing to share - pass on their knowledge and expertise clearly, encouragingly and helpfully

Discreet - reliable, honest, trustworthy and able to keep things confidential



Qualities of successful mentees

Willingness to learn - the mentoring relationship is interactive and requires the mentee to be committed to setting goals

Give time to the relationship - building a mentoring relationship takes time

Receptive to feedback and coaching

Active listener - demonstrate to the mentor that they are interested and understand what is being said



Discreet - the mentee should keep anything discussed confidential

Willingness and ability to self-evaluate - need to be able to assess their skills and abilities objectively

Self-confidence - much of the responsibility for initiating and driving the relationship sits with the mentee

The first meeting

During the first meeting there are many things that can be discussed if the meeting is planned properly. The mentee should lead the meeting, however the mentor needs to be ready to help.

The questions opposite may help structure the conversation:

What can you tell me about yourself to help me to get to know you better?

What do you think we need to do to make this mentorship work?

What are your hopes for this mentoring relationship?

What are the most important things you should be accomplishing in your role?

Do you feel successful in your role at this time? If not, what is preventing you from succeeding?

What do you like best about your job?

What are your career goals?

What have been the most significant learning experiences in your career?

What do you think most hinders your success?

How do you learn best?

What knowledge, skills and abilities do you feel I possess that would most benefit you?

What do you want from me?

How can I better understand what you need and how I can best help you?

What do you need right now today?

What is the best way to give you feedback?

What scares you?

What do you believe are your key strengths?

What talent do you feel you lack?

What is the toughest stretch for you?

What satisfies you most at work?

Recording meetings

It is important to make a record of mentoring meetings to ensure clarity around the discussion, goals agreed and action points to follow up.

Responsibility for recording a summary of the meeting lies with the mentee.

See Appendix 2 for an example template



Setting goals and objectives

Before mentees have that first important meeting with their mentor, they need to be able to explain what they want from him/her. If mentees know what their goals and objectives are, they will be able to explain what they want and need from the mentoring relationship.

During initial discussions the mentee and mentor should identify a series of goals that the mentee wishes to accomplish. These can be recorded in an action planner to track activity and progress. Objectives need to be distinguished from an expression of general direction and overarching goals. Objectives must be clear and achievable, and must provide a definition of success upfront. Clear and achievable objectives typically have five key characteristics:

SMART objectives



S

Specific

Clear, unambiguous and focused on specific deliverables



M

Measurable

Include milestones and markers to measure progress over time



A

Achievable

Realistic but requiring a stretch



R

Relevant

Aligned with the overarching University and departmental goals



T

Time-based

Include a time frame for achieving each specific objective



Example objectives

“ Build a clear understanding of the University’s operations that I can recall and demonstrate to my mentor, by the end of the mentoring relationship. ”

“ Expand my network, to include both internal and external contacts, by the end of our mentoring relationship. ”

“ Develop effective negotiation skills that I can demonstrate effectively to my mentor, by the end of our mentoring relationship. ”

The 5 Cs model

This model provides a 'map' for facilitating a structured mentoring session. It is particularly helpful during a session where the mentor may need to help the mentee to consider alternative ways for dealing with a challenging situation, or for tackling any situation where there may be a number of options and the mentor wants to help the mentee explore these options.

The model has stages that may be followed sequentially. However, it is likely that you will move around the process a number of times, or jump between the stages of the model during a mentoring discussion. It is the role of the mentor to underpin the discussion with an appropriate degree of structure.

Questions are answered at each stage of the process, each one in turn moving the mentee forwards.

5 C's model

Challenges

what are the challenges facing the mentee?

Choices

what possible options are available to overcome these challenges?

Consequences

the consequences of taking each of the choices identified are discussed by the two parties

Creative solutions

an opportunity for the mentor to share their wisdom and experience and offer the mentee some further solutions

Conclusions

the mentee decides what they will do next, making a commitment to action



Appendix 1: Mentoring Agreement Template

Purpose (expectations, roles, anticipated tasks)

Meetings (duration, frequency, venue)

Contact (emails, telephone, text message)

Ground rules (confidentiality, 'no go' areas, responsibilities, record keeping)

Other points

Signed:

Date:

Signed:

Date:

Appendix 2 :Summary of Mentoring Session Template

Goals for the mentoring process

Agreed goals for this session

Summary of session

Action points for follow up

Any other comments – mentee

Any other comments – mentor