Mentoring:
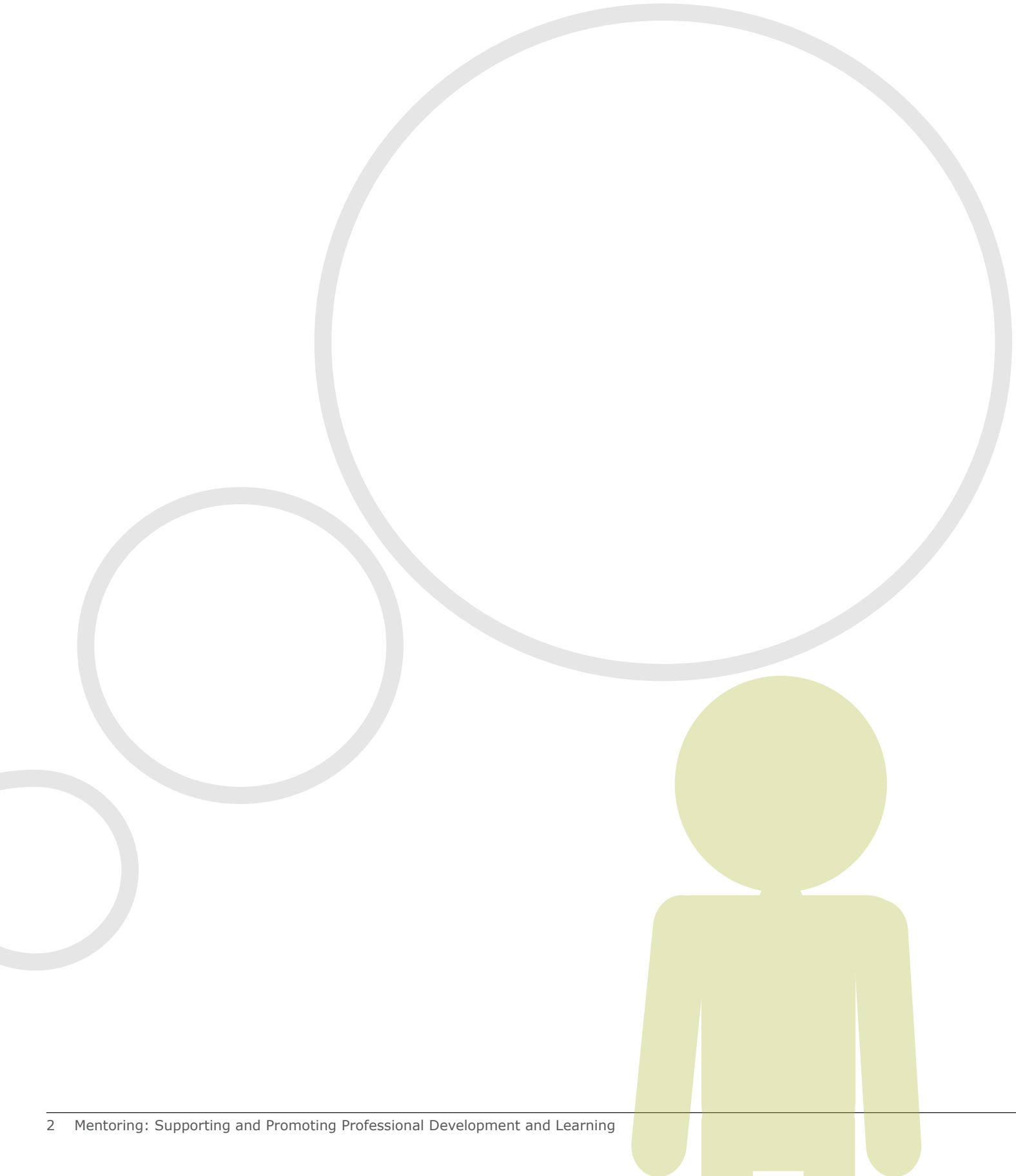## Supporting and Promoting Professional Development and Learning

Acknowledgement

The Scottish Social Services Council (SSSC) wishes to thank Jennie Paul, Independent Consultant, for her help and support in developing this guidance.

Contents

Introduction

Who is this guidance for?

The guidance will be of interest to social service employers, particularly managers and staff with responsibility for leadership development and managing or developing mentoring services or being a mentor.

In order to sustain mentoring programmes it is vital to secure formal support from leaders and other key decision makers within organisations.

What is the guidance for?

The guidance has been produced by the Scottish Social Services Council (SSSC) and partners. It aims to promote good practice in peer mentoring, providing a framework designed to be adaptable to a range of contexts and is based on current research and good practice knowledge in mentoring.

The guidance is benchmarked against the standards for the Scottish Mentoring Network Quality Award as described in **Mentoring: Good Practice Guide**[1] (Scottish Mentoring Network, 2011).

Organisations wishing to engage in peer mentoring partnerships to create a sustainable, collaborative mentoring strategy can use the guide.

It may also be useful to refer to the **Guidance for mentoring in Childhood Practice**[2] (The Coalition of Childhood Umbrella Organisations, 2010).

How should the guidance be used?

You can use the guidance in a variety of ways. You can dip into it and adapt it as required. It can serve as:
* a guide to the creation of a framework for mentoring - tailored to meet the needs of individual mentees and to the achievement of the goals of the programme or organisation
* a health check for existing mentoring programmes
* a guide for on-going design, development, implementation and review
* an aid to managing risk.

The document is in two parts, providing
* an overview of the key considerations for developing and sustaining a mentoring programme
* a range of good practice checklists and resources which you can use for reference and adapt for your own organisation.

Benchmarking programmes against the good practice checklists during the design and development phase will help to minimise and manage risk. The resources provide more detailed information on a range of topics introduced within the main body of the text.

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[1] **http://scottishmentoringnetwork.co.uk/scottish-mentoring-news-more.php?id=537**
[2] **http://www.sssc.uk.com/doc_view/1792-guidance-for-mentoring-in-childhood-practice**

What is peer mentoring?

Mentoring is a structured part of overall workforce development and planning. It is a sustained partnering relationship, with measurable outcomes, which is beneficial both for the individuals involved and for the wider organisation. As a dynamic process, it is a vehicle for the exchange of skills and the transfer of knowledge and culture. This can be unique to a profession or organisation, across and within partner agencies and organisations. The focus of this guidance is on peer mentoring as it supports individuals to develop their own self leadership capabilities. It also promotes leadership learning at all levels of the workforce and with people the workforce supports.

> **Mentoring provides opportunities to discuss work-related issues and generate possible options/solutions to some of the challenges.**

The concept of the top-down approach, with senior members of staff assigned to those less senior, has been updated to a peer mentoring approach with mentors and mentees in an equal relationship.   In this updated concept of mentoring, the responsibility lies with the mentee. Current perspectives on mentoring have also expanded to include relationships within and across professions and organisations.

There are several definitions of mentoring, many evolving to suit the context and purpose of widely varying programmes and projects.   However, all models should have the mentee firmly at the centre, with reflective practice the cornerstone. Definitions include the following:

"The purpose of mentoring is always to help the mentee to change something – to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. This movement from where they are, ('here'), to where they want to be." (**Mike Turner**[3], collected by Andrew Gibbons for the Coaching & Mentoring Network, 1999-2013)

"(Peer) mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained." (**Audrey Collin**[4], collected by Andrew Gibbons for the Coaching & Mentoring Network, 1999-2013)

> **All models, regardless of context and purpose, should have the mentee at the centre, with reflective practice the cornerstone.**

Go to **resource 1** for further definitions of mentoring.

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[3]**http://www.coachingnetwork.org.uk/information-portal/Articles/ViewArticle.asp?artId=54 (#6)**
[4]**Ibid. (#2)**

Why introduce peer mentoring?

Peer mentoring can:
- support and promote a culture of continuous improvement and facilitate culture change processes
- develop and enhance leadership skills across the workforce
- highlight a range of benefits to mentors, mentees and organisations.

Promoting a culture of continuous improvement and supporting change

Peer mentoring is a tool for supporting positive engagement with the continuous improvement agenda.   As an organisational strategy it can promote resilience to internally and externally drive change with benefits for the participants and for organisations.

Go to **resource 2** for a guide to supporting change and continuous improvement.

Step into Leadership with mentoring practice?

A well-designed, strategically relevant mentoring programme can be a vehicle for mentors to contribute to "effective leadership at all levels within the workforce" (**Step into Leadership website**[5], SSSC, 2012). Whilst creating opportunities develop leadership capacity throughout the sector it can also support employers in developing teams by:
- promoting collaboration
- identifying multiple and complementary strengths and expertise
- establishing a common view of purpose.

Approaches such as mentoring are particularly effective in promoting leadership learning and learning for leadership. Mentoring can also act to produce qualitative changes in the leadership behaviour of participants, both mentors and mentees. It can also offer a flexibility which can address the needs of:
- those in formal leadership positions at different levels and in different functional areas in the organisation
- those with particular interests, and emerging capabilities, who may have no formal leadership role.

A strategic approach to mentoring provides a framework to:
- develop leadership capabilities at all levels which in turn will have a positive impact on organisational culture
- support, promote and encourage self-directed lifelong learning (key objectives of the **Continuous Learning Framework**[6] (SSSC, 2008) for social services)
- share good practice, promote knowledge transfer, and enhance skills and build confidence
- create access to a wider pool of knowledge and experience
- help individuals and teams meet targets through collaboration and teamwork
- improve decision-making and relationships.

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[5]**http://www.stepintoleadership.info/**
[6]**http://www.continuouslearningframework.com/clf/home/welcome-to-the-continuous-learning-**

Fostering benefits to mentors, mentees and organisations

Research findings consistently highlight the benefits of well-designed and robustly-managed mentoring programmes at both individual and organisational level. Peer mentoring ensures personal and professional growth for the mentors and mentees and creates organisational confidence, which in turn enhances service delivery.

Go to **resource 3** for benefits of mentoring – organisational, mentor and mentee.

Programme design, planning, management and evaluation

''An effective mentoring programme is clear about what it is designed to achieve, can demonstrate its impact in ways which are relevant to its stakeholders and has a commitment to continuous improvement''. **Mentoring: Good Practice Guide[7]** (Scottish Mentoring Network, 2011)

Robust programme planning and design processes enable you to:
• manage key aspects of the programme
• minimise risk
• align the programme goals with the mission and vision of your organisation
• create a centralised location for resources
• ensure consistency of programme delivery
• monitor and evaluate.

The following steps will help you achieve this:
• Step 1 – identify a purpose
• Step 2 – create a plan
• Step 3 – manage resources and accountability
• Step 4 – create a procedure manual or mentoring policy
• Step 5 – provide a guide to the etiquette of mentoring practice
• Step 6 – create a mentoring agreement
• Step 7 – decide how to evaluate and monitor the programme
• Step 8 – clarify the co-ordinator/manager role.

Step 1   Identify the purpose

The first thing to decide is what the mentoring programme is designed to achieve. People need to know why the programme exists before they willingly lend their enthusiastic support. Gaining clarity about purpose allows you to communicate the vision and will underpin all aspects of development.

''Clarity of purpose about the programme – why it is being done, what is expected of participants, what the respective roles and responsibilities of mentor and mentee are, and what the desired outcomes are – is directly correlated with clarity of purpose in the individual mentoring relationship''. (Clutterbuck, 2011 in **Why Mentoring Programme and Relationships Fail[8]**)

Generally simpler is better. Asking the question "What do we as an organisation hope to achieve through mentoring?" will provide a starting point.

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[7] http://scottishmentoringnetwork.co.uk/scottish-mentoring-news-more.php?id=537
[8] http://www.gpstrategiesltd.com/downloads/Why-mentoring-programmes-and-relationships-fail-v2.0-June-2011%5b34%5d.pdf framework-website.html

You should review the programme regularly to ensure that it continues to reflect the changing nature of the programme as it evolves, grows and changes in the organisational context.

Step 2   Create a plan

The efficiency and consistency of everyday processes are important to success. It can mean the difference between disorganisation and stability, and clear-cut expectations and confusion about purpose.

Having a plan will provide a road map of how you will manage, operate, monitor and evaluate the mentoring programme. It will also:
- provide a transparent statement of purpose, vision and values for stakeholders
- build in consistency in the event of staff turnover
- create a replicable model from which to expand
- help to identify and establish the programme goals and expected outcomes
- provide a mechanism to demonstrate progress and highlight good practice
- provide a point of reference as the programme evolves.

Programmes which start out small, creating a robust infrastructure, with opportunities to learn from mistakes, are most likely to minimise risk and develop good and safe practices from which to expand.

Go to **good practice checklist 1** for hints and tips on designing mentoring programmes.

Step 3   Manage resources and accountability

''An effective mentoring programme has the resources required to deliver its service at the level expected by its stakeholders and complies with all its legal, financial and safety responsibilities. Management accountability is clearly defined for all the programme's operations and there is a process to provide accurate and timely information''. **Mentoring: Good Practice Guide**[9] (Scottish Mentoring Network, 2011)

Manage resources

The accountability and sustainability of the programme requires a robust resource strategy embedded in the project management plan.   Research consistently demonstrates that ''uncertainty about the long term stability of the programme can have a negative impact on the mentoring relationship''. **Mentoring: Good Practice Guide**[10] (Scottish Mentoring Network, 2011)

Go to **good practice checklist 2** for some ideas on financial/ resource planning.

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[9]**http://scottishmentoringnetwork.co.uk/scottish-mentoring-news-more.php?id=537**
[10]**ibid.**

Create a mechanism for accountability

Accountability also relies on the extent to which the programme and its purpose are aligned to the organisation's goals and strategic direction. A steering committee or management group working to an agreed set of objectives can help keep the programme on track. They can provide assistance and advice on a number of areas such as:

• clarifying and communicating purpose to stakeholders
• ensuring continuing relevance to the agency or organisation
• identifying any gaps in the mentoring service and contributing to the design of measures to fill the gaps
• sharing resources and knowledge
• providing advice and recommendations based on their areas of expertise
• helping to make links and form partnerships with other programmes or agencies
• requesting and analysing progress reports
• marketing and publicity
• supporting evaluation.

Programmes working to a partnership model, for example those collaborating with another department, agency, organisation or group to develop a joint approach, will benefit from a centralised co-ordination function, working to set criteria, to provide accountability across partners.

Step 4   Create a procedure manual or mentoring policy

Create a procedure manual or mentoring policy to formalise the decisions you have made regarding your programme. This will provide you with a blueprint to guide the day-to-day management of the programme and act as a guide to ensure consistency in the event of staff turnover.

Having a customisable procedure manual or policy, which recognises and refers to relevant organisational policies and procedures will feed in to risk management processes.

The document should also make clear how confidential documents will be stored and managed and, to ensure it remains fit for purpose and how often you will review it.

If there is a partnership arrangement with another organisation or programme it may be possible to develop a mentoring policy or procedure manual jointly.   Conduct an assessment of your partnership(s), including:

• partner responsibilities
• strengths within the partnership
• potential for enhancing existing collaboration.

Go to **good practice checklist 3** for a list of policy requirements.
Go to **resource 4** for a mentoring policy exemplar.

Step 5   Provide a guide to the etiquette of mentoring practice

The following set of principles provides a guide to the etiquette of mentoring practice.   You can adapt and use it for discussion during training and induction:

1. mentoring is a confidential activity in which both parties have a duty of care towards each other

2. participation in the programme is voluntary
3. the mentor's role is to respond to the mentee's professional development needs
4. mentor and mentee should respect each other's time commitments and other responsibilities
5. the mentee has a responsibility to consider the advice given by their mentor in a non-judgemental and open manner
6. the mentee should expect to take responsibility for managing the relationship; the mentor's role is to empower the mentee to become independent/maintain their independence
7. either party can end the relationship, with no attachment of blame, if they feel it is not working for them
8. the mentor will not intrude into areas considered off limits by their mentee unless invited to do so
9. mentor and mentee should review the progress of the relationship on a regular basis being open and truthful to each other about the relationship itself
10. mentor and mentee share responsibility for ending the relationship when it has achieved its purpose.

Step 6   Create a mentoring agreement

A written mentoring agreement provides guidelines for the mentor and mentee to formalise their partnership and will serve as a contract between the participants and the project. It allows both parties to engage in dialogue in the early stages, setting guidelines and parameters and keeping the relationship focused.

Go to **resource 5** for an exemplar mentoring agreement.

Step 7   Decide how to evaluate and monitor the programme

On-going quality improvement is an indicator of effective programmes and measures of success should be agreed early in the process. A well-designed monitoring and evaluation strategy will also answer stakeholders' questions about what, how and why you are measuring.

Evaluating the programme

The aim of evaluation is to demonstrate and communicate results which show that the programme has made a difference. If external funding is being provided the information needs of funders should be clarified. Knowing what to evaluate will help identify where goals have been met and to what extent.

You should base the evaluation on:
• an outcome analysis of the programme and of the mentoring relationships
• the project criteria and statement of purpose.

A comprehensive approach to evaluation can:
• address the information needs of those providing governance, funders and other stakeholders
• provide a structure for sharing evaluation results and lessons learned
• allow lessons learned to be applied to a continuous improvement and enhancement programme

- provide objective feedback to programme staff and participants about whether or not they are meeting their goals
- identify achievements and increase motivation
- support early intervention when things begin to go off track
- assure funders and supporters of the programme's accountability
- quantify experiences so you can share programme findings with other programmes.

> Go to **good practice checklist 4** for a guide on gathering evaluation data.
> Go to **resource 6** for an exemplar evaluation - mentors.

Monitoring progress

Programme monitoring will allow you to document results, processes and experiences and can be used by the co-ordinator or manager to steer decision-making on a day-to-day basis. The data acquired through monitoring will feed in to evaluation.

> Go to **good practice checklist 5** for monitoring – data sources and questions.

Step 8   Clarify the co-ordinator/manager role

''An effective mentoring project employs staffs with the relevant skills and knowledge to support both mentees and mentors and consistently operates at a level which meets the expectations of all stakeholders.''
Mentoring: Good Practice Guide[11] (Scottish Mentoring Network, 2011)

Co-ordination or management of mentoring programmes is a complex role which requires leadership support, dedicated time and resources and appropriate learning.   The role may also include establishing and developing the programme as well as operating it once created.

Models include an internal appointment with the role of co-ordinator forming part of an existing role, or an organisation or group of organisations (or a mentoring partnership) bringing in external expertise.

> **A co-ordinator or manager is effectively connecting individuals who can positively influence each other's lives. They are a motivator, communicator and an organiser.**

The co-ordinator must prepare robustly for the role to ensure that they are fully aware of the mentoring process and what it is trying to achieve. The role includes:
- briefing all stakeholders about the purpose of the mentoring programme and what benefits it will bring to the organisation, mentor and mentee
- ensuring mentors fully understand the purpose and aims of the programme
- providing training courses or workshops for mentors and induction for mentees
- matching mentors and mentees (this will vary according to the size of the programme/organisation and the availability of suitable mentors)
- providing on-going support, as required, to help ensure the mentee and mentor form and sustain the relationship

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[11] **http://scottishmentoringnetwork.co.uk/scottish-mentoring-news-more.php?id=537**

> **Programmes which do not allocate sufficient time for co-ordination and management are likely to fail.**

- where appropriate, deciding how it will link it to other development activities such as performance reviews or development planning
- reviewing and evaluating the programme and providing feedback to those providing governance.

Who is a mentor?

Successful mentors demonstrate a range of skills, attributes and qualities which help the mentee achieve their goals and which demonstrate their own personal and professional commitment to continuous learning.

Attributes of successful mentors

An effective mentor is an individual who:
- works with others in a positive, constructive way so that both mentor and mentee have the potential to grow through the relationship
- is willing to become part of a supportive and diverse community of learners, and is committed to learning throughout life
- accepts the personal and professional responsibilities of the role
- seeks appropriate supervision, training, and support
- is accountable as a professional
- has learned through success as well as challenge.

(adapted from **Indiana University, Office of Mentoring Services and Business Development**[12])

Go to **resource 7** for seven sets of behaviours of effective mentors and some hints and tips for applying the skills.
Go to **resource 8** for a mentor role description and person specification.

Should my manager be my mentor?

Effective managers will mentor individuals for whom they have line management responsibility. However, separating the focus on managerial tasks such as performance review, assessment and appraisal from the model of peer mentoring, which is advocated and described in this guidance, may present a significant challenge.

We advise managers planning to mentor individuals who report directly to them to consider the potential risks and pitfalls presented by such a dual role.

Go to **resource 9** to consider the differences between manager and mentor.

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[12]**http://www.indiana.edu/~omsld/whoismentor.php**
[13]**http://scottishmentoringnetwork.co.uk/scottish-mentoring-news-more.php?id=537p**

Mentor and mentee recruitment and selection criteria

Mentor recruitment

"An effective mentoring project recruits, selects and trains mentors who have the commitment and attributes needed to work productively with their mentees through the completion of the mentoring relationships."
Mentoring: Good Practice Guide[13] (Scottish Mentoring Network, 2011).

When recruiting mentors it is essential to communicate the challenges and rewards of mentoring clearly and realistically. If expectations about the process or the intended outcomes are unrealistic they may feel that the relationship does not meet their needs, leading to dissatisfaction and premature ending of the relationship.

Providing prospective mentors with a role description and information about the purpose and aims of the programme will contribute to the recruitment of appropriate mentors.

Mentee recruitment

Mentees recruited to the programme need opportunities to explore what to expect from participation and in turn what is expected of them in the role. If their expectations are unrealistic it can lead to an unsuccessful relationship with negative repercussions for the mentor and reputational damage for the programme.

Providing clear information about what mentoring is and how it can be helpful to mentees in the form of a role description, which includes mentee responsibilities and expected commitment can help to frame expectations.

Go to **resource 10** for a description of mentee responsibilities.

Establish selection criteria

Before deciding on selection criteria it is useful to consider:
- how flexible the criteria are
- how individuals who do not meet the selection criteria will be informed
- who will make the final decision.

You can establish for both mentors and mentees selection criteria aligned with the programme's goals. You can base the criteria on identification of necessary skills, professional experience, role in the organisation and a willingness to commit to:
- participation in training or induction
- timescales for the programme
- number and length of meetings
- providing regular feedback to the co-ordinator/manager
- completing any relevant documentation eg meeting logs
- contribution to evaluation and review.

Training also provides an opportunity to examine the role of mentor or mentee and for individuals to make decisions about participation in the programme. They can self-select in or out of the programme based on greater understanding of the criteria.

Provide training for mentors and orientation for mentees

The investment made in initial and on-going training and support of mentors, and induction for mentees, will contribute to the success of the programme. This will allow them to make a more informed choice about whether or not to participate and will clarify expectations.

Mentor training

High quality mentoring starts with ensuring that mentors have the appropriate skills and knowledge to support their mentee and have the opportunity to evaluate their own mentorship style. Training will help them to establish and manage the mentoring relationship, to think about the benefits of adopting an empowering style when developing others and to examine the challenges and potential pitfalls in a challenging activity.

Training is an on-going process, rather than a one-off event, which is pivotal to the retention of effective mentors and the sustainability of the programme.

A training session might include the following:
- consideration of the programme's purpose, goals, and context
- understanding of the breadth of the role
- an opportunity to air hopes, fears and concerns
- reflection on boundaries and expectations
- familiarity with the etiquette and principles of mentoring, including confidentiality and recognition of the policies and procedures which govern the programme
- discussion of the co-ordinator/manager role
- preparation for meetings and managing the relationship
- skills development
- establishing roles in monitoring, evaluation and review.

Mentee induction

The role of induction for mentees is often forgotten with the focus on preparing the mentor for their role. Failure to provide induction or orientation to the purpose and context of the programme, or to provide an opportunity to discuss the expected commitment to the role, can lead to unrealistic expectations and confusion with an increased risk of negative outcomes.

Successful and engaged mentees:
- have realistic expectations
- understand and agree to their commitment in the mentee role
- have a focus on the purpose and objectives of the programme
- understand the wider context within which the programme operates.

Induction can be provided face-to-face or in a workshop setting. To bridge the gap between expectation and reality, and provide preparation for establishing a formal mentoring relationship, an induction session might include the following:
- an explanation of the purpose and aims of the programme and the context within which it operates
- reflection on definitions and models of mentoring and the roles of mentor and mentee
- identification and exploration of expectations, hopes and concerns
- discussion around the role of professionalism in mentoring

- agreeing the etiquette for the relationship - boundaries, confidentiality and trust
- the role of action-planning and setting goals in mentoring meetings
- maintaining a record
- identifying how you will hold meetings, how often, where and for how long.

Mentoring models

Although mentoring arrangements traditionally refer to a partnership between two people, other models have been developed over time reflecting the changing priorities and practices of the workplace. Responses to challenges such as capacity building, leadership development and quality improvement have led to the creation of a range of more creative approaches to mentoring. The following four models can provide a starting point. They are by no means exhaustive and can be adapted and evolved to suit other contexts and circumstances with two or more models operating within a single mentoring programme.
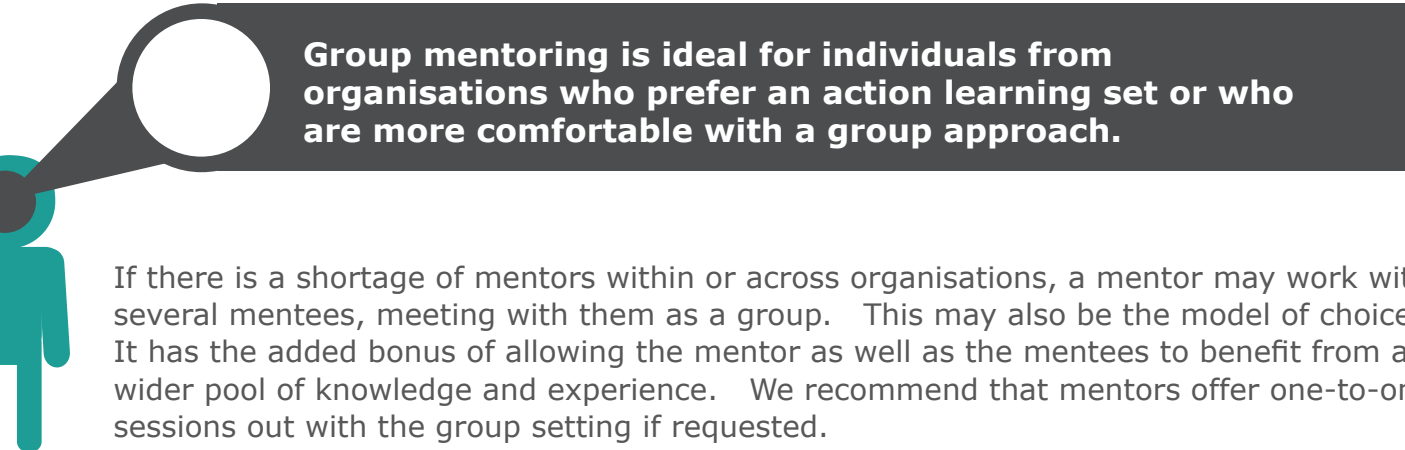
The four models are:
- traditional one-to-one peer mentoring (one mentor/one mentee)
- group peer mentoring (one mentor/one to four mentees)
- two-by-two (two mentors/two mentees)
- team peer mentoring (one or two experienced mentors from out with the team working with a group of mentees in the same work team).

One-to-one peer mentoring (one mentor/one mentee)

Mentee is matched with a dedicated mentor who will support their professional and personal development.

Group peer mentoring (one mentor/one to four mentees)

A group of mentees meet regularly over a designated period of time, with the support of an experienced mentor. This type of mentoring can offer colleagues who lead a team and who may feel isolated, an opportunity to work together with peers on shared challenges and potential areas for development and growth.

> **Group mentoring is ideal for individuals from organisations who prefer an action learning set or who are more comfortable with a group approach.**

If there is a shortage of mentors within or across organisations, a mentor may work with several mentees, meeting with them as a group.   This may also be the model of choice. It has the added bonus of allowing the mentor as well as the mentees to benefit from a wider pool of knowledge and experience.   We recommend that mentors offer one-to-one sessions out with the group setting if requested.

Two-by-two (two mentors/two mentees)

This model can provide opportunities for new mentors to work alongside someone with more experience in the role whilst offering mentees the option of one-to-one sessions with a mentor. It is also beneficial for mentees as they have a wider pool of skills and knowledge on which to draw.

Team peer mentoring (one or two experienced mentors from out with the team working with a group of mentees in the same work team)

Team peer mentoring can involve a diverse group including experienced, well-established people as well as newcomers to the team. Newcomers will have the added benefit of ready access to networks that will offer support, important information, and contacts.

A team environment with the same goals and objectives is ideal for mentoring.   Members can support and help one another, ultimately making the entire team stronger.   This is an opportunity for the mentors who provide this service to develop and demonstrate their leadership skills.

> **If the environment is supportive, and all participants are eager to make it work, a team can be an ideal structure for mentoring, both to reinforce skills and to foster continued learning – making team mentoring a win-win situation.**

Go to **resource 11** for guidance on how to make team mentoring work.

Planning and managing meetings

A range of factors will influence the decision about where and how to meet and can include choice, distance and time.   The decision should be by mutual consent between both parties.

Decide how to hold meetings

Meetings can take place:
- face-to-face.
- using the telephone.
- via the internet eg e-mentoring – Skype, email and other forms of social networking.

Face-to-Face

Most people consider face-to-face mentoring the most effective medium for meeting, particularly at the beginning of the relationship. However, this may not be possible if mentoring partners are at a significant geographical distance or work in a different organisation.

Telephone

Mentoring by telephone can be equally successful. Participants should ensure that they will not be disturbed and that they have adequate time allocated to ensure a meaningful exchange. Allow a maximum of one to one and a half hours for each session.

E-mentoring

E-mentoring is an interactive relationship between a mentor and mentee via the internet using email, Skype or other social media. Benefits of e-mentoring include flexibility and freedom from place and time constraints. Due to the release from geographic and time

considerations, mentor pairings can come from anywhere, not just the colleague next door or in another office.

This is particularly suitable for mentors and mentees who are geographically unable to meet or those matched with a mentoring partner in another organisation or part of the organisation.   It may also be the chosen medium of some professionals. Email becomes useful as an aide to Skype for sharing documents and as an optional form of communication. Websites can provide opportunities for:
* mentees to network and share experiences with their peers
* mentors to provide on-line support to a wider audience of mentees
* mentors to support each other and share good practice.

The use of websites requires careful planning, monitoring and co-ordination to ensure that things run smoothly and the content remains current.

Some suggestions for planning and managing the first meeting

The first meeting is an opportunity to:
* begin building the mentoring relationship
* clarify expectations and goals
* initiate the action planning process
* identify any resource requirements
* agree how the meetings will be held (eg Skype, face-to-face, email)
* arrive at realistic timescales for achieving goals
* agree on the timing, length and location of meetings.

> **The process of clarifying boundaries, deciding when and where to meet and sharing professional expertise will help to create a robust foundation from which the relationship can grow and develop.**

Initially mentors may find they are taking the lead in the meetings but as the mentee grows in confidence they should be encouraged to take increased responsibility.

The GROW model (John Whitmore, 1980s) is one of a range of tools which can be used to guide the mentoring conversation and provide a structure and progression for discussions. It can help mentees to identify **G**oals, explore **R**eality, identify **O**ptions, and find a **W**ay forward.

Go to **resource 12** for GROW – a tool to guide the mentoring conversation.

Developing the scaffolding for on-going meetings

During subsequent mentoring meetings it will be necessary to:
* review the notes and action items from the last meeting
* discuss any successes or challenges that the mentee has experienced since the last meeting
* be an active listener
* when possible share personal experiences or challenges as they relate to the mentee's experiences.

- continue to review the goals established at the beginning of the process.
- summarise the meeting, discuss and record key points in the meeting log, and identify actions for the next meeting.

Go to **good practice checklist 6** for a guide to mentoring meetings.

Keeping a record of meetings

A meeting log will record basic information to ensure that actions assigned and decisions made are not lost or forgotten.   They are not designed to record personal information nevertheless the content should be treated as confidential, only available to the parties concerned and the co-ordinator, and stored according to the organisation's existing data management systems. If the data is used for evaluation purposes it should be clear to the author(s) that the contents will be used and anonymised.

This works best if there is a template which all mentees complete and is filed at a central location. This should ideally be completed by the mentee in discussion with the mentor.

Meeting logs will:
- create a record of progress
- help to provide a focus and structure for meetings
- identify any actions agreed for follow up meetings
- help make the most use of limited time
- provide data for monitoring and evaluation purposes.

Go to **resource 13** for a meeting log.

Goal setting and action planning

Action planning and goal setting are key activities to guide and structure mentoring meetings.

Action planning

Action planning sets the stage for achieving goals. The process maps out the key activities needed to accomplish goals and provides a detailed schedule of actions, required resources and timescales. To be effective, goal setting and action planning should begin during the first meeting.

It may be useful to consider using a tool such as **OSKAR**[14] (The Solutions Focus). OSKAR stands for **O**utcome, **S**caling, **K**now-how and resources, **A**ffirm and action, and **R**eview and provides a framework for structuring mentoring meetings. It is a solution focused approach, emphasising what works well, rather than focusing on the problem. The approach is person-centred and designed to draw on the skills, knowledge and attributes which the mentee already possesses.

Go to **resource 14** for a guide to action planning.
Go **resource 15** for an exemplar action plan.
Go to **resource 16** for an introduction to OSKAR.

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[14]http://www.thesolutionsfocus.co.uk/content/oskar-model

What is a goal?

A goal is:
- a statement of an end result
- achieved in a specified period of time
- at a specific level of quality.

Goals can be short, medium or long term.   Major goals can be daunting. However, breaking them down into manageable chunks as sub goals or a series of objectives can go some way towards making them more realistic and achievable within given timescales.

Why set goals?

Setting goals creates a road map for action planning:
- identifying what has to be achieved
- establishing priorities
- keeping progress on track
- focusing effort
- providing a source of motivation
- providing a tool to measure success and build confidence
- helping to identify resources.

Building the mentoring relationship - the mentoring lifecycle

To be effective, mentoring relationships have to be productive in a relatively short space of time and this can be challenging. Awareness and understanding of the phases of the mentoring lifecycle can go some way towards helping to meet the challenges this presents.

Most mentoring relationships will come to a natural end once the mentee considers that they have achieved the development objectives. Most relationships end after the initially agreed duration whilst a minority may end prematurely either because they have run their course or because there has been a problem which could not be resolved.

The end of the relationship

It is useful to have a process in place to ensure that at the end of a mentoring relationship you inform the co-ordinator/manager so that records can be updated. In the case of a relationship which has ended prematurely due to irreconcilable issues, the co-ordinator may need to intervene to ensure that the relationship ends without blame and to organise a rematch for either party if appropriate.

The mentoring lifecycle moves through five key phases (**Clutterbuck and Lane (2004)**[15]:
- building rapport
- setting direction
- progression
- winding up
- moving on.

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[15]**http://books.google.co.uk/**

> **If a relationship comes to a premature end it is important for the individuals concerned and for the wider programme that both parties can leave the relationship with dignity and without blame.**

Go to **resource 17** for a description of the mentoring lifecycle.
Go to **good practice checklist 7** for a practical guide to managing, progressing and sustaining the mentoring relationship.

Supporting your mentee's learning

Formalised mentoring programmes can help both the mentors and mentees become more effective and confident learners, promoting non-hierarchical, collaborative relationships and positive learning experiences. Having some understanding of the factors which may influence adult learning can help to enrich that collaboration.

Go to **resource 18** for a description of how adults learn - facilitating learning.

Discovering personal learning styles

Discovering and sharing personal learning styles can be a useful activity in the early stages of the mentoring relationship. Comparisons of strengths, weaknesses and preferred approaches to learning can stimulate useful discussion and inform your mentoring approach.

> **Discover your own preferred learning style by completing an online questionnaire[16] (Index of Learning Styles, revised in 2002 by Richard Felder and Linda Silverman)**

Common barriers and pitfalls which can lead to failure of mentoring programmes

Being aware of some of the common pitfalls and barriers prior to developing the programme can go some way towards minimising risk. Common factors which can cause mentoring programmes to fail include:
• failure to identify and communicate a clear sense of purpose
• lack of support from senior staff and/or the organisation
• a mismatch in expectation between mentor and mentee.

Go to **resource 19** for a description of some of the pitfalls and barriers which can cause programmes to fail.

How mentoring practice can encourage and support engagement with the Continuous Learning Framework (CLF)

Peer mentoring, as a process and set of behaviours, can contribute to the development and enhancement of a range of skills and capabilities which are transferrable to the wider workplace and which map across the following two elements of the CLF:
• personal capabilities (managing relationships and self)
• organisational capabilities.

The table below illustrates the personal and organisational capabilities the mentoring process can enhance, and which sit comfortably with the capabilities described in the CLF.

Mentoring and personal capabilities	Mentoring and organisational capabilities
Professional autonomy	Planning
Lifelong learning	Recording
Flexibility	Structuring sessions
Confidence	Time management
Resilience	Scheduling
Accurate self-assessment	Evaluating
Awareness of impact on others	Report writing
Awareness of wider context	Maintaining boundaries
Empowering people	Action planning and goal setting
Working in partnership	Prioritising
Leadership	Facilitating
Empathy	
Dealing with conflict	

Go to **resource 20** for mapping mentoring to the Continuous Learning Framework personal capabilities.
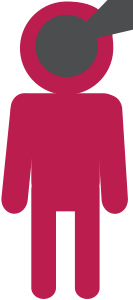
Resources

Resource 1: Mentoring is…

…'Off-line help from one person to another in making significant transitions in knowledge, work or thinking' (Megginson and Clutterbuck, 1995)

'Mentoring is the process of information exchange between a mentor and mentee - sustaining a relationship which contributes to the professional development of both parties.' (Dr. Rita S. Boags)

'…A developmental caring, sharing and helping relationship where one person invests time, know-how and effort in enhancing another person's growth, knowledge and skills.'
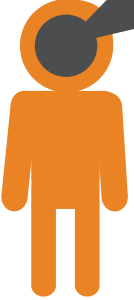
'One who offers knowledge, insight, perspective and wisdom that is helpful to another person in a relationship that goes beyond doing one's duty, or fulfilling one's obligations.' (Shea, 1999)

…a process which supports learning and development, and thus performance improvements, either for an individual, team or business.' (Parsloe and Wray, 2000)

'… someone who believes in you and has a real desire to help you succeed; the sounding board; the person you can trust; the person… who helps you listen to yourself.' (Dodds, 2005)

Resource 2: Supporting change and continuous improvement

''The purpose of mentoring is always to help the mentee to change something – to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. This movement from where they are, to where they want to be.'' (**Mike Turner**[17], collected by Andrew Gibbons for the Coaching & Mentoring Network, 1999-2013)

Helping individuals and organisations to identify and achieve the required benefits that they want from a fresh approach to strategy, culture or goals relies on effective change management processes and well-designed support mechanisms.

Mentoring, as a support and resource, is one of a range of practical tools for empowering leaders, managers and other staff to meet the challenge of change and continuous improvement.   Mentors can form an internal network across organisations or departments supporting individuals or groups.

Mentors with experience and skills to support, who understand the key factors involved in the change process and have considered different approaches to supporting their mentee(s), can turn a challenging time into one that offers opportunities for growth.

Here are some common responses to change, some pointers to why individuals may resist engagement and some hints and tips on ways of supporting.

Some common responses to change

Positive, active – the mentee views the change positively and takes active steps forward.

Negative, active – the mentee views change negatively and actively resists it.

Positive, passive – the mentee views the change positively but does nothing about it.

Negative, passive – the mentee views the change negatively and is passive in response.

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[17]**http://www.coachingnetwork.org.uk/information-portal/Articles/ViewArticle.asp?artId=54 (#6)**

It is important to note that mentees who have opted to join a mentoring programme may be motivated and positive about change. However, they may be facing challenges over which they have little control, leading to a more generalised negativity.   Understanding why an individual may be resistant to change can provide the basis for seeking solutions.

Why do individuals resist change?

- An attachment to existing beliefs and patterns of behaviour.
- Discomfort with a change to routines or habits.
- An attachment to their existing role.
- An inability to see the bigger picture.
- A lack of agreement over proposed changes.
- Lack of confidence in ability to perform well in the new situation.
- Perceived lack of time and or resources.
- Self-interest.
- Need to stay in control.
- Fear of loss of income or opportunities to use skills.
- Loyalty and existing relationships.
- Fear of the unknown.
- Fear that the new way will not be an improvement on the old.

How can mentors help?

When helping someone to move through a period of change it is useful to:
- keep an open mind
- ask open questions, in a supportive way, to try to understand the cause and help the mentee find a solution/resolution
- think about resistance as a way of gathering feedback or intelligence about the change and the mentee's feelings and views
- help the mentee focus on the future
- help them find their own solutions and empower them to take responsibility.

Resource 3: Benefits of mentoring – organisation, mentor and mentee

Benefits to the organisation	Benefits to the mentor	Benefits to the mentee
Widening of skills base and competencies	Improves awareness of own learning gaps	Develops learning, analytical and reflective skills
Identifies new talent	Develops ability to give and take constructive feedback and feed-forward	Develops organisational and professional knowledge
Increased staff morale and job satisfaction	Provides access to wider range of professional knowledge and other ways of doing things and other perspectives	Develops own practice
Alternative to external training		Builds self-confidence
Develops habits of trust and confidentiality		Develops ability to accept criticism
Use for succession planning	Provides networking opportunities	Supports individuals through transition and change
Helps achieve strategic goals and mission/vision	Improves leadership, organisational and communication skills	Develops autonomy and independence
Develops leadership skills	Develops ability to challenge, stimulate and reflect	Broadens horizons
Improved quality of service through increased competence and confidence of workforce	Raises profile within organisation	Increases job satisfaction
	Increases job satisfaction	Encourages on-going learning
Improves teamwork and cooperation	Offers opportunity to pass on knowledge and experience	Facilitates peer relationships
Helps build learning organisations	Provides stimulation	Develops increased reflective practitioner skills
	Can be integrated into continuous professional development processes	Offers individualised one-to-one support

Resource 4: Mentoring policy exemplar

Date approved:

Related policies:

Purpose

To assist practitioners (mentees) to develop their professional competence, achieve their learning objectives and develop their behaviours through mentoring provided.

Overview

For the purposes of the programme/organisation mentoring is defined as a private, non-reporting relationship. Responsibilities for performance management are distinguished from those of mentoring relationships. Attention is drawn to existing policies on conduct and equity that must be observed within individual relationships and in program design. Principles of best practice for programme design are provided. Organisations are responsible for design, implementation and evaluation at a local level. Mentors and mentees are in an equal relationship with the focus on the person being mentored. Responsibility for mentoring sits with the mentee and includes relationships within and across professions and organisations.

The roles and responsibilities of the head of organisation and managers/supervisors with respect to staff development and performance management in no way diminish the application of this policy.

Aims and objectives

The purpose of this policy is to provide a common framework based on best practice principles, to support and inform the design and development of mentoring practice for (name of organisation).

The specific objectives of the policy are to:
• emphasise that mentoring is a voluntary relationship
• explicitly recognise mentoring as a valued element of the staff development framework
• ensure that mentoring, particularly in support of individual development and career advancement, is neither confused with nor substituted for supervisory responsibilities arising from the performance appraisal system
• establish that mentoring relationships in whatever form are governed by existing relevant policies
• promote and encourage the growth of formal mentoring programmes which are part of the strategic vision of the organisation.

Relevant senior managers of organisations will review the mentoring needs of their staff as part of their annual planning process.

The mentoring relationship

Mentors and mentees will operate within an equal relationship with the focus on the person mentored. The responsibility for mentoring sits with the mentee. The mentoring programme maps across the Continuous Learning Framework (CLF) with an emphasis on personal and organisational capabilities.   The goal of self-managed mutual learning and the need for mentoring is encouraged within the relationship as well as the desire for development in support of organisational goals.

Dependent upon the context and purpose of any mentoring program some variability in the mentor role might be expected. However, fundamental principles include:
* a track record of developing people
* a genuine interest in seeing others advance
* a wide range of current skills to pass on
* a good understanding of the organisation
* a combination of patience and good interpersonal skills
* sufficient time to devote to the relationships their own network of contacts.

The role of the mentee might also vary depending on the context and purpose of the mentoring program but will, in principle include:
* taking the lead in supporting the mentee in an on-going, one-to-one mentoring relationship.
* acting as a 'critical friend'.
* building the relationship.
* assisting with goal setting and action planning.
* helping the mentee towards self-management of their own learning.
* providing the opportunity to experience at least one alternative service provision setting.

Recognition of mentoring as a valued element in staff development

The head of the organisation and supervisors/managers are encouraged to recognise the value of mentoring skills by:
* planning for staff, who act or will act as mentors, to participate in appropriate training and receive adequate support as and when required
* facilitating the commitment of individuals to continuously develop their own leadership skills and capabilities
* taking account of the workload implications when planning the contributions of individuals as mentors or as mentoring programme co-ordinators,
* acknowledging significant individual contributions and good practice as a mentor as an element of performance reviews for staff.

Relationship of mentoring to staff appraisal and performance management

Employers must ensure their organisations develop a supportive organisational culture where individuals can use and enhance their leadership skills. This includes empowering people working in and using social services and encouraging professional autonomy, creativity, measured risk-taking and use of initiative. This includes encouraging and supporting engagement in activities associated with mentoring.

Key characteristics distinguishing the role of a mentor from that of a manager/supervisor are that:

- the mentor has no supervisory responsibility or authority over the mentee
- mentors have no role in dealing with issues of non-compliance or under-performance
- the mentoring relationship provides a confidential, non-judgemental and non-directive environment
- the parties to a mentoring relationship are equal within and share responsibility for the relationship
- mutual learning is an integral aspect of the mentoring relationship
- the overall developmental needs of the mentee are the main focus within the mentoring relationship.

Managers and supervisors should participate in the discussion and decision to arrange a mentoring relationship for a staff member reporting to them. They have a responsibility to keep themselves informed of staff development needs as well as the availability of appropriate support mechanisms, including formal mentoring arrangements, and to transmit that information to staff.

Specific development outcomes from, or issues identified within, the mentoring relationship may be fed into the annual review process if requested by the mentee and agreed to by the mentor.

Managers/supervisors however, have no direct role in the relationship and should not expect to receive information that is confidential to the relationship.

Code of conduct, equity and confidentiality
The following policies apply to formal programmes as well as informal mentoring relationships:

- Code of Conduct
- bullying and harassment
- equal opportunities – race, gender, disability, religion etc
- mental health
- health and safety
- change management
- personal relationships in the workplace.

There is equal responsibility on both the mentor and the mentee for ensuring that the conduct of the mentoring relationship is within the bounds of these policies.

Both the mentor and mentee have a duty to observe the confidential nature of the relationship and the dialogue arising within it.

Principles of best practice in mentoring arrangements

Formal mentoring programmes should review their design against the following principles:

- ensure that information about the programme is equally available to all staff in the organisation covered by the programme
- provide a clear statement of objectives for the programme based on identified staff, organisational and or policy needs
- identify a champion or sponsor for the programme that will identify adequate resources and influence internal arrangements and strategies to ensure that the objectives are achievable

- make clear statements on the roles of and expectations for all parties
- encourage voluntary participation by both mentors and mentees (this does not preclude prior identification of potential participants)
- base mentor selection on a list of skills that are consistent with the programme's objectives
- provide an induction to the programme for all mentees
- provide a formal training programme for all mentors – training is mandatory
- provide the opportunity for a rematch for participants, with a no blame policy, for relationships which have not worked
- make adequate training and other support available for all participants, including the co-ordinator of the mentoring programme and the supervisors of mentees where appropriate
- design on-going monitoring and evaluation into the programme prior to implementation.

Selection

Criteria for mentee selection
- Contribution/commitment to continued professional development.
- Prepared to learn, work and grow.
- Prepared to keep appointments and maintain contact with the mentor by face-to-face/telephone/email contact.

Criteria for mentor selection
- Participation in training and on-going development opportunities.
- Prepared to keep appointments and support mentee(s) by face-to-face/Skype/telephone/e-mail contact.
- Contribution to evaluation process.

Implementation
Provide a central point for co-ordination of the programme.

The mentoring co-ordinator/manager will:
- provide training for mentors and induction for mentees
- recruit and select mentors and mentees
- arrange mentor/mentee pairings
- monitor the programme's operation
- report to the relevant governance body on the programme's progress.

Organisations will have responsibility for local programme design, implementation and evaluation. There will not be a prescriptive model of mentoring – this will be dependent on local context, culture and purpose. Small organisations that wish to provide mentoring support to staff but lack adequate resources could seek to establish a joint programme with another or several other organisations.

Resource 5: Exemplar mentoring agreement

We are both voluntarily entering into this partnership. Our meetings will focus on the mentee's learning and development issues.

We agree that:

1. The mentoring relationship will last for (time). Progress will be monitored on an on-going basis through contact with the programme co-ordinator/manager. The timescales for the meetings are decided by the programme and will end on a pre-determined date.

2. We will meet at least once every month with contact outwith the meeting every two weeks or as agreed. We undertake to honour all pre-arranged meetings unless there is an unavoidable cancellation. If this happens we will arrange an alternative date. If for any reason either of us cannot make a meeting we will inform our partner at least 24 hours in advance and arrange an alternative date. Meetings can take place face-to-face, via email or by telephone.

3. Each meeting will last a minimum of one hour and a maximum of two hours.

4. Between meetings we will contact each other by email or telephone as agreed. We understand that there may be exceptional circumstances which require additional contact. Such contact will be made taking into account the boundaries of the relationship and with agreement by both parties.

5. We agree that the mentor's role is to:
    *   jointly manage one-to-one mentoring meetings providing individualised support and guidance to mentee
    *   create a safe learning environment
    *   facilitate the development of the relationship
    *   support the mentee in identifying professional learning and development goals and reviewing progress
    *   give the mentee responsibility for their own learning
    *   contribute to the monitoring and evaluation process.

6. We agree that the mentee's role is to:
    *   work with the mentor to develop a personal action plan and set own learning goals
    *   engage in regular review of progress and update their action plan as required
    *   keep joint records of the meetings
    *   contribute to the monitoring and evaluation process.

7. We agree that the content of these meetings will be confidential.

8. The mentor agrees to provide feedback to their mentee which is specific, timely, genuine, objective, and forward-looking.

9. In the event of a breakdown in the relationship we agree to discuss the issues with the project before taking action to end the arrangement. If the breakdown is irretrievable no blame will be attributable to either party. Re-matching is at the discretion of the co-ordinator/manager.

10 We agree to forward any necessary documentation to the co-ordinator of the programme. We understand that it will be used to inform evaluation processes.
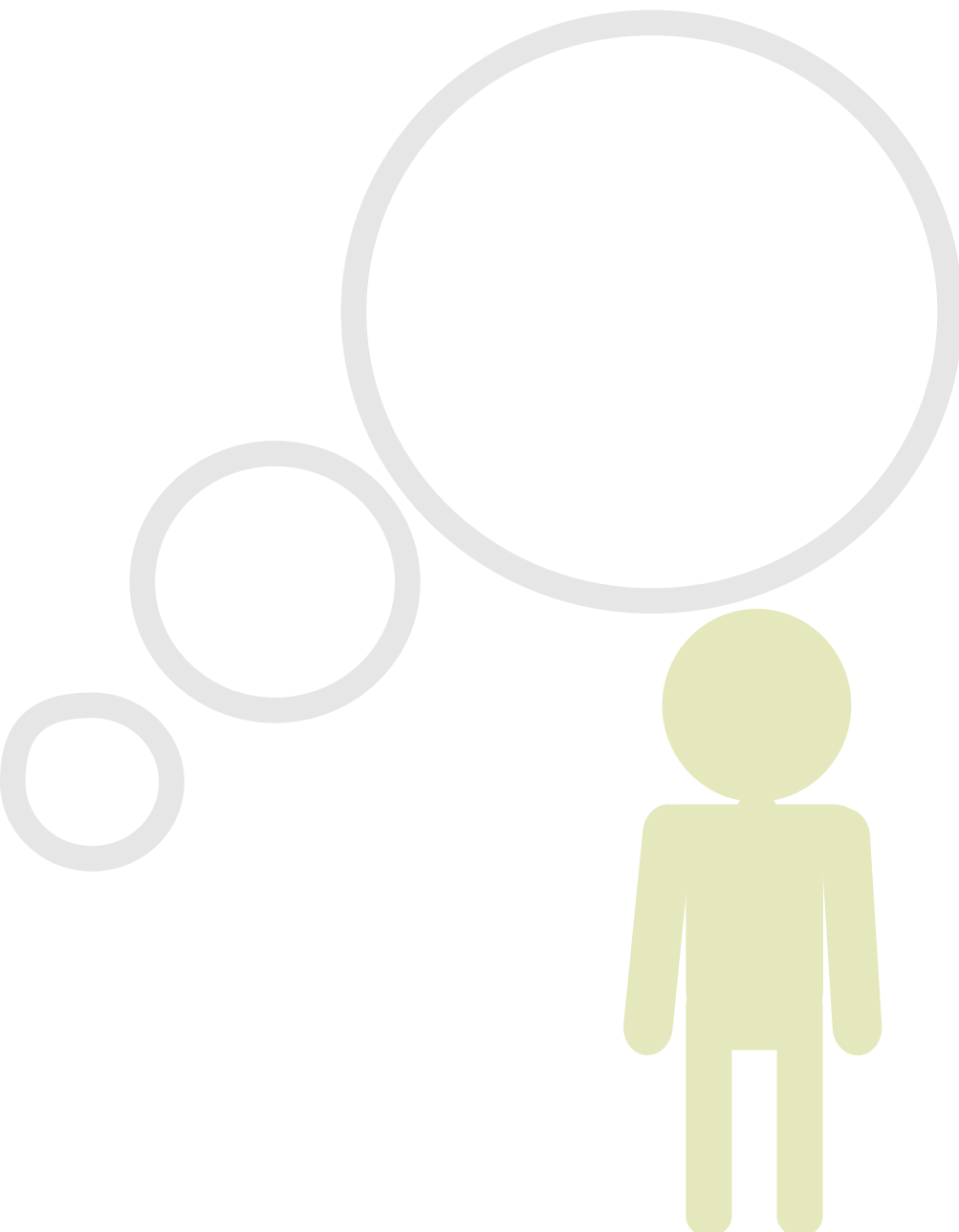
We agree to the above statements.

Signed: _____

Mentor: _____

Mentee: _____

Date: _____

Resource 6: Exemplar evaluation - mentors

We would like to have your opinion of the mentor programme so that we may evaluate and strengthen our programme for the future. Please complete the questions below and return the survey to the programme co-ordinator.

1. How would you rate the mentoring programme?
2. How would you describe the quality of your experience as a participant in the programme?
3. Would you volunteer to serve as a mentor again in the future?
4. Did the mentor training session help you prepare for your mentoring experience?
5. Would you have liked additional training?
6. How clearly defined were your mentor responsibilities?
7. Were the mentor programme co-ordinators accessible and easy to talk to and seek advice from when necessary?
8. How would you describe your relationship with your mentee?
9. Do you think that the time you spent with your mentee was sufficient?
10. Do you think that the time you spent together was helpful for your mentee?
11. Did you gain personally from this relationship?
12. Would you have preferred to meet less often with your mentee?
13. Would you have preferred to meet more often with your mentee?
14. What was most satisfying about the mentor programme?
15. What was least satisfying about the mentor programme?
16. What would you suggest to improve the mentor programme?

Resource 7: Seven sets of behaviours of effective mentors and some hints and tips for applying the skills

Effective mentors will:
* help to shift the context
* listen effectively
* identify feelings
* use constructive criticism
* provide appropriate information
* encourage mentee autonomy
* encourage exploration of options.

Ways in which they will do this

Help to shift the context
* Help the mentee to envisage a positive future or outcome.
* Help the mentee to envisage worthy goals and to inspire them to move towards these.
* Examine, collaboratively, their commitment to their goals.

Listen effectively
* Act as a sounding board, asking helpful and challenging questions.
* Demonstrate respectful listening (providing an ear but not giving advice).
* Show empathic listening (verbal/non-verbal behaviours that show sincere interest).

Identify feelings
* Help mentee to identify motivators for success.
* Listen for words but underlying meaning as well – mentors need to detect emotions and feelings and respond appropriately to them.
* Reinforce belief in positive potential for growth beyond current situation.

Use constructive criticism
* Discuss negative behaviours without judging.
* Recognise repetitive patterns of behaviour and counsel to break the pattern.
* Ability to confront negative attitudes, behaviours and plans without being destructive.
* Provide insight into unproductive strategies and behaviours.

Provide appropriate information
* Offer non-judgemental, sensitive responses – provide professional guidance.
* Present multiple viewpoints to generate more in-depth analysis.
* When appropriate, suggest possible solutions or sources of helpful information.

Encourage mentee autonomy
* Empower mentee's self-confidence.
* Identify and create learning opportunities.
* Make statements that encourage personal actions to fulfil expressed objectives.

Encourage exploration of options
* Help mentee to consider multiple options beyond the obvious or 'tried and true'.
* Encourage mentee to choose the path and make it work.

Adapted from: **7 Types of Mentor Assistance Throughout the Relationship**[18] (Shea 2002) Source: Shea, Gordon F., Mentoring (3rd ed.) 2002 as adapted from A Managers' and Mentors' Handbook on Mentoring, University of Wolverhampton Business School.

Unhelpful mentor behaviours include:
- being critical and judgemental
- telling what to do/giving advice/talking at the mentee
- solving the problems for the mentee
- using closed questions
- making assumptions/taking actions on behalf of the mentee
- interfering and intervening on behalf of the mentee
- discussing the mentee with the line manager (without permission from the mentee)
- agreeing to do something and not carrying this through
- giving false information, having an alternative agenda.

[18]http://www2.wlv.ac.uk/registry/qasd/RandV/R&V%
09-10/UWBS/Collab%20Mentoring%20Handbook.pdf
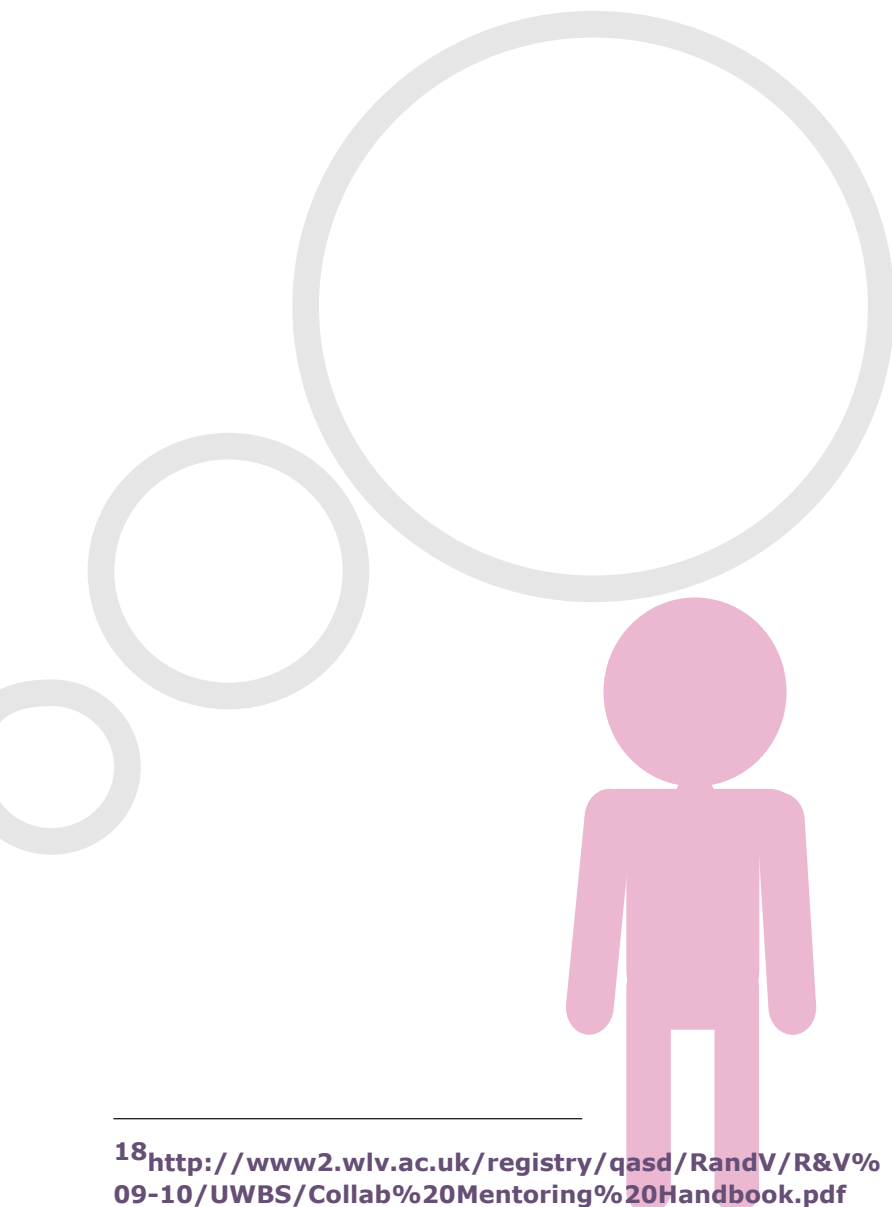
Resource 8: Mentor role description and person specification

The content, although not exhaustive, provides a flavour of the potential breadth of the mentor role.

Purpose

Mentor role
- Take the lead in supporting the mentee in an on-going, one-to-one mentoring relationship.
- Act as a critical friend.
- Build the relationship.
- Assist with goal setting and action planning.
- Help mentee towards self-management of their own learning.
- Establish trust, rapport, and open communication.
- Regularly monitor and evaluate the impact of their mentoring.

Person specification
- Have an awareness of how their actions reflect the values of the work context.
- Ability to facilitate professional working relationships which protect privacy, maintain confidentiality, and establish appropriate boundaries.
- Understand and model the skills of reflection and self-evaluation.
- Understand and are sensitive to the impact of diversity and culture.
- A track record of developing people.
- A genuine interest in seeing others advance.
- Commitment to own learning and development.
- Awareness of own personal strengths and areas for improvement.
- Ability to manage commitments and to prioritise.
- Encouraging and supportive.
- Patient and flexible.
- Respectful of others and non-judgemental.
- A combination of patience and good interpersonal skills.
- Sufficient time to devote to the relationships.
- Their own network of contacts.
- Relevant professional knowledge.
- Continuously evolve and adapt their mentoring style based on experience and training.

Time commitment
- The mentoring relationship will continue for (time period).
- Meet face-to-face, online or via the internet.
- Commit a minimum of (number) hours and a max of (number) hours per meeting.
- Communicate with your mentee fortnightly.
- Participate in formal training.

Participation requirements
- Willing to commit to participation for the duration of the project and to require a number and length of meetings.
- Willing to maintain regular contact with the co-ordinator/manager and submit records of meetings and progress.
- Committed to attendance at training and any follow up training or feedback sessions.

Resource 9: Differences between manager and mentor

The mentor, unlike the line manager should not expect to have any responsibility for the mentee's performance in the job or with performance assessment or appraisal.

The table below illustrates some of the differences which distinguish the mentor and manager roles.

Manager	Mentor
Sets objectives. Manages on-the job performance.	Agrees development goals in partnership with the mentee. Guides and suggests.
Involved in performance review, assessment and appraisal.	Supports and guides mentee in self-assessment, reflection and review.
Often expect achievement of tasks and objectives daily.	Aims to facilitate the mentee in addressing a longer term view of their professional journey.
Concerned with standards, deadlines, budgets, etc.	Concerned with personal career aspirations and needs.
Monitors with authority or positional power. Often has set way of doing things.	Monitors for progress – does not use power to direct actions. Shares knowledge, skills and experience to assist mentee's progress.
Opportunities usually dictated by workplace context.	Creates wider opportunities including networking and experience of other workplace practices.
Creates interdependence.	Seeks to facilitate mentee independence.

Resource 10: Description of mentee responsibilities

Responsibilities of the mentee

- Desire to be a mentee - being receptive to learning, developing a learning relationship with a mentor.
- Commit to the programme timescales.
- Agree to regular meetings.
- Agree to regular review of progress.
- Willingness to set goals and develop an action plan in collaboration with the mentor.
- Openness to new discoveries and possibilities that result in a higher level of potential for both self and the organisation.
- Willingness to discuss ideas, goals and aspirations.
- Agreeing to contribute to monitoring and evaluation at personal and programme level.
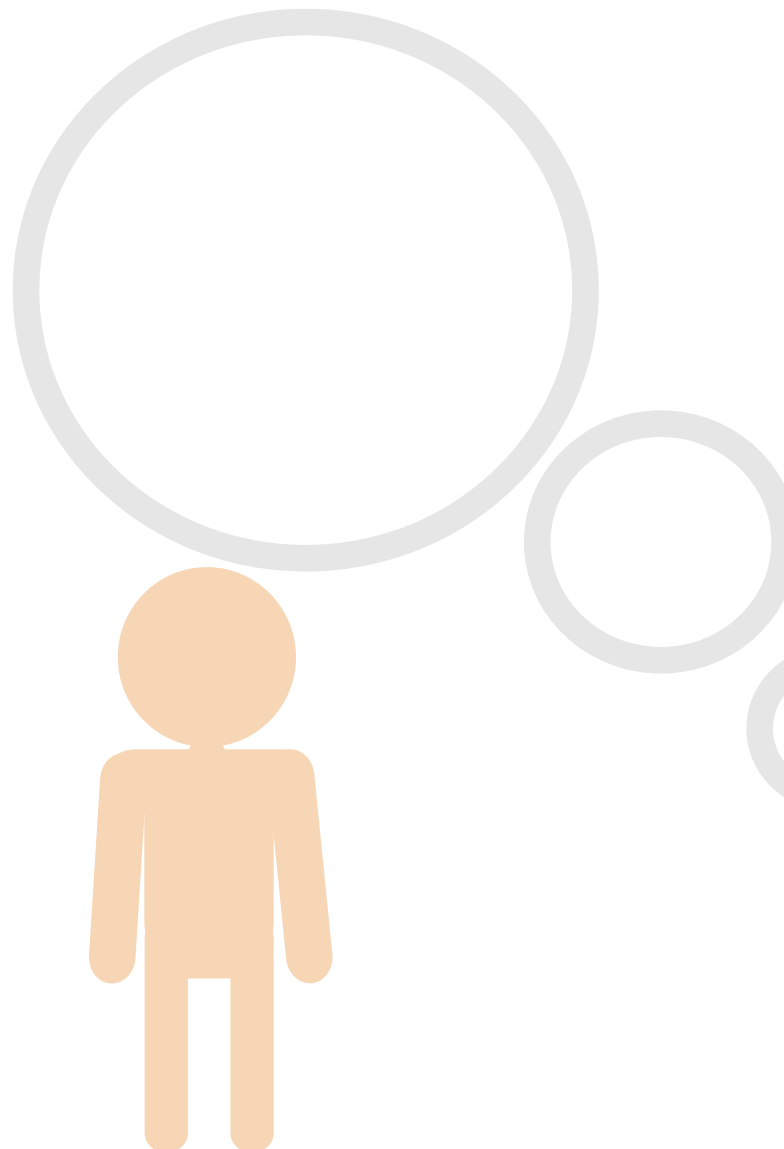
Resource 11: How to make team mentoring work

As with one-to-one mentoring:

Determine the goals
- Define what you want to accomplish with mentoring.
- Clearly identify what should be achieved.
- Determine how achievements will be tied to the organisation's aims.
- Decide how results will be measured.
- Clearly define what is expected of mentors as well as mentees.
- Develop an action plan – outline objectives.
- Assess existing knowledge and skills within the team.
- Decide on the approach to mentoring – remember that people have different ways of learning and consider this.

To identify your own learning style go on-line to the Index of Learning Styles, revised in 2002 by Richard Felder and Linda Silverman:
http://www.engr.ncsu.edu/learningstyles/ilsweb.phpl[19]

If the environment is supportive, and all participants are eager to make it work, a team can be an ideal structure for mentoring, both to reinforce skills and to ensure continued learning – making team member mentoring a winning situation for everyone involved.

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[19]**http://www.engr.ncsu.edu/learningstyles/ilsweb.html**

Resource 12: GROW A tool to guide the mentoring conversation

The model was popularised by John Whitmore in his 1992 book **Coaching for Performance** and is still widely used today.

The GROW model is a simple four step process that helps create a structure for the mentoring exchange, helping to facilitate mentoring conversations. It is a useful tool to underpin effective action planning and goal setting processes which are central to successful mentoring practice.

GROW[20] is an acronym based on the following key steps:
*   **g**oals – establishing the mentee's ultimate goal(s) and aim(s)
*   **r**eality – taking time to explore the mentee's reality or situation before discussing or taking any pro-active steps
*   **o**ptions – considering the options or courses of action available to the mentee
*   **w**ay forward– what agreed action the mentee will take to move towards the stated goal(s).

GROW can be used in many different contexts.

How does the GROW model Work?

To encourage a deep awareness and ownership of the issues to be addressed by the mentoring activity, the GROW model must be guided by the mentor's use of effective questioning and listening skills. As Whitmore suggests:

''GROW, without the context of awareness and responsibilities and the skill of questioning to generate them, has little value.''

Initial discussions between mentor and mentee should focus on identifying the key issues or the topic for the meeting, the context and influencing factors, the scope and extent of the challenge and the mentee's long-term vision or goal for the issue or topic.

Some useful questions to ask at each stage of the GROW process (you can use these in conjunction with action planning and goal setting documentation):

Goal
*   What do you want to achieve in this session and in the longer term?
*   Why is it important to you?
*   What is your main goal at present?
*   How will you know when you have reached your goal?
*   When do you have to achieve your goal?
*   To what extent is it within your control?
*   If not entirely within your control, what steps can you take to achieve your goal?
*   How could you break the main goal into smaller achievable sub goals?

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[20]**http://books.google.co.uk/books?id=eTZiP_8dqIYC&printsec=frontcover&dq=coaching+for+perfo rmance&hl=en&sa=X&ei=V3UpU-DwLZKVhQefkYCQBQ&ved=0CEUQ6AEwAA#v=onepage&q= coaching%20for%20performance&f=false**

Reality
- Where are you just now in relation to your goal?
- What skills and knowledge have you gained as a consequence of achievements and experience to date?
- What resources (including other people) do you need to achieve your goal?
- What else could help you achieve your goal?
- What resources do you have currently?
- What, or who, might get in the way of you achieving your goal?
- How might you constrain your progress?
- How might you overcome those constraints?
- What if anything is stopping you?

Options
- What can you do as a next step towards achieving your goal?
- If you were the most resourceful person you know, what would you do?
- What would happen if you did nothing?
- Is there someone you know who is doing this well?
- What could you do that they do?

Way forward
- Which option appeals to you most? Why?
- How will it help you achieve your goal?
- What are your next steps?
- When will you take them? You could tie this into your next meeting with your mentee.
- What obstacles do you expect to meet?
- How will you overcome them?

Rating
- Ask your mentee to rate their commitment from 1-10. If below 7, what still needs to happen to help increase motivation?

Resource 13: Meeting log

Date ☐☐ / ☐☐ / ☐☐☐☐

Location of meeting _____

Length of meeting _____

Method of meeting (tick box as appropriate)   Face-to-face ☐   Skype ☐

Messenger ☐   Other ☐

Actions objectives achieved from last meeting

_____

Challenges, solutions, and outstanding objectives

_____

Topic(s) for this meeting

_____

Steps for achieving objectives set at this meeting (eg resources required, location of resources, whose responsibility)

_____

Topic for next meeting

```



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Actions for mentee or mentor before next meeting

```



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Resources required to achieve objective(s) for next meeting

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Date of next meeting ☐☐ / ☐☐ / ☐☐☐☐

Resource 14: A guide to action planning

Action planning is a process which helps focus ideas and helps to decide what steps you need to take to achieve goals. It creates a statement of what to achieve over a given period of time and is a way of keeping focused and on track.

Action planning is a repeated process and stages will overlap. Because of regular monitoring and review, the plan should evolve, with changes and revisions reflecting progress.

The action planning process:
- start with the big picture
- identify and record your long term goal(s) and short term objectives related to that goal
- identify where you are now in relation to your goals/objectives
- develop a timeline to help ensure that the objectives are achievable, can be met within timescale and are measurable
- prioritise objectives
- identify and record the steps needed to achieve your goals
- identify who you will need to co-ordinate with and will rely on to contribute
- anticipate problems and create contingency plans.

Writing your goals and objectives down is the first step towards making them a reality.

Action planning skills include:
- prioritising
- being able to work under pressure
- creating task lists which allow you to see what has been achieved, what still has to be achieved and where you may need to reprioritise.
- working to a deadline
- having a contingency plan eg if time is running out, or resources are not available
- getting into the habit of continuous assessment and reflection on your progress.

Resource 15: Exemplar action plan

Mentee:

Mentor:

Date of meeting: ⬚ / ⬚ / ⬚

Length of meeting:

Method of contact: Face-to-face   Telephone   Skype

email   other (please specify)

Action plan start date: ⬚ / ⬚ / ⬚

Estimated completion date: ⬚ / ⬚ / ⬚

Review dates (approx.):

Long term goal

Short term goals and priorities

1.

2.

3.

What do I need to learn in order to achieve my goal?

Timescales

Milestones

Success criteria

Additional comments

Resource 16: An Introduction to OSKAR

OSKAR is the acronym for a developmental tool, or strategy, which shifts focus from problems to the solutions as a way of moving forward, altering perspectives and achieving goals:

* **o**utcome
* **s**caling
* **k**now-how and resources
* **a**ffirm and action
* **r**eview.

The design of this approach is to shine a light on what is working well and to replicate that, rather than continuing to do what is not working well. It centres on bringing out the existing skills and capabilities of the mentor to reach the goals that they have set for themselves. The model provides a set of techniques and questions which are designed to create a vision of a preferred future.

As with other models, the OSKAR model provides a structured approach, using a set of open questions to help guide action planning and goal setting.

This model makes use of a scale (0–10) so that the mentee can visualise where they are, where they want to be, and with the support of the mentor work out how they could reach where they would like to be on a linear image.

This style of questioning will stimulate the mentee to analyse their own situation with support and prompting, and to articulate how they can bring about desired changes.

(adapted from **The Solutions Focus**[21] by Paul Z Jackson and Mark McKergow).

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[21]**http://books.google.co.uk/books?id=v0vuAAAAMAAJ&dq=the%20solutions%20focus%2C%20 Paul%20Z%20Jackson%20and%20Mark%20McKergow&source=gbs_book_other_versions**

Resource 17: The mentoring lifecycle (adapted from Clutterbuck and Lane, 2004[22])

The mentoring lifecycle	
Building rapport	This initial phase of the mentoring relationship is about: • getting to know each other and deciding if you want to progress the mentoring relationship • clarifying mentee expectations and agreeing ground rules • agreeing priorities • developing empathy.
Setting direction	In this second phase the role of the mentor is to help the mentee assess what they want to achieve. The process includes: • gaining clarity on the mentee's goals • achieving a sense of purpose to the relationship • action planning and goal setting begin (these may change as the relationship progresses).
Progression	This is the most productive phase during which most of the work is done. The mentor uses a variety of skills and tools to challenge, encourage and support the mentee: • development planning and prioritising • building on prior learning and reflecting on the new • monitoring and evaluating progress • giving feedback and feed forward (for an explanation of feed forward see **resource 18**).
Winding up and moving on	The winding up phase should happen when the mentee has achieved their goal. The end of the relationship should be handled sensitively by the mentor, to help plan an effective and positive ending for both parties: • contact is decreasing as the mentee gains confidence • goals have been achieved • the mentee or mentor believe that they have achieved all they can within the parameters of the relationship. Regular monitoring and review of the progress of the relationship should help identify when this stage is complete.

[22]**http://books.google.co.uk/books?id=HKbdYT8jkqUC&pg=PR4&dq=clutterbuck+%26+Lane+2004&hl=en&sa=X&ei=nXYpU5XyN4-1hAeo2oAw&ved=0CDAQ6AEwAA#v=onepage&q=clutterbuck%20%26%20Lane%202004&f=false**

Resource 18: How adults learn – facilitating learning

Facilitating professional learning and development

Professional learning is most effective when mentoring takes place within an environment of openness, mutual trust, respect and support and where there is a willingness to promote reflective professional enquiry. Effective mentors will foster such a sense of support for, and partnership with, their mentee.

Also relevant to the mentor's approach to professional learning within the relationship are a set of assumptions, including those below, about how and why adults learn best.

The most common set of assumptions include the following:
* Adults should expect a learning environment which is respectful and which recognises them as individuals with their own learning needs.
* Individuals bring unique backgrounds, experiences and knowledge which enrich and contribute to their on-going professional learning.
* Adults need to know why they need to learn something - they are goal-orientated and will question why they should spend precious time on activities or learning which does not seem entirely relevant to the achievement of their goal(s).
* Adults learn best when they are involved in the planning and evaluation of their own learning.

(adapted from **Knowles 1976[23]; Zmeyov 1998[24]; Fidishun 2000[25]**)

What does this mean in practice for mentors?

The following hints and tips, based on the list of assumptions about adult learning provide a guide to inform mentor and mentee interactions.

1. Adults should expect a learning environment which is respectful and which recognises them as individuals with their own learning needs.

   Consider how you will:
   * develop rapport – show a genuine interest in your mentee
   * acknowledge that the mentoring relationship is a two way process – equals in life experience
   * encourage
   * actively and carefully listen
   * lead toward enquiry (don't supply with too many facts)
   * provide regular constructive and specific feedback (constructive criticism when required) and feed forward.

Feed forward helps people envision and focus on a positive future, not the past. By sharing ideas with your mentee on how they can be even more successful you can increase their chances of achieving success in the future. Feed-forward simply requires having good ideas for achieving goals, objective and tasks.

2. Adults bring unique backgrounds, experience and knowledge which enrich and contribute to on-going professional learning.

   Exercise and demonstrate judgement and initiative by:
   - getting to know your mentee, theirinterests and experiences (personal, work and study)
   - helping them to draw on those experiences when problem-solving
   - facilitating reflective learning opportunities.

3. Adults need to know why they need to learn something - they are goal-orientated and will question why they should spend precious time on activities or learning which does not seem entirely relevant to the achievement of their goal(s).

   Identify opportunities, set goals with your mentee(s) and demonstrate positive expectations of success by:
   - exploring with them what they need to know and what skills they need to acquire to meet their learning needs
   - asking questions that motivate reflection and enquiry.

4. Adults learn best when they are involved in the planning and evaluation of their learning.

   Ensure your mentee is in control of their goals and the purpose of the learning by:
   - recognising and valuing their contribution to planning and evaluating their own professional learning
   - providing opportunities to reflect on what they expect to learn, what they have already learnt, how they might apply what they have learnt in the future, and how it will help them to meet their learning goals
   - providing a safe environment where your mentee can try out new ideas, develop skills, confidence and competence
   - encouraging the sharing of ideas.

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[23]Knowles, M. S. (1975). Self-directed learning: A guide for learners and teachers. Englewood Cliffs: Prentice Hall/Cambridge

[24]Zmeyov, S.I (1998) Andragogy. Origins, developments and trends. International Review of Education

[25]Fidishun, Dolores (2000). Andragogy and technology: integrating adult learning theory as we teach with technology, 5th annual Instructional Technology Conference, April 9-11, 2000, Middle Tennessee State University

Resource 19: Pitfalls and barriers which can cause programmes to fail

The following list is not definitive but can serve to stimulate discussion, during the planning and design phases, of some of the factors which can cause programmes to fail.

Pitfall 1   Mentoring without a clearly identified purpose

Relationships will fail if there is no clearly defined and agreed purpose. Meetings will have little or no structure, can stray easily into territory outwith the boundaries of mentoring practice, will waste time and will be difficult to review, monitor and evaluate effectively.

Pitfall 2   Having no defined end point

Without timescales the relationship is likely to drift aimlessly. Having an end point makes it easier to set goals. However, this does not mean that timescales cannot be reassessed in light of developments.   It can also influence how often you hold meetings.

Pitfall 3   Irregular meetings and postponing meetings regularly

Both parties are busy people who will not always be in a position to change arrangements at the last minute. Knowing in advance when the meeting will be held allows the mentor and mentee to schedule their week and more readily set their objectives and prepare for their meetings.

Pitfall 4   Not knowing how to structure meetings and how to begin the process

It is important that there is an agenda for each meeting. Identifying and setting goals at the beginning of the relationship, which you can explore in more depth as meetings progress, is also crucial.

Pitfall 5   No, or inadequate, preparation for closure or ending of the relationship

Both parties need to prepare for the end of the relationship. Taking the time to discuss and acknowledge that it will not go on forever and having an idea about when it will end as a formal arrangement, will go some way towards avoiding dependency and feelings of loss. When you reach the end point the relationship may end completely or continue on a different basis: different timeline, different goals.

Pitfall 6   Confusion of roles - coach or counsellor

There is common confusion about the role of the mentor eg sliding into the role of counsellor. Having a role description with clearly stated objectives and the opportunity to participate in a robust training session will provide opportunities to explore the role and its boundaries and to consider additional sources of support and guidance for issues which may arise.

Pitfall 7   Lack of mentoring experience - believing that being an effective manager or supervisor is a good predictor of mentoring success

The credentials for mentoring are not necessarily within the skillset of successful managers or supervisors. Mentoring is a skill, like all others, which improves with training, reflection, practice and experience.

Pitfall 8   Mentor as line manager

Many organisations appoint line managers as mentors. This rarely works. The role of manager is generally seen to be incompatible with the mentor role as both have different aims and objectives in their relationship with the mentee/employee - the mentor focuses on the mentee and the manager focuses on the work and the organisation.

Pitfall 9   Failure to review progress and the effectiveness of the relationship

Mentors and mentees should build in a regular review of the relationship and the progress they are making. Failure to do this can reduce the chances of achieving the goals which have been set – goals and actions need to adapt and in some instances change as things progress.   If you do not monitor and review the quality of the relationship regularly and with honesty, problems may go unrecognised or acknowledged causing, in some instances, irreparable damage to the relationship.
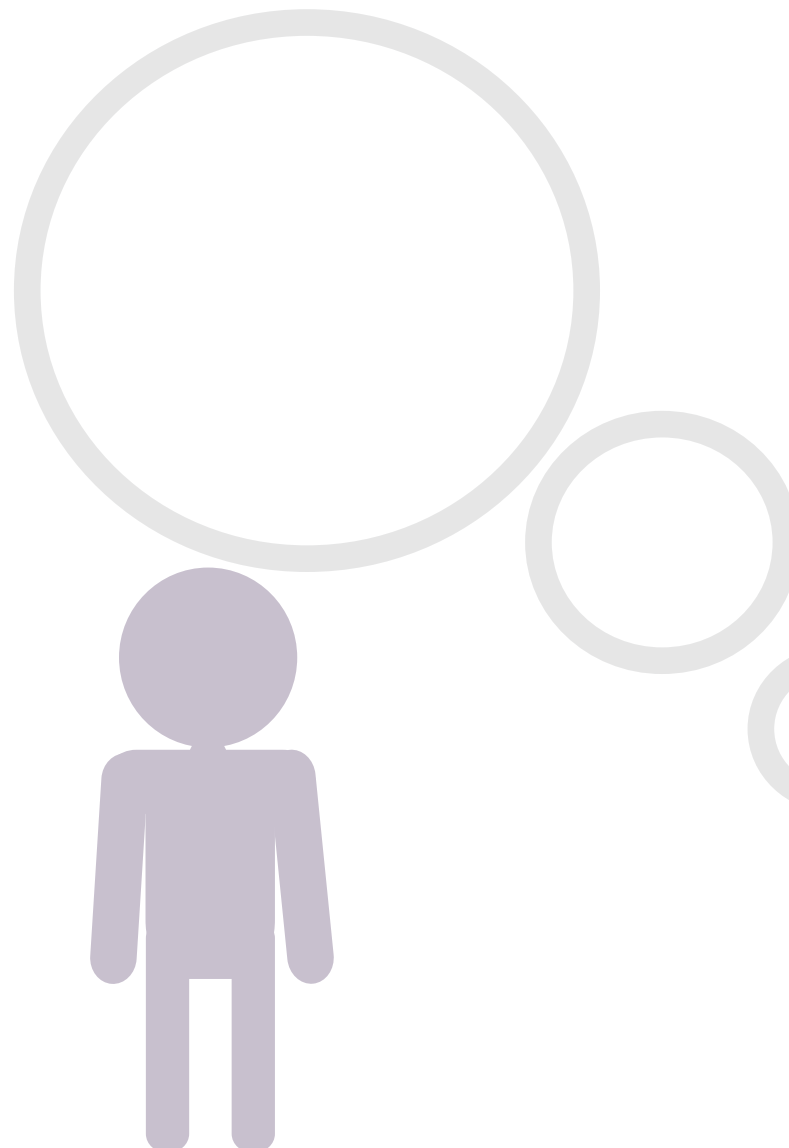
Resource 20: Mapping mentoring to the Continuous Learning Framework Personal Capabilities

PERSONAL CAPABILITIES	MENTORING PRACTICE
MANAGING SELF	
Professional autonomy- exercising judgement and initiative and being accountable for your practice	Effective mentors: • are able to bring fresh perspectives and think creatively about the options available in any situation • contribute to on-going evaluation of decisions made • find innovative approaches which lead to improved outcomes • demonstrate initiative through collaborative working and the sharing of good practice with their mentee and other mentors.
Lifelong learning- actively engaging in the continuous learning of yourself and others	Effective mentors: • actively promote the learning and development of their mentee(s) through a range of formal and informal approaches • embed critically reflective practice as a routine approach to their mentorship actively participate in the evaluation of learning and professional development • actively identify their own on-going learning needs and seek a range of learning opportunities to meet the need.
Flexibility – being adaptable and open to change	Effective mentors: • are open minded and flexible in dealing with circumstances as they arise and can manage a degree of uncertainty • engage in open and reflective debate and provide constructive comments • are adaptable, appreciate different perspectives • actively support their mentee(s) to become more flexible and responsive to change.
Confidence – knowing you are able to do your job well	Effective mentors: : • are confident that they can apply their knowledge, skills, values and understanding in mentoring practice – and are able to seek support when required • are able to nurture the confidence of others • are confident to receive constructive feedback positively and use it to learn and improve • are confident to give positive and constructive feedback.

Resilience –persisting in pursuing goals despite obstacles and setbacks	Effective mentors: • are able to deal with difficulties by keeping them in perspective sustain efforts to overcome obstacles and to maintain a positive view • develop strategies to build their own resilience • are persistent in trying to positively meet outcomes • use a solution focus to overcome obstacles.
Accurate self-assessment – knowing your own strengths and areas for development	Effective mentors: • are able to describe their strengths and areas for improvement • take personal responsibility for own errors or shortcomings and learns from them • demonstrate on-going critical self-reflection and resulting improvements to practice • use feedback from a range of sources to assess their own capabilities.
Awareness of impact on others – being aware of the effect you and your behaviour have on others	Effective mentors: • reflect on the impact they make and actively seek to improve their practice accordingly • reflect on the impact their values and cultural assumptions have and take action to strengthen relationships and avoid discrimination • critically analyse feedback and use evidence to reflect on and continuously improve their mentorship.
Awareness of wider context – recognising the wider context in which you are working	Effective mentors: • recognise and value the roles of others and their place in the delivery of services take responsibility for keeping up-to-date with changes in the wider context in which the mentoring programme operates • share their insights appropriately with • others to challenge views and bring about continuous improvement.

MANAGING RELATIONSHIPS	
Empowering people – working in partnership with individuals, families and communities to enable them to lead their own lives	Effective mentors: • acknowledge the importance of sharing responsibility • seek to continually improve their work and actively support the improvement of others • encourage and enable initiative, creativity, measured risk-taking and autonomy.
Working in partnership – working collaboratively with the people I support and other partners	Effective mentors: • recognise the value of diversity actively take steps to build relationships, develop networks and promote partnership working • encourage and support networking – self and others - across boundaries within the organisation and beyond.
Leadership – motivating and inspiring others	Effective mentors: • identify opportunities, set goals with their mentees and demonstrate positive expectations of success • reflect on their mentorship approach and actively seek feedback on their performance encourage and motivate their mentee to make best use of their abilities • motivate their mentee(s) to achieve identified goals • actively seek feedback • recognise and value their mentee(s) contribution.
Empathy – sensing and understanding others' feelings and emotions	Effective mentors: • are aware of and understand • unspoken thoughts, concerns or feelings and are skilled in helping • demonstrate empathy • support their mentee in dealing with their own feelings particularly in challenging situations in the workplace where values and needs may conflict.
Dealing with conflict – being able to identify issues and find solutions	Effective mentors create a supportive environment in which mentors and mentees can: • express freely and with confidence and trust the source of conflict • seek to identify a common goal through compromise • remain solution focused • manage and evaluate the risks presented by conflict .

Good practice checklists

Good practice checklist 1: Designing mentoring programmes

☐ Leadership is provided by a senior member of staff.

☐ Protocols exist to enable workplace mentoring eg informing managers and allocating time for mentoring meetings.

☐ Programme has a clearly stated purpose.

☐ All stakeholders understand the purpose of the programme.

☐ Programme is driven by a steering group or similar.

☐ There is a dedicated co-ordinator or manager.

☐ The programme has a dedicated administrative structure.

☐ Programme is tailored to meet the needs of the organisation, and flexible enough to meet the need of the participants.

☐ Communication strategy in place to inform all stakeholders about the purpose of the programme.

☐ There is agreement on the programme goals and expected outcomes and outputs.

☐ There is a marketing strategy.

Programme design addresses specific mentoring features:
- consideration has been given to mentoring models to be developed
- the mentor's role is clear
- the mentee's role is clear
- the programme has recruitment and selection criteria
- mentor training is provided and is mandatory and content agreed
- mentee induction is provided and mandatory and content agreed
- resources are adequate and accessible to ensure smooth running and sustainability of the programme
- there is a strategy for matching and re-matching mentee and mentor individuals/group/teams
- meetings between mentors and mentees are held regularly
- there is a formal start and end point for formal mentoring relationships
- there are mechanisms in place for documenting mentoring activities and meetings
- there are protocols in place for contacting mentors and mentees to monitor progress
- develop the monitoring and evaluation strategy before the programme has begun. Success will be measured
- there are mechanisms in place for recognition of achievement
- mechanisms are in place for recognition through continuous professional development processes (where appropriate)
- payment of expenses to mentors has been discussed.

Good practice checklist 2: Financial/resource planning

☐ Develop a clear financial plan with realistic costing, forecasting and budgeting.

☐ Create a budget.

☐ Agree a level of funding to kick start and maintain the programme.

☐ Identify a list of actual and potential sources of funding.

☐ Determine funder and funding life cycles.

☐ Seek funding to cover the life of the project and sustain future programmes.

☐ Develop internal structures for controlling funding and for audit and reporting purposes.

☐ Financial processes and knowledge integrated into governance and planning.

☐ Establish a system for managing day-to-day project finances.

Good practice checklist 3: Policy requirements

Policies to consider when establishing your programme:

☐ Code of Conduct

☐ Complaints Policy

☐ Confidentiality and Data Protection Policy

☐ Equal Opportunities

☐ Governance Policy

☐ Health and Safety Policy

☐ Volunteering Policy

☐ Values Statement

☐ Protecting Vulnerable Groups.

Good Practice Checklist 4:   Gathering evaluation data

The evaluation should take account of the:
* intended audience(s) and what they will want to know about the success of the programme
* how the findings and conclusions will be used
* the most appropriate methods to use for evaluation taking into account the constraints of:
  - budget
  - time
  - available staffing.

The following list suggests some methods for gathering evaluation data:
* interviews or feedback sessions (singly or as groups) with mentors, mentees and line managers at appropriate intervals
* focus groups
* self-report questionnaires from mentors and mentees. Decide how often this is done.

This will depend to some extent on the duration of the mentoring activity.

* Assessment of achieved and missed milestones, goals and outcomes identified and recorded through action planning processes against desired outcomes (this could be done jointly by the mentor and mentee and delivered without personal names attached).
* Statistical measures (eg qualifications/learning objectives achieved, staff turnover, skills acquired).
* Changes made (and tracked) to project documents and tools during the life of the programme.
* Review of administrative files.

Good practice checklist 5: Monitoring – data sources and questions

Suggestions for sources of monitoring data:

☐ scheduled meetings with mentors and mentees

☐ suggestion boxes

☐ update emails from mentors to co-ordinator/manager

☐ written records eg meeting logs, action plans which track the mentee's journey input from stakeholders

☐ analysis of processes for re-matching, early intervention for addressing issues within relationships

☐ reasons for early termination of mentoring relationships

☐ evidence from support sessions with mentors.

Sample monitoring questions

- Are the short and longer term objectives being met for mentees and the project?
- Are things going as expected?
- Are the administrative processes working? Does anything need changed?
- Are the processes and systems useful, relevant and easy to understand by all?
- Are the mentors and mentees relationships working well? Do we know? How do we know?
- Are the challenges and issues raised by mentors and mentees being dealt with in time and effectively?
- Have any further training needs been identified? If so, what steps have been taken to meet those needs?
- What is working well? What is working less well? What needs to be done differently now and in the future?
- Are all relevant stakeholders being kept up-to-date with the progress of the project?
- How is the evidence recorded?
- What other sources of evidence can be used to find out how well things are going?
- How is the data analysed and evaluated?
- How do we make sense of the findings?
- How can the findings be used to improve things next time?
- Is there a reliable system for managing and storing confidential documentation?

Good practice checklist 6: Mentoring meetings

The following is a guide for mentor/mentee meetings. The partnership should be a process of negotiation and joint responsibility with a clear focus on the mentee's professional learning and development needs.

The completed documentation gathered in this pilot phase will feed into project monitoring and evaluation processes. Please forward the action plan and meeting log to (name) electronically as soon as possible after completion.

We would ask that:

☐ You meet once a month during the pilot phase.

☐ You meet for a maximum of (time). We recommend no more than two hours per meeting. However if there is a significant geographical distance between partners which allows for only one face-to-face meeting the time may need to be extended.

☐ Mentors make contact with their mentee approximately two weeks after a mentoring meeting.

☐ Both parties complete a mentoring agreement at the first meeting.

☐ Both parties prepare for each meeting in advance to ensure time is used purposefully.

☐ It is recommended that meetings take place at a neutral venue. If the meeting is held in the workplace, ensure that there is adequate privacy to ensure the confidentiality and comfort of both parties.

☐ Agree an action plan as early in the process as possible.

☐ Complete a meeting log at the end of each meeting with action points.

☐ Share responsibility for completing these documents initially – aim for mentee taking responsibility.

☐ If either party is unable to deliver on action points they must let their partner know ahead of the meeting – reschedule if necessary.

☐ Review and adjust action plan as required and complete supplementary form.

Good practice checklist 7: A practical guide to managing, progressing and sustaining the mentoring relationship

Stage 1   Build rapport

☐   Establish rapport.

☐   Work out whether you can get on and respect each other.

☐   Manage expectations and exchange views on what the relationship is and is not.

☐   Agree to the mentoring contract including confidentiality.

☐   Agree accountability.

☐   Agree a way of working together – considering roles and responsibilities.

☐   Establish a regular pattern of contact – meet on regular basis (face-to-face, Skype, Internet, telephone).

☐   Establish the boundaries of what will be discussed and agree the ground rules.

☐   Gain commitment, get involved.

Stage 2   Set direction

☐   Consider learning approaches and preferences.

☐   Diagnose needs, aspiration and goals (GROW model).

☐   Establish the current reality.

☐   Determine the goals.

☐   Agree and set objectives and their success criteria/measures.

☐   Identify priority areas.

☐   Clarify the focus.

☐   Begin work – create personal development plan.

☐   Gain commitment.

Stage 3   Progression

☐   Create a positive environment for progressing the mentee's issues.

☐   Use each other's expertise.

☐   Review progress and adapt if necessary.

- [ ] Empower, identify and create opportunities for progress.

- [ ] Identify new issues.

- [ ] Explore feelings about progress so far.

- [ ] Recognise achievements.

- [ ] Examine constraints.

- [ ] Consider options - look for solutions.

- [ ] Review goals/objectives (to ensure still relevant).

- [ ] Review relationship.

Stage 4/5   Winding up and closure

- [ ] Revisit purpose – reviewing and critically reflecting on what has been learnt.

- [ ] Acknowledge and address feelings and concerns.

- [ ] Review and evaluate.

- [ ] Identify next steps for mentee.

- [ ] Say goodbye – closure.