A Handbook for Mentors

For the IoD Student Mentoring Programme

October 2016

Version 6 (8/7/16)

If you have any queries about this Handbook for Mentors, please contact Jenni Jones on jenni.jones@wlv.ac.uk

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WELCOME TO THE IoD/UWBS STUDENT MENTORING SCHEME

Foreword from John Phillips – IoD West Midlands Regional Director:

"Our long term aim is to support the University of Wolverhampton to produce high-quality graduates who are committed to staying and working in our region. IoD members are ideally placed to be excellent mentors who can share their practical experience and expertise with undergraduate students. This will make a massive difference in shaping a young person's career. Students will have exciting ideas but will lack the experience to create business plans etc, and as mentors you can help them understand more about themselves, their potential and what business is really about.

I'm sure you will be glad that you are part of the scheme and will enjoy the experience."

Comments from Jenni Jones/Elaine Kirkham – University of Wolverhampton:

"Thank you for agreeing to be part of such an interesting and rewarding project. We are delighted to be working with you.

This is a great opportunity for our students to work with such experienced and supportive Directors. We are sure you will find it a very rewarding experience too, as mentoring is a great opportunity for you to reflect and revisit your own strengths, whilst recognising and developing the aspirations and potential of others. We know that it will be an interesting 'journey' for both parties, where you will both gain a tremendous amount of learning.

If you have any questions throughout the mentor training or during your mentoring, please contact us. It will be a pleasure working with you all."

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AN OVERVIEW OF THE PROGRAMME WITH TIMETABLE

June-October 2016 - Invite mentors/mentees to join the mentoring scheme

July-October 2016 – Recruit more mentors/Collate some information on both mentors/mentees

October 2016 – Matching mentors and mentees

October 2016 – Mentor training and Mentor/Mentee Meeting Up Day

November 2016 – UWBS Get together with mentors/mentees to share experiences/offer support

February 2017 – UWBS Get together with mentors/mentees to share experiences/offer support

May 2017 – (Final) Get together with mentors/mentees to share experiences/offer support and to celebrate successes

May/June 2017 – Review/Evaluate the programme

June 2017 – Advertise to new students

November 2017 - Start again???

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THE HISTORY AND DEVELOPMENT OF MENTORING

Some accounts suggest that the history of mentoring can be traced back to Greek Mythology and Homer's Odyssey. The tale discusses the King, Odysseus, going to war and leaving his son, Telemachus, with his old friend Mentor. Mentor is an older, wiser, paternal figure acting as a trusted advisor; both caring and training his son by sharing his knowledge, experience and wisdom. This fits well with the earlier US definitions and with the more classical view of mentoring where a wiser, experienced elder would support and sponsor a developing individual. Levinson et al (1978) in their seminal work agree, as they describe the mentoring relationship as one of the most complex and developmentally important, a man can have in early adulthood. The term 'mentoring' itself comes from a Greek word meaning 'enduring' and the term protégé can be taken from the French verb 'protogere', meaning 'to protect'. Incidentally, according to Clutterbuck 2007 (as cited in Ragins & Kram 2007:653) a mentee is "someone who is caused to think". However, it has been suggested that the word mentor did not enter into common usage until 1750 – three millennia after Homer's poem (Roberts 2000).

Over time, Homer's epic story has provided for alternative interpretations that bear on the way that the wider history of mentoring is conceived. For instance, feminist writers would contend that it was the Goddess Athena in the poem who represented the active mentoring role as she was a self-sacrificing and inspirational character and did not take the directive, more controlling role of Mentor. (Ford 1999 as cited in Colley 2002.) Other authors suggest that the practice of mentoring dates from much earlier than Greek mythology, suggesting that there is increasing evidence that the gradual dominance of modern man over other related species was a consequence of passing down knowledge and wisdom from generation to generation (Shea 2002, Clutterbuck & Megginson 2004).

According to some academics, from Homer to the new millennium not much has changed in terms of mentoring (Gulam & Zulfiqar 1998) However, others would argue that despite the tendency to portray mentoring as an activity which has endured since Homeric times, for much of human history its forms have been submerged in other relationships (Gay & Stephenson 1996, Monaghan & Lunt 1992, Gulam & Zulfiqar 1998, Colley 2002.)

Several different types of relationship that involved mentoring activity were based on important practices in certain cultures and historical eras, such as that of religious master-discipline, and the long established trade craftsman-apprenticeship professions (Gay & Stephenson 1996, who later added therapist-client.) Monaghan and Lunt (1992) agreed that mentoring has its roots in the apprenticeship system. Through these relationships, mentoring became chiefly characterised as a highly emotional parental type of relationship between a more experienced person and a developing individual, for instance Haydn helping to shape the growth and development of Beethoven, as did Freud with Jung.

The rise of mentoring in business

The USA version of COS 'The Friendly Visiting movement' (now the Big Brothers, Big Sisters movement 2008), together with the academic studies of Levinson et al (1978) generated interest in America around mentoring and they claim that they discovered the phenomenon of mentoring as a business and career development tool. It is important to note that Levinson et al's study was based on interviews with a small sample of only 40 men, but it was followed up by a longitudinal study by Vaillant in the late 1970's (as cited in Merriam 1983) of 95 Harvard graduates (again all men) showing how mentors supported these outstanding men to adapt and to cope with their eventful and successful lives.

However, much of the initial excitement over mentoring in business and industry, came from an article in the Harvard Business Review which claimed that professionals who had mentors reported higher levels of career satisfaction, earned more money at a younger age and were better educated (Roche 1979). Another article followed later that year, again discussing how 'everyone who makes it, has a mentor' (Collins & Scott 1979). The first article by Roche was based on a survey of approximately 4000 Executives (of which only 28 were women) and only 31% responded (less than 1% women). According to Hagerty (1986) a cause-and-effect relationship was never established in this research and the subsequent Collins & Scott article was based on just 3 interviews.

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Despite questions over the validity of some of these earlier studies, this was the start of the business world recognising the value of formally linking the novice with the expert (DeMarco 1993). Infact more recent research conducted by Allen et al (2004 as cited in Ragins & Kram 2007) demonstrated similar results and found that mentored individuals did receive more promotions and higher salaries than non-mentored counterparts and reported more career and job satisfaction too.

Although, business has produced the greatest number of articles and data-based studies on mentoring (Merriam 1983), mentoring over the last 20 years has become an 'in' thing, particularly in the public sector supporting teaching, nursing and career guidance professions as well as in the private sector supporting the development of the business managers (Colley 2002). Megginson & Clutterbuck (1995) suggest that mentoring is an American import which they have helped to bring to the UK over the last 2 decades and adapt to the differing British cultural and business context. However, Strathern (1997) argues that such imports often consist in the unrecognised return of earlier exports.

Developing Potential

Today, mentoring is one of the fastest growing methods of developing skills and talent in European organisations. (Clutterbuck 2004, 2005). Organisations frequently use formal mentoring programmes to give new individuals a head start in acquiring an understanding of the organisation and how best to be effective. Indeed in education, according to Bey 1995 (as cited in Villani 2002:7) 'mentor teachers have become known as occupational life savers, known for offering technical, social, and emotional support' for new teachers.

Just as important is actively managing the succession of talented staff within the organisation and so, attention needs to be directed towards the development of all levels of staff, from graduate recruits to high potentials and high flyers to senior managers. Mentoring is a way to show the staff that their contributions are recognised and valued, and to further encourage them to improve their productivity and performance. Mentoring is claimed to integrate the achievement of strategic goals with the career development of the individual. (Cranwell-Ward et al 2004).

Due to the increasing speed, scope and depth of change, managers are confronted with a multiplicity of new demands on their mental ability and judgement, psychological stability and emotional stability (Cohen 1999). Also, as jobs at the top are involving increasing pressure and work-life balance is being threatened, leaders and managers are having to face up to their own needs for continuous improvement, personal career planning and developing key skills; for example emotional intelligence (Gibson 2004, Megginson & Clutterbuck 2004.) A large study of 250 Executives in the UK by Willcox (1987) found that over half of them agreed that mentoring had played a key part in their success and that exposure to different leadership styles positively contributed to their further development. However, there are criticisms of this now dated large scale research (Wanberg et al 2003), particularly as there is difficulty in splitting mentoring apart from other contributors of career success.

Also, it is suggested that experienced mentors serve their professions by monitoring the pace at which emergent professionals gain entry into the profession, ensuring that high standards are met and by actively transmitting values and processes between generations (Covan 2000 in McDowall-Long 2004.)

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DEFINITIONS OF MENTORING

Definitions of mentoring

Mentoring has different definitions, mainly derived from evidence-based practice (not academic studies) and testimonials and opinions of HR practitioners and business consultants (Merriam 1983, Clutterbuck 2004). However, these focus more on the skills, functions and the activity of mentoring and less on the attitudes and emotional disposition required within the mentoring relationship.

Mentoring is a complex, social and psychological activity (Roberts 2000) and therefore attempts at a universal definition of mentoring have become a quagmire (Hagerty 1986). Mentoring is a slippery concept (Daloz 1986) and as such definitions vary with respect to differing dimensions such as hierarchy, intensity, duration and partnership (Gibson 2004) and according to national and cultural traditions.

Here are some US definitions;

In the US, mentoring typically takes a sponsorship approach. Mentoring is considered to be an interpersonal exchange (often career orientated) between a senior person and a junior, where the mentor will guide, teach, share their experience and wisdom (Zey 1984, Whitely et al 1992, MacLennan 1999, O'Brien 2003).

'Mentoring is (the) process whereby one senior individual is available to a junior; to form a non-specified developmental relationship; to seek information from; to regard as a role model; to guide the performer; to provide feedback and appraisal; to teach all the facts that will enable the individual to perform effectively in an organisation.' MacLennan (1999)

'A mentor is someone who passes on his or her experience and wisdom by coaching, counselling, guiding or partnering in every possible permutation, from volunteer tutor to angel investor.' O'Brien (2003)

Here are some UK/European definitions;

Within the UK and Europe, a more developmental approach is evident which tends to describe mentoring as help by one person to another, helping others to achieve various personal outcomes, specifically those related to career success (Gibson 2004), with no mention of the power relationship, hierarchy or experience needed (Megginson & Clutterbuck 1995, Shea 1992, Parsloe & Wray 2004.)

'Mentoring is off-line help by one person to another in making significant transitions in knowledge, work or thinking.' Megginson & Clutterbuck (1995) European Mentoring Centre

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

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

There is however, some consensus between continents that mentoring is a process that supports and encourages learning to happen (Parsloe & Wray 2004) and that mentoring is an intense and powerful one-on-one developmental relationship that leads to skills development (Wanberg et al 2003). When all this theory is stripped away, however, mentoring is still simply about a regular one-to-one meeting to support the learner in their desire to improve their personal situation or their business life. (Parsloe & Wray 2000) and as such it has some similarities to the other learning processes of coaching, guiding, counselling, tutoring, teaching etc.

Mentoring; The IoD and UWBS view

We see mentoring as needing to be a mixture of both the sponsorship and developmental models.

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COACHING AND MENTORING

Coaching and mentoring seem to be the two most compared and contrasted learning processes, with MacLennan (1999) declaring that 'the two roles are worlds apart and overlapping, depending on which dimensions they are compared.' MacLennan (1999) describes coaching as a pulling out activity, where a coach is someone to learn with and mentoring as a putting in activity, where a mentor is someone available to learn from (also supported by Parsloe & Wray 2004.) The Coaching and Mentoring Network state that 'coaching and mentoring are processes that enable both individuals and corporate clients to achieve their full potential' (C&MN 2005) and they argue that the common thread that unites both types of service, are that they offer a vehicle for analysis, reflection, learning and action that ultimately enables the client to achieve success in one or more areas of their life or work.

There is also debate about whether coaches can mentor and mentors can coach, with Landsberg (1996) declaring that 'mentoring is a role that includes coaching' but that coaches do not mentor as they are hired to help with performance issues or specific skills and do not get involved in the softer people issues, career management issues etc (Tyler 2004.) However, this more traditional view of coaching and mentoring appears to be being overtaken, as now there are a variety of professionals in the marketplace describing themselves with titles like Business Coach, Executive Coach, Life Coach, Career Coach. This has allowed 'coaching' to spread over into some of the personal development areas, traditionally reserved for mentoring.

Some definitions of coaching;

More traditional views of (on-the-job/performance type) coaching;

'Coaching is the process whereby one individual helps another; to unlock their natural ability; to perform, learn and achieve; to increase awareness of factors which determine performance; to increase their sense of self responsibility and ownership of their performance; to self-coach; to identify and remove internal barriers to achievement.' MacLennan (1999)

'Coaching is around specific performance issues or goals. Coaches are subject matter experts, such as learning a new computer program. Most coaching is short term; it typically doesn't last over a year. In mentoring relationships, you're usually talking about soft issues, people issues, and cultural issues. How to be a more effective communicator or motivating a high-performing team… A coach is a person you hire to help you with a specific issue or goals. A mentor is a person whom you cultivate a relationship, based on a mutual exchange of information and perspective.' Tyler (2004)

More recent definitions of coaching (crossing over into the mentoring domain);

'Generally speaking, what coaches do is anchor people to their own internal strengths; they inspire organizations to dream beyond their plans. They apply emotional and intellectual intelligence to the long haul of life and work…coaches must be very special people. First of all, they must be gifted in subjects or practices that followers want to gain expertise or endorsement in. They must be able to transcend their own ego needs so that they can help others in unselfish ways. Finally, coaches must be selected and trusted by clients as highly reliable learning resources.' Hudson (1999)

'Good coaches ask the tough questions, ask you to be self critical; and keep a check on how you're dealing with those self criticisms' Singleton (2003)

Most of these definitions can be applied to mentoring in the workplace too. Again showing how the definitions and processes overlap depending on the context, the purpose, individual needs etc.

Similarities & differences?

Mentoring is a role that includes coaching, but also embraces broader counselling and support, such as career counselling (Landsberg 1996). Having said that, it is very important as a mentor, to recognise your boundaries with the counselling arena. Here is a helpful guide to the similarities and differences within mentoring, coaching, counselling, training and managing.

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Similarities & differences between key 'helping' interventions

Activity	Mentoring	(Traditional) Coaching	Professional Counselling	Training	Managing
Purpose	Personal growth	Specific task/action orientated	Explore personal issues and problems	Transfer of new skills	To meet/exceed team targets and team goals
Focus	Individual	Task/skill	Individual	New skill	Team
Delivery	Typically 1:1	Typically 1:1	Typically 1:1	Typically in groups; Generic training programmes	Within groups and 1:1
Ownership	Mentee	Coachee	Client	Trainer	Employee
Goals set by	Mentee	Job/Orgn.	Client	Job/Orgn.	Job/Orgn.
Key actions	Listen and be guided by the mentee – focus on capability and potential	Specific job/task or skills related discussion (guided by job need)	Encourage the client to make some personal decisions	To train in specific skills for their job/life	To guide, manage, supervise, lead, direct, motivate team
Timescales	Contract/last a lifetime?	As needed basis/short term	Short term sets of sessions	Short term	On-going basis
Who benefits?	Both parties (mutuality)	Focus on client	Focus on client	Trainee	Manager & Team
Who is involved?	Mentor Mentee Manager	Coach Coachee Manager?	Counsellor Client 3rd party?	Trainer Trainee Manager?	Employees Manager
Sponsor?	Manager	Manager	HR/OH	L&D	Manager
Confidential?	Yes	Yes	Yes	No	Yes
Key interests	Mentee	Coachee	Client	Trainees	Team Profitability?

'Directing people to DO has always produced inferior results compared to inspiring people to want to. Increasingly, we are finding out why. But WHY makes no profit; HOW does. Coaching and mentoring are the HOW TO. Coaching and Mentoring inspire people to WANT TO.' MacLennan (1999)

IoD website definition of a Mentor (www.iod.com/*paraphrased*)

Mentors can act as a sounding board for working out dilemmas and thinking strategically about business. A mentor might ask difficult questions and help recognise issues that hadn't occurred to mentees. They may also introduce mentees to their professional networks, but it shouldn't be treated as just a door opening exercise.

Purpose of the IoD/UWBS mentoring aheme

The purpose of this mentoring scheme is for mentors to act as a sounding board for our final year Business students in terms of their aspirations for the future and to support (a lot), challenge them (a little) and to ultimately facilitate their ongoing learning about themselves and their future prospects.

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THE BENEFITS AND IMPORTANCE OF MENTORING

The benefits for the mentee/student;

- A chance to discuss issues, blockages and/or concerns in your career development

- Having someone (other than friends/colleagues/tutors) available to share difficult situations

- Having someone to believe in you and your ability

- Being given help to work out what it is you want from life and work

- Being given help to develop a greater confidence

- Learning to cope with the informal and formal structure of your future

- Working through tactics to manage relationships with other people

- Becoming more comfortable in dealing with people from unfamiliar backgrounds

- Learning how to communicate with others in more senior positions

- Making sense of feedback from others and deciding how to deal with it

- Being given the opportunity to challenge thinking and be challenged in return

- Being given the opportunity to receive career advice (and possible enhancement)

- Gaining an insight into management processes

- Having someone else to act as a 'conscience and a guide'

- Obtaining opportunities to network, visibility (access to senior management thinking)


The benefits for the mentor;

- A chance to discover and work with the talent of the future

- An opportunity to share their knowledge, skills and experience

- The satisfaction of knowing that they have made a difference to someone else

- The huge amount of personal learning that can be taken from the experience

- The opportunity to create some reflective space in a hectic schedule

- The intellectual challenge of working on issues that they do not have direct personal responsibility and that may take them into unfamiliar territory

- An increased skills base and reputation

- A chance for them to re-assess their own views and leadership style

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- A chance to become more aware of other's views about management, leadership etc, a source of challenge to one's own thinking

- The chance to broaden their perspective/collect others views – an opportunity to view the world with fresh eyes, to understand what others are going through

- By explaining best practice concepts to others, may help to reinforce them once more for themselves

- An opportunity to share their knowledge, skills and experience

- A chance to challenge and be challenged - mutuality

- Taking pride in the mentees achievements

- Learning new ways to develop others

KEY ROLES AND RESPONSIBILITIES

There are usually 4 people involved in a mentoring programme and together they make up a mentoring quadrangle; the mentee, the mentor, the Line Manager (in this case IoD/UWBS) and the Programme Co-ordinator (UWBS). Each has their own differing roles and responsibilities within the mentoring relationship.

The mentoring quadrangle (Clutterbuck 2004)
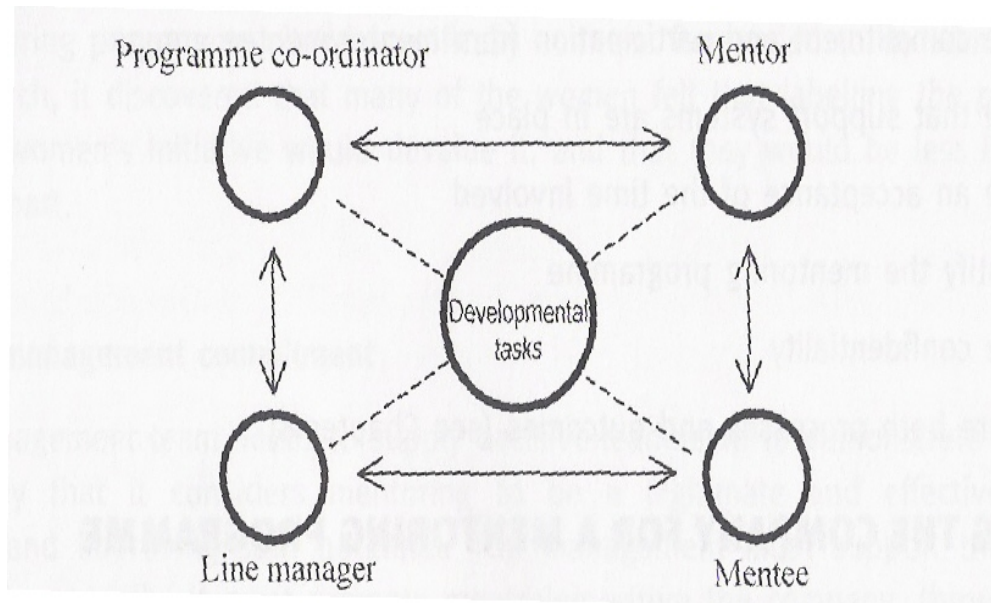
Key roles & responsibilities of mentors

- Agree and keep to a mentoring contract

- Meet with mentee when agreed – please try to ensure you keep your appointments

- Establish and build on rapport throughout the relationship

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- Diagnose the needs with the mentee and agree priorities (driven by mentee)

- Improve the mentees breadth of knowledge and skills

- Share broader perspective of organisations, culture, strategy

- Help mentees to articulate their aspirations and then realise their potential

- Prompt mentees to draw up their own personal development plans (PDPs)

- Recognise and celebrate achievements

- Confront and reflect on positive and less positive behaviours/actions

- Encourage the mentee to think beyond the obvious

- Encourage and motivate the mentee

- Ensure confidentiality as agreed with mentee

- Manage time commitments

- Initiate reviews of progress at regular intervals

- Be open and honest at all times

- Provide contacts/networks for them to follow up (if appropriate)

- Prompt them to keep UWBS updated on progress

- Not discuss with UWBS (unless agreed with the mentee)

- Advise when other support is available (outside own boundaries) e.g. counselling

- Attend appointed update sessions to share and evaluate ongoing learning

- Identify when the relationship may need to close

- Manage feelings/emotions when closing down the formal relationship

- Keep in touch beyond formal relationship/take a continuing interest

- Attend both UWBS update sessions to share and evaluate ongoing learning

Key roles & responsibilities of mentees

- Meet with mentor when agreed to (please don't cancel)

- Define and agree expectations for the relationship

- Agree how best to manage the mentoring contract (mentee in control)

- Take responsibility for drawing up their own personal development plans

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- Commit to completing agreed development tasks i.e. creating a PDP

- Access other sources of advice and information as appropriate

- Share information about their strengths, development needs, ambitions etc openly with their mentor

- Take responsibility for appropriate contact with UWBS (updates on progress)

- Initiate their own development and make the most of learning opportunities

- Be open and honest

- Ensure confidentiality, as agreed with mentor

- Attend both UWBS update sessions to share and evaluate ongoing learning

Key roles & responsibilities of (Line Managers); UWBS (JJ) & IoD (JP) ← jenni.jones@wlv.ac.uk

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- Provide reasonable support for the mentee and mentors

- Not talk to the mentor about the mentee (unless all parties agree)

- Be clear about the distinctions between managing the process and mentoring

- Encourage mentees/mentors to attend regular update sessions to share and evaluate their ongoing learning

Key roles & responsibilities of the Co-ordinator/Scheme Manager (UWBS - SS) ← Sat.Sehmbey@wlv.ac.uk

- To ensure the smooth running of the scheme

- To ensure commitment

- Formal link between all interested parties

- Managing the publicity for the scheme

- Managing the recruitment of mentors and mentees

- Arranging initial briefings and follow up support for both mentors and mentees

- Organise regular update sessions to monitor/evaluate ongoing learning

- Ensure the criteria for mentee selection is very open and available to all

- Ensure mentors and mentees are clear about their roles

- Organise refresher training for everyone involved and specific training for mentors

- Maintain the database of all involved

- Administering the matching process and any reassignments that might be needed

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- Ensuring the programme is regularly monitored and reviewed

- Managing the associated budgets and quality control processes

- Being the public face of the programme to audiences inside and outside the organisation

- To provide a 'ready ear' to all participants to ensure productive relationships

- Review best practice and use benchmarked good practice for redesigning scheme

- To demonstrate return on investment to the key stakeholders

KNOWLEDGE, SKILLS AND ATTITUDES OF MENTORS

Ideal characteristics when looking for a mentor;

- Has a genuine interest in seeing people advance and can relate to their problems

- Already has a track record of developing people

- Has a wide range of current skills to pass on

- Has a good understanding of the mentee's context

- Combines patience with good interpersonal skills

- Has sufficient time to devote to the relationships

- Can command a mentees respect

- Has his/her own network of contacts and influence

- Is still keen to learn

According to the Zurich Mentoring Guide 2005 (as cited in Cranwell-Ward et al 2005) mentors need;

- Relevant job-related experience

- Well-developed interpersonal skills

- An ability to relate well with people who want to learn

- A desire to help and develop others

- An open mind, flexible attitudes

- Recognition of their own development needs and need for support

- Time and willingness to develop relationships with mentees

- Experience of facing difficulties, new challenges, being helped themselves, working with others, achieving/failing, taking responsibility and dealing with stress

What should mentors do?

Mentors should have the skills to;

- Help build self confidence

- Set high performance expectations

- Offer challenging ideas

- Encourage professional behaviour

- Offer friendship

- Confront negative behaviours and attitudes

- Listen to personal problems (but be careful of boundaries)

- Share examples, information and resources

- Help far beyond their duties or obligations

- Stand by their protégés/mentees in critical situations

- Offer wise counsel

- Provide tailored, accurate and regular feedback

- Encourage winning behaviour – role model behaviour

- Trigger self awareness & encourage reflection (for mentee and themselves)

- Be sensitive to the day to day needs

- Inspire to excellence

- Share critical knowledge

- Offer encouragement

- Stimulate creative thinking

- Recognise and reward positive change in behaviour

- Help to deal with grey areas

- Self disclosure/share own experiences and career decisions made

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7 types of mentor assistance, throughout the relationship (Shea 2002)

1. Shifting context

Help the mentee to envisage a positive future or outcome

Help mentee to envision worthy goals and to inspire them to move towards this

Examine the seriousness of their commitment to their goals

2. Listening

Be a sounding board – ask helpful and challenging questions

Demonstrate respectful listening (providing an ear but not giving advice)

Show empathetic listening (verbal/non-verbal behaviours that show sincere interest)

3. Identifying 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

4. Productive confrontation

Discuss negative behaviours without judging and/or inappropriate decisions

Recognise repetitive patterns of behaviour & counsel to break the pattern

Ability to confront negative attitudes, behaviours and plans without being destructive

Provide insight into unproductive strategies and behaviours

5. Providing 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

6. Delegating authority and giving permission *(only applicable if in same organisation)*

Empowering a mentee self confidence through delegation

Identify/creating learning opportunities for them

Make statements that encourage personal actions to fulfil expressed objectives

7. Encouraging exploration of options

Help mentee to consider multiple options beyond the obvious or 'tried and true'

Allow mentee to choose the path and make it work

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In summary, mentors should have;

- a genuine care for the development of people/ready to spend time and thought on activity

- commitment to the work and success of the mentoring relationship

- knowledge of business, networks, processes/knowledge of how things happen

- a strong respect for self and others and great patience

- a desire to create and work in a relationship of trust and confidentiality on both sides

The 10 Mentor Competencies (Clutterbuck 2000)
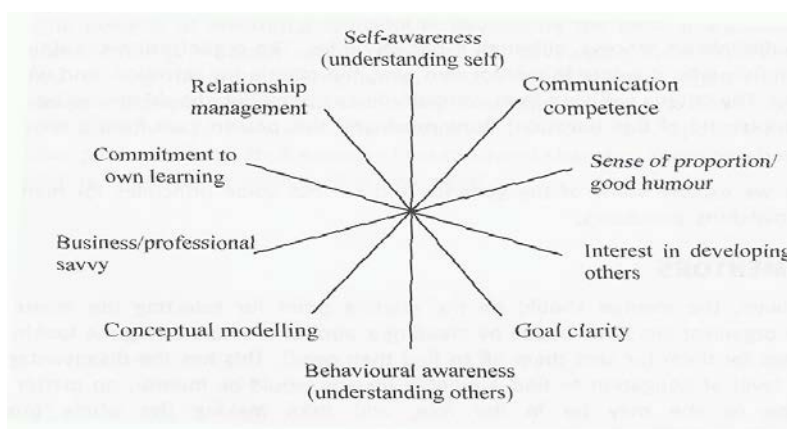
In short, what do MENTORS actually do?

- **M**anage the relationship

- **E**ncourage

- **N**urture

- **T**each *(careful with this one – part of the US definition, not necessarily the UK one!!)*

- **O**ffer mutual respect

- **R**espond to the mentees needs

- **S**upport at all times

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Unhelpful Mentor Behaviours;

- Not turning up for meetings/cancelling meetings/not showing this is a priority for you

- Criticising & being judgemental

- Telling what to do/giving advice/talking at the mentee

- Solving the problems for the mentee

- Asking closed questions

- Making assumptions/taking actions on behalf of the mentee

- Interfering and intervening on behalf of the mentees

- Discussing mentee with UWBS (without permission from the mentee)

- Agreeing to do something and not carrying this through

- Giving false information, having an alternative agenda

- Talking about how it was in 'your day' or 'what works for you'

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A summary of what makes an effective mentor (from mostly business literature)

Behaviours expected of an effective mentor	Skills expected of an effective mentor
• Challenge assumptions	• Communication skills/reinforce rapport
• Encourage learner to widen own view	• Listening/use of silence
• Happy for ownership/direction to be with learner	• Information seeking/questioning
• Accept ambiguity	• Guiding/suggesting
• Patient	• Encouraging
• Honest/trustworthy	• Stimulating
• Genuine interest in developing others	• Confidence building
• Self motivated	• Challenging (non-judgemental & supportive)
• People orientated	• Sharing
• Committed to own learning	• Encouraging
• Time & willingness to devote to relationship	• Goal clarity/goal setting/action planning
• Talk less than 20% of the time	• Motivating
• Good sense of humour	• Nurturing
• Offer mutual respect	• Teaching
• Ability to relate well to others who want to learn	• Good organisational skills
• An open mind	• Coaching/Counselling
• Flexible attitude	• Facilitating
• Recognition of own need for support	• Ability to read and understand others
• Enthusiastic/Positive in outlook	• Summarising
• Drive and energy	• Well developed interpersonal skills
• Committed to the process	• Supportive
• Having values, trust and integrity/honest	• Evaluating/Reflecting
• Approachability	• Feedback
• Willingness to share	**Knowledge expected of an effective mentor**
• Be prepared to give the learner space	• Knowledge of organisation and industry
• Sounding board	• Conceptual modelling/mentoring theory
• Open & transparent	• Business/professional savvy
• Creative	• Relationship management
• Visible	• Give considered advice/share knowledge
• Strategic	• Functional expertise
• Friendly & kind	• Knowledge of organisations strategies/culture
• Understanding & empathetic	• Knowledge of the people & access to networks/influence
• Dedicated	• Knowledge of context in which business operates/organisational context
• Compassionate	• Range of experience and variety of workplace skills
• Confident/assertive	• High levels of expertise
• Hold back from giving own experience	
• Self awareness/understanding others	

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KNOWLEDGE, SKILLS AND ATTITUDES OF MENTEES

- Understands mentoring programme objectives/purpose and process

- Self motivation

- Able to articulate expectations and own objectives

- Meet commitments

- Accepts feedback and acts on it

- Listens

- Self-aware

- Ability to reflect

- Open

- Willing to engage in meaningful feedback

- Trustworthy

- Receptive to and able to benefit from legitimate challenges

- Not a passive receiver but an active partner in the process

- Ambition and aspirations to go further

- Realistically ambitious about their expectations of mentoring

- Strong interpersonal skills

- Prepared to take responsibility for their own actions

- Able to approach the relationship with respect, good humour and openness

- Aware of obligations to keep UWBS informed

- High belief in their ability to influence events in their favour

Surely these are also attributes expected of the mentor too?

Note: It is not necessary for mentors and mentees to have similar personalities, similar learning styles or similar backgrounds in order for the mentoring relationships to be successful. Infact, perhaps there is more learning to be had between the mentee and the mentor if they think differently and approach tasks differently; allowing for a different perspective between both parties.

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WHAT MAKES AN EFFECTIVE MENTOR

One of the key UK writers on mentoring, David Clutterbuck, has carried out a number of studies on what makes mentors effective and the summary of the mentees responses are below;

- They reinforce rapport at each meeting

- They hold back from giving their own experience until the mentee has fully explored their own issues

- They summarise during the discussion but ensure mentee summarises at the end

- They challenge and encourage when the need arises

- They talk less than 20% of the time

- They make use of very good penetrating questions

- They give considered advice when it is asked for

- They make use of silence to ensure the mentee has sufficient reflective space to consider the implications of an insight

Mentoring research in The Harvard Business Review (2008) states that a good mentor;

- is someone absolutely credible whose integrity transcends the message, be it positive or negative

- tells you things you may not want to hear but leaves you feeling you have been heard

- interacts with you in away that makes you want to become better

- makes you feel secure enough to take risks

- gives you the confidence to rise above your inner doubts and fears

- supports your attempts to set stretch goals for yourself

- presents opportunities and highlights challenges you might not have seen on your own

Gibbons (2006) from his studies of mentors supporting mentees with qualifications, found that what differentiated the best mentors from the rest were that the mentor;

- Does not blame – stays neutral

- Will give honest answers

- Not intimidating – easy to approach at any time

- Knows what they are talking about – good at own job

- Actively questions mentee

- Enabling, caring, open and facilitative

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- Gives constructive and positive feedback

- Provides subtle guidance, but ensures mentees make the decisions

- Interested in mentee personally, genuine concern

- Willing to debate, argue, discuss

In the same study, mentees were asked what they wanted and didn't want from a mentor;

What they would want mentors to be	What they didn't want mentors to be
• Organised, patient, understanding • Enthusiastically persuasive • Down to earth and realistic • Prepared to get jobs done with you urgently (!!) • Able to make you feel relaxed, by showing that they understand your perspective	• Very poor at keeping in touch • Likely to give you seedy look – leaving you wondering • Lacking in knowledge and integrity in their field of expertise • Mad (!!) • Intolerant and impatient

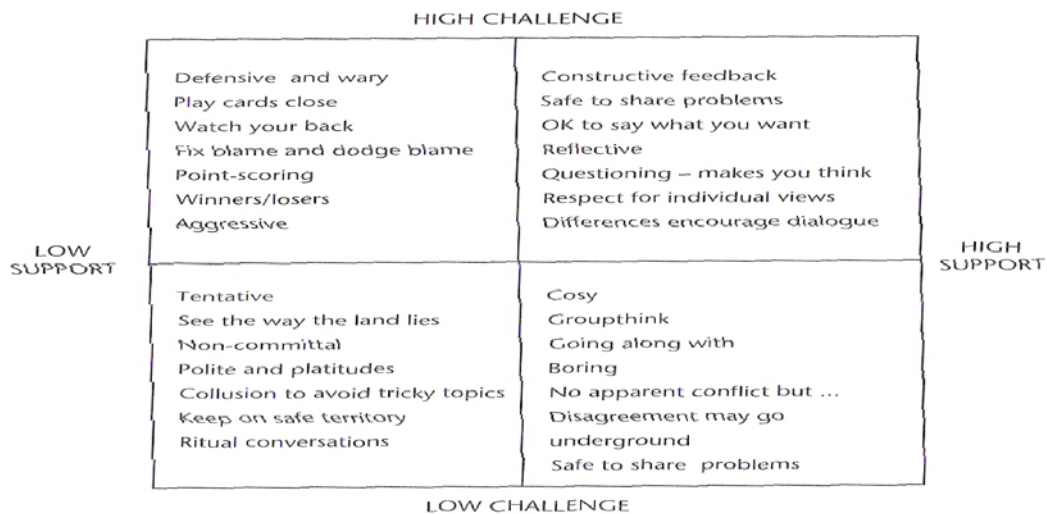## GOOD MENTORS KNOW WHEN TO SUPPORT AND CHALLENGE

Figure 8.2   Learning climate: the balance of support and challenge

The support and challenge model (Taken from: Connor & Pokora 2007 p.182.)

Mentors and mentees should expect to challenge and be challenged, and to support and be supported but the relationship between these 2 areas will shift over time i.e. it may be in the early meetings the focus is more on ensuring support and less challenge but the idea is that as the relationship progresses, the mentee is supported less but challenged more. Ideally the mentee should be able to leave the relationship fully independent of the mentor and increasing the challenge over time, is a way to ensure this happens. If your mentoring relationship is stuck in the low support and low challenge quadrant, this may not be mentoring but just a cosy chat!!

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CODE OF PROFESSIONAL CONDUCT AND ETHICS

There are a number of professional bodies within the UK which have created professional standards for mentoring within any context. The EMCC (The European Mentoring and Coaching Council) is one of these. It has been established to promote best practice and ensure that the highest possible standards are maintained in the coach/mentoring relationship. The EMCC Ethical Code covers competence, context, boundary management, integrity and professionalism.

Competence

The coach/mentor will:

- Ensure that their level of experience and knowledge is sufficient to meet the needs of the client.

- Ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced.

- Develop and then enhance their level of competence by participating in relevant training and appropriate Continuing Professional Development activities.

- Maintain a relationship with a suitably-qualified supervisor*, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code.
  *(*We will use our 3 monthly update meetings for this)*

Context

The coach/mentor will:

- Understand and ensure that the coach/mentoring relationship reflects the context within which the coach/mentoring is taking place.

- Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.

- Seek to create an environment in which client, coach/mentor and sponsor are focused on and have the opportunity for learning.

Boundary Management

The coach/mentor will:

- At all times operate within the limits of their own competence, recognize where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counsellor, psychotherapist or business/financial advisor.

- Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.

Integrity

The coach/mentor will:

- Maintain throughout the level of confidentiality which is appropriate and is agreed at the start of the relationship.

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- Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the coach/mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld.

- Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory.

Professionalism

The coach/mentor will:

- Respond to the client's learning and development needs as defined by the agenda brought to the coach/mentoring relationship.

- Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters within the professional relationship. The coach/mentor will ensure that the duration of the coach/mentoring contract is only as long as is necessary for the client/sponsor.

- Understand that professional responsibilities continue beyond the termination of any coach/mentoring relationship. These include the following:

    o Maintenance of agreed confidentiality of all information relating to clients and sponsors

    o Avoidance of any exploitation of the former relationship

    o Provision of any follow-up which has been agreed to

    o Safe and secure maintenance of all related records and data

- Demonstrate respect for the variety of different approaches to coaching and mentoring and other individuals in the profession.

- Never represent the work and views of others as their own.

For further information see www.emccouncil.org.uk.

The University of Wolverhampton is an academic member of the EMCC and as such adheres to these standards when mentoring, training, coaching and supporting mentors, mentees, students etc.
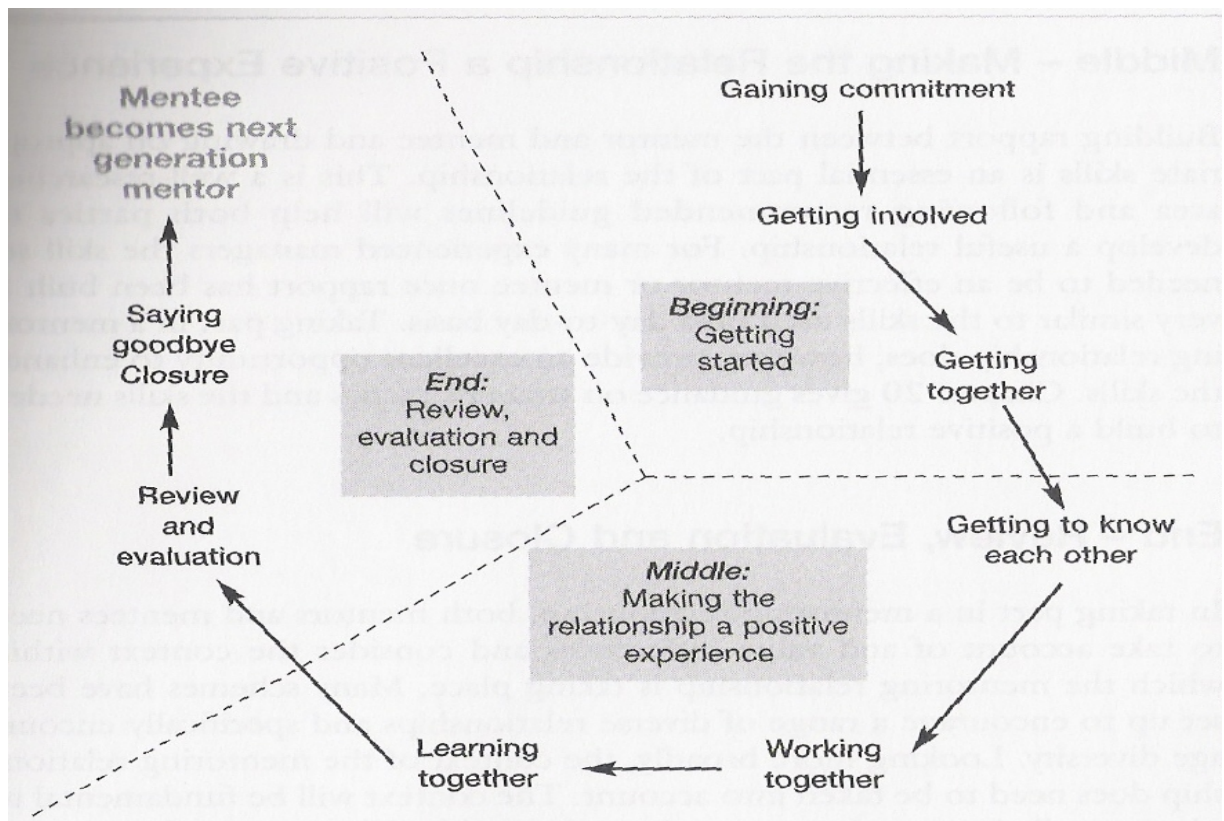
For further information, the EMCC Competence Framework is in the Appendix of this handbook.

THERE ARE OTHER ACCREDITING BODIES & FRAMEWORKS FOR COACHING AND MENTORING. FOR FURTHER INFORMATION PLEASE SEE;

www.associationforcoaching.com – The Association for Coaching/AC Competency Framework
www.coachfederation.org.uk/gaining_the_icfs_professional_qualification/coaching_core_competencies.phtml - UK International Coach Federation/ICF (coaching core competencies)
www.coachingpsychologyforum.org.uk – The Coaching Psychology Forum
www.bps.org.uk – BPS (See Special Group in Coaching Psychology)
www.cmiexcel.com/uk/about/downloads/Code-of-Conduct.pdf - Coaching and Mentoring International
www.ismpe.com – International Standards for Mentoring Programs in Employment
www.i-l-m.co.uk – Institute of Leadership and Management
www.apecs.org – Association for Professional Executive Coaching Supervision
www.fento.org.uk - Mentoring standards in education www.nmn.org.uk – National Mentoring Network

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THE MENTORING PROCESS LIFECYCLE (Cranwell-Ward et al 2005)

According to the Mentoring Process Lifecycle and MacLennan (1999), mentoring relationships go through 3 key stages and 4 key phases;

Beginning (getting started)

1. Establish rapport (initiation/preparing)

• Work out whether can get on and respect each other

• Exchange views on what the relationship is and is not/manage expectations

• Agree a formal contract – consider ethics and confidentiality

• Agree what extent the mentor should drive the learner/accountability

• Agree a way of working together – consider roles & responsibilities

• Establish a regular pattern of contact – meet on regular basis

• Set up the boundaries of what will be discussed/ground rules

• GAIN COMMITMENT, GET INVOLVED, GET TOGETHER

2. Direction setting (getting established/negotiating)

• Diagnose learners style and preferences

• Diagnose needs and aspirations/potential

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- Establish the current reality

- Determine the goals (don't do too early/need to understand motivations and ambitions first)

- Agree and set objectives and their success criteria/measures

- Identify priority areas

- Clarify the focus

- Begin work – create personal development plan (PDP)

- Gain commitment, get involved, get together

<u>Middle (making the relationship a positive experience)</u>

3. Progress making (development/enabling)

- Create a forum for progressing the mentees issues

- Use each others expertise as agreed

- Review progress and adapt if necessary

- Empower, identify and create opportunities

- Identify new issues and ways of working

- Explore feelings/emotions about progress so far

- Recognise (and celebrate) achievements

- Confront and reflect on less positive behaviours/actions and roadblocks

- Consider various options/possibilities beyond the obvious

- Review goals/objectives – maintain momentum

- Review relationship

- Get to know each other, work & learn together

<u>End (review, evaluation and closure)</u>

4. Moving on (finalising/maintenance/closing)

- Allow the relationship to evolve or end

- Revisit purpose - review and critically reflect on what has been learnt

- Address feelings & concerns

- Establish friendship (if appropriate)

- Review and evaluate, say goodbye, closure

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PREPARING THE MENTEE/SUGGESTIONS FOR THE FIRST MEETING

Preparing the mentee

As a mentee should take responsibility for the mentoring relationship, they must understand;

- What IoD/UWBS expect from the mentoring programme

- What paperwork is involved and whose responsibility is it to do this

- What can be realistically expected of the mentor

- What is the time commitment expected of both parties

- What should the mentor expect of the mentee

- What they can do to ensure the relationship is a positive one

- What are the boundaries of the relationship. Why? Involvement of UWBS/Co-ordinator?

All of these things MUST be discussed in the ground rules, at the first meeting.

Ideas for mentoring ground rules (adapted from Clutterbuck 2004)

It is essential that both sides discuss the 'ground rules' of their relationship; agreeing objectives, their expectations of each other and how they will manage the relationship. It is not necessary to create a formal contract for this (although some mentors/mentees do find this helpful) but ensuring that you discuss these questions and jot down a few key points as a reminder for review at a later date, may be helpful.

Are you clear about your expectations of;

- Each other?

- The mentoring relationship?

- How regularly we hope to meet/how do we hope to meet?

- What we hope to learn from each other?

- How closely do our expectations match?

- How directive or non-directive should you (the mentor) be in each meeting?

What are the core topics/priorities we want to discuss?

- Career aspirations?

- Personal skills?

- Getting a job?

- What are the limits to the scope of the discussions (what will we/won't we talk about?)
  E.g. Mentors do not need to get involved in degree course work i.e. dissertation support. This is the role of the student's Dissertation Tutor.

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Who will take responsibility i.e. the mentor/mentee/both together for;

- How will we keep in touch (face to face/email/phone calls/mixture?)

- Deciding how often we meet?

- Setting the agenda for meetings?

- Ensuring that meetings take place?

- Organising where to meet, and for how long?

- If not meeting regularly face to face, how often to email/call? Best times?

- Defining learning goals?

- Initiating reviews of progress?

- Doing what we said we'd do?

How formal or informal do we want our meetings to be?

To what extent is the mentor prepared to allow the mentee to;

- Take up time between meetings?

- Use his/her networks?

Are we agreed that openness and trust are essential?

- How will we ensure that they happen?

- Are we both willing to give honest and timely feedback (e.g. to be a critical friend?)

Do we both agree to behave in a confidential and ethical manner?

- How will we ensure that we do this?

- What will we do/not do? (Review Ethics & Professional Standards section.)

What are the limits to the confidentiality of this relationship?

- What are we prepared to tell others? About the relationship? About our discussions?

- Who shall we tell and how? What will we definitely not tell others?

What responsibilities do we owe to others as a result of this relationship (e.g. to UWBS, other students, the programme co-ordinator etc)?

- How do we ensure that we update those that need to know?

- What do we do/who do we tell if we are unhappy?

- **When and how will we check that this relationship is 'right' for both of us?**
  (Need to allow time in the mentoring sessions to feedback to each other how it is going)

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GOAL SETTING AND PDPS

'The most common reason that so many mentoring relationships fail is that neither mentor nor mentee are quite sure what he or she is aiming for.' (Clutterbuck 2004: 27.)

Whatever the key reasons for the starting up of a mentoring relationship, identifying an individual's development needs, their motivations and ambitions and creating opportunities for them to address these and reviewing progress will be a key element of all programmes.

It is important that key job and career related goals are discussed but ultimately their achievement will be enhanced by them focussing on and addressing their personal development needs too.

At the end of this booklet is an example of a typical personal development plan (PDP) that can be used to agree targets for the mentee. This PDP should be used in conjunction with other relevant paperwork, to plot and review the mentees personal development priorities.

How to use the PDP with your mentee/protégé

Objectives & why?

What do they want/need to learn in readiness for their first full time job? For their first career move? Their next career move? What are the job specific skills that they need to learn? What about personal skills? What are they really good at? What are they not so good at? What do they need to work on? Why are these important to them? Which are the priorities? Short, medium and long term needs?

What do they need to do to achieve these? What support is needed?

What opportunities are there for them to build on their strengths and target their development needs? As a mentor, are there any opportunities you can suggest/provide for them? What opportunities are there that are coming up for them (at UWBS/outside) to practice some of these? What opportunities do they/you need to create for this? Are there any training courses available? Are there any projects available? What other resources are available? Who else can they enlist for support?

Who else needs to know?

Who else needs to be kept informed? How will they update others?

How can they measure completion?

How will they know when they have achieved their goals? How will others know? How will they be behaving differently?

Development objectives need to be SMARTER* and very much time-based. When do they hope to achieve these goals? When will you review their progress? How will you help them celebrate their successes? How will you motivate them when targets dates need to be changed and progress is slow?

The suggestion is to develop this with the mentee in the first few meetings and review it on a 3 monthly basis. Periodically, some actions should be able to be ticked off and then some new actions/objectives added as you go along. Ensure that the objectives are a mixture of personal, job and career related ones and that time is allowed in mentoring sessions to reflect on the learning.
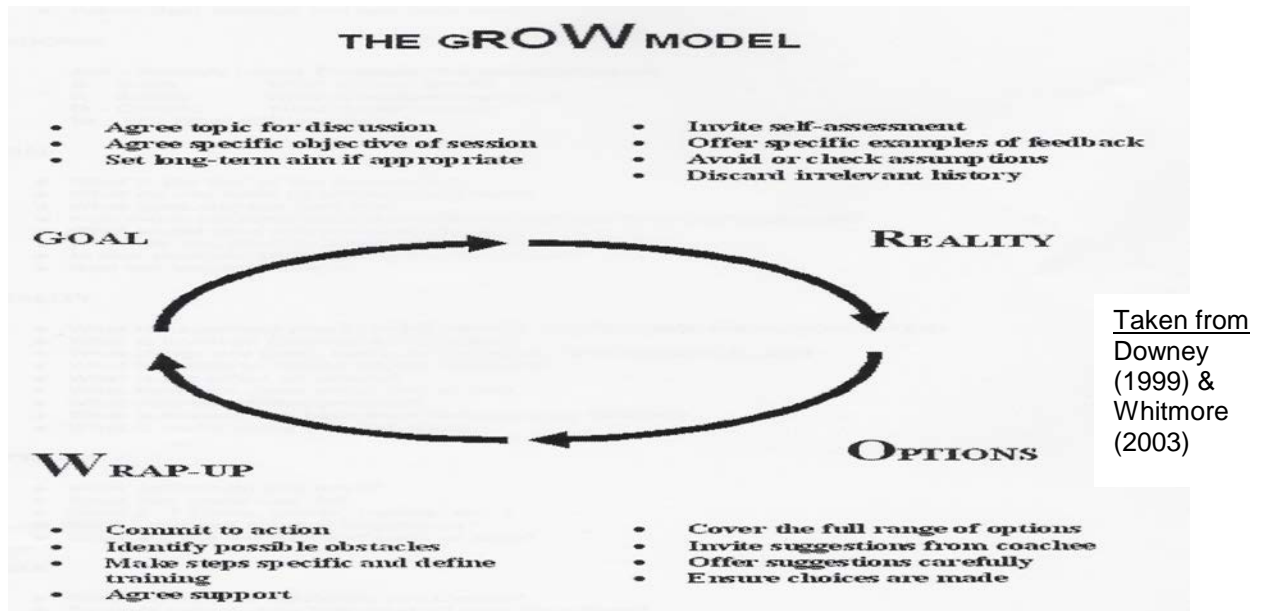
*SMARTER – Specific, Measurable, Achievable, Realistic, Time-based, Evaluated & Reviewed

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SOME MENTORING/COACHING MODELS

There are a variety of models and techniques that can be used during the mentoring sessions and these can be associated with both mentoring and coaching. A few have been listed below, (see the link www.mentoringforchange.co.uk for further information).

The GROW Model

This is arguably the most popular coaching and mentoring model today.

Taken from Downey (1999) & Whitmore (2003)

Also know as T-GROW, where T = Topic.

Figure 4.1   The GROW model

Taken from Passmore 2006: 62
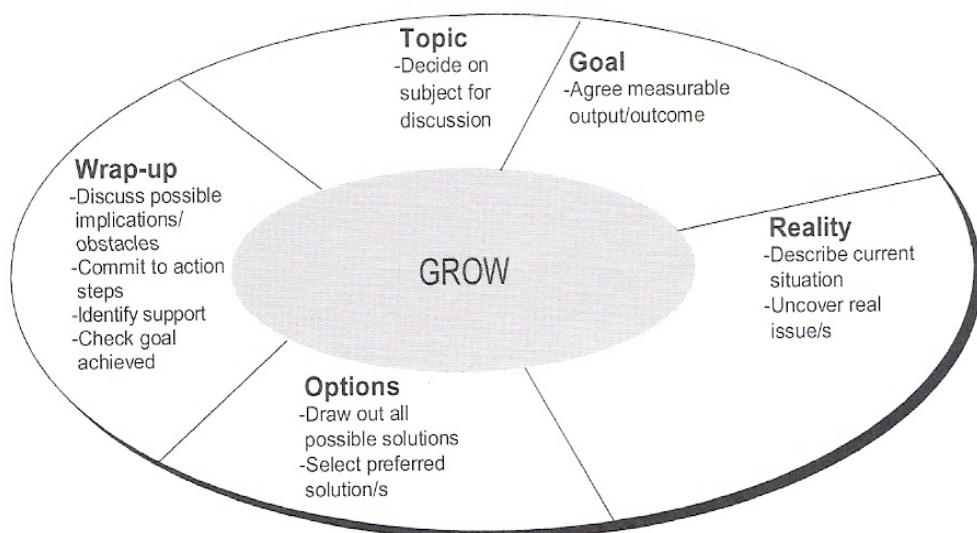
Or as TGROWER, where E= Evaluation and R = Review.

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CLEAR model

- Contracting – opening the discussion, setting the scope, agreeing the desired outcomes

- Listening – using active listening to develop understanding of the situation

- Exploring – helping the learner to understand the effect this is having and challenging them

- Action – supporting them to choose a way ahead

- Review – reinforcing ground rules and value added, giving/receiving feedback

OSKAR model

- Outcome – what is the objective of this session what do we want to achieve today?

- Scaling – rate the situation on a scale of 1-10. How did you get this far? How to get to 10?

- Know-how & resources – what helps you perform at n rather than 0? How does this happen?

- Affirm & Action – what is already going well? What is next? What will it take to get to…10?

- Review – what is better now? What did you do to effect that change? What will change next?

Although, more recently has been quoted as OSCAR with the C = Choices & options

The Story Telling model

- Listening – demonstrating active listening at least 80% of the time

- Appreciating – showing that you are appreciating what they are saying/clear about success

- Suggesting – what alternatives can be suggested? Sharing personal reactions. Drawing out

- Asking – what else do you need? What else do you/they need to do?

The Skilled Helper 3 stage model

Stage I:
What's going on?

What's the present state of affairs?

Stage II:
What solutions make sense for me?

What do I need or want instead of what I have?

Stage III:
How do I get what I need or want?

How do I get what I need or want?

How do I make it happen?

Adapted from Egan – Connor & Pokora 2007:75-102
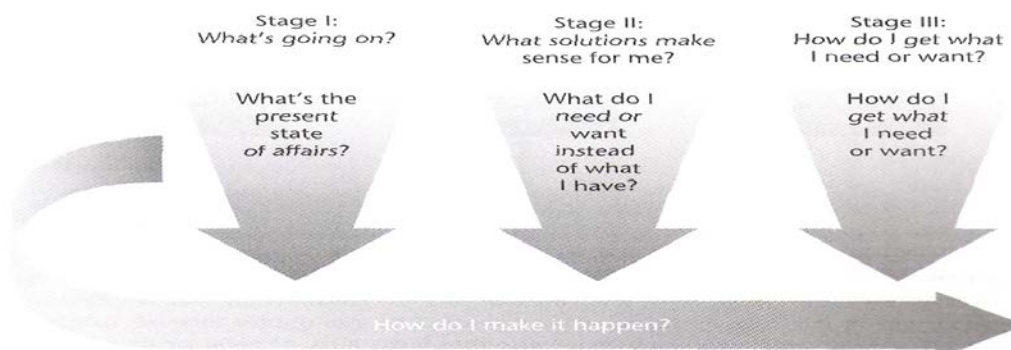
Figure 4.1 The Skilled Helper: three stages
Source: Egan (2006: 12)

Egan 2002 – there are 2 goals of helping;
helping clients to manage their problems more effectively and to help clients to become better at helping themselves

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SOME MORE MENTORING/COACHING MODELS

The Leading with Insight Model.

Figure 2.1 The Leading with Insight™ model.
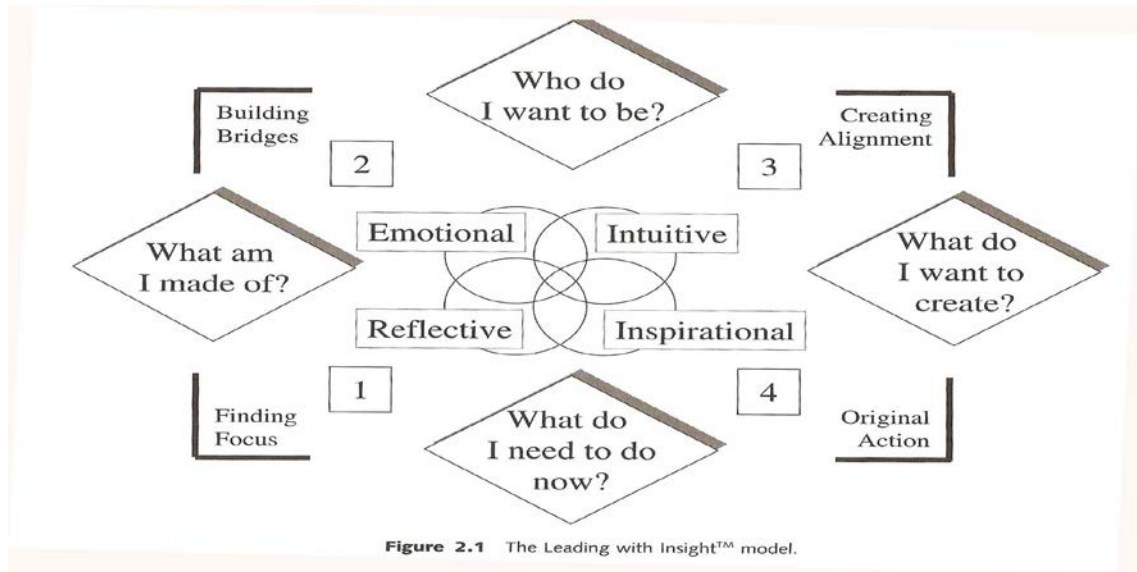
<div align="right">Taken from Anderson & Anderson (2005) p.30</div>

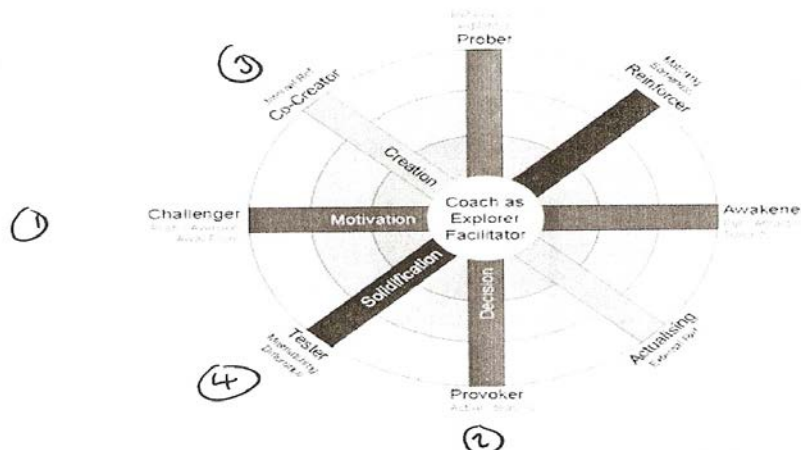Reflective Insight = ability to step back and notice

Emotional Insight = ability to detect and decipher emotions

Intuitive Insight = ability to detect dynamics and information below the surface

Inspirational Insight = occurs when all the pieces come together and things are seen in new light

The Axes/Axis of Change model (Michelle Duval at www.equilibrio.com.au)

According to www.meta-coaching.org the Axes of Change model is currently the only generative change model in the field of Coaching today (2007). Each other model in the field is either a structure for running a coaching session or a model taken from therapy for counselling change. This model assists both parties in identifying where they are in the process of change and to accurately identify, what to do, when, with whom and why. Based on 4 dynamic interfaces/axes, the Coach plays 9 different roles, accessing 9 different states using 9 distinctive skills.

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CRITICAL MOMENTS AND REFLECTION

A critical moment or critical incident is something which we interpret as a problem or a challenge in a particular context, rather than a routine occurrence. Critical Incident Analysis (CIA) is an approach to dealing with challenges in everyday practice. As mentors and reflective practitioners, we need to pose problems about our practice, refusing to accept 'what is'. We need to explore incidents which occur in day-to-day work in order to understand them better and find alternative ways of reacting and responding to them. http://www.prodait.org/approaches/cia

'Reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice.' (Reid 1993:3) 'Reflection is a natural and familiar process...it is the process of stepping back from an experience to ponder carefully and persistently, it's meaning to oneself.' (Daudelin 1996) 'Reflective Practice is a way of keeping an eye on oneself, to openly discuss our thoughts and/or actions with ourselves in order to critically evaluate everything that we think and do.' (Brockbank & McGill 1998)

Kemmis (1985) argues that reflection is a positive, active process that reviews, analyses and evaluates experiences, draws on theoretical concepts or previous learning and so provides an action plan for future experiences. Johns (1995) agrees that reflection enables the practitioner to assess, understand and learn through their experiences. It is a personal process that usually results in some change for the individual in their perspective of a situation or creates new learning for the individual.

The outcome of reflection as identified by Mezirow (1981) is learning.

Mezirow's Critical Reflection (after Mezirow, 1990)
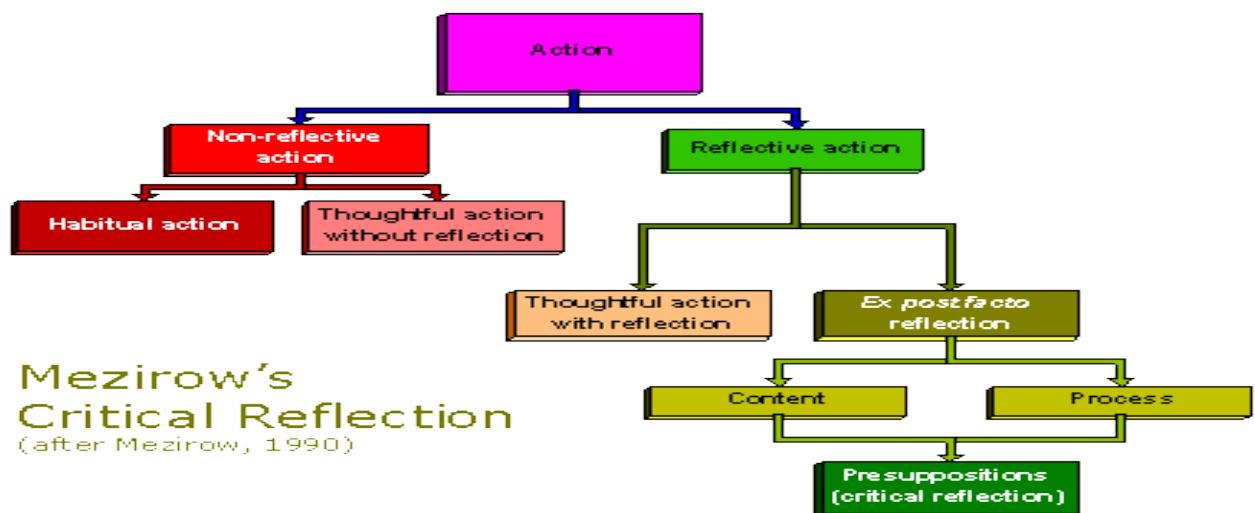
Leads to transformative learning

Taken from: http://www.learningandteaching.info/learning/reflecti.htm

Reflection is central to the learning experience. 'Learning is the creation of meaning from past or current events that serves as a guide for future behaviour.' (Daudelin 1996)

Reflective practice is 'professional artistry' (Schon 1987 cited in Brockbank and McGill 1998:71) 'It is well established that in the world of professional practice to make sense of what we see, learn, hear and experience one needs to be able to reflect in and on practice' (Schon 1987 as cited in Newton 2004:155)

AS MENTORS YOU ARE EXPECTED TO ENGAGE IN CRITICAL RELFECTION FOR YOURSELVES (IN & ON ACTION) AND ALSO ENCOURAGE THIS WITHIN YOUR MENTEES.

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Brockbank and McGill (1998) talk about the 3 key benefits of engaging in reflective practice

- learning more about the efficacy of different approaches

- articulating the learning from that reflection

- role modelling the benefits of this with learners/mentees

Brookfield (1995) states that as human beings we are allowed to be imperfect and to be ourselves, and so when engaging in reflection we can discover our limitations and gain new insights into ourselves. Beaty (1997) agrees and states that as professionals, we should plan to target our identified development needs, take the necessary actions to fulfil these needs and then implement these new skills and/or new knowledge into our practice. Biggs (2003) also agrees and adds two additional elements to this process of monitoring the changes and then continually fine-tuning in the light of developing awareness.

Brockbank & McGill (1998) suggest that in order to encourage full reflection on actions, reflection-on-action dialogue with another person would help to promote more critical debate. Critically reflective learning is that which enables the learner to engage in deep and transformatory learning. They state that without the interaction brought about by this dialogue, critically reflective learning may not happen.

The 5 dimensions of reflection
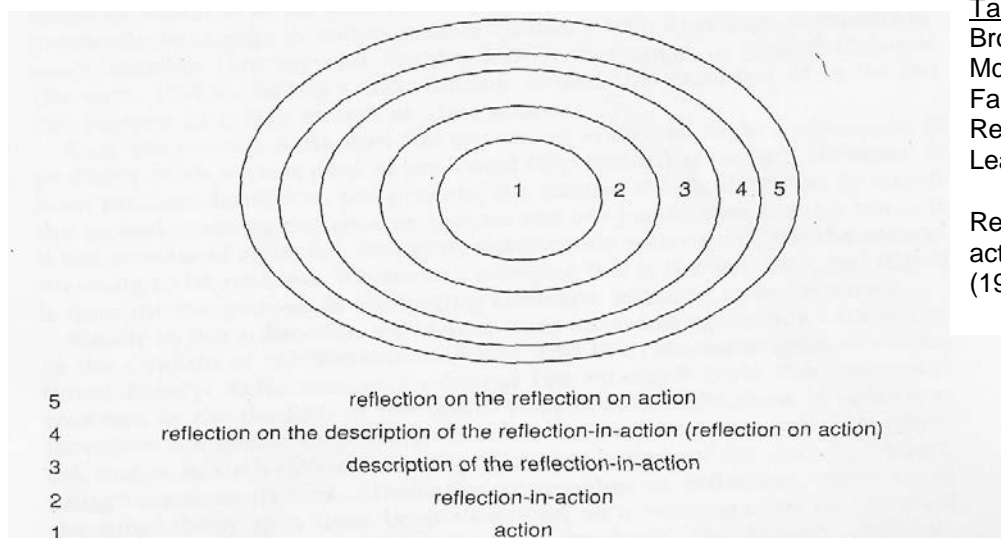
Taken from: Brockbank, A & McGill, I (1998) Facilitating Reflective Learning pg. 81.

Reflection in & on action from Schon (1987.)

5	reflection on the reflection on action
4	reflection on the description of the reflection-in-action (reflection on action)
3	description of the reflection-in-action
2	reflection-in-action
1	action

Strategies for enhancing learning from everyday reflections (Moon 2004)

- Investigate metaphors and images

- Recognise assumptions that we have made about people or situations

- Question & challenge familiar situations

- Create a situation for review and reflection

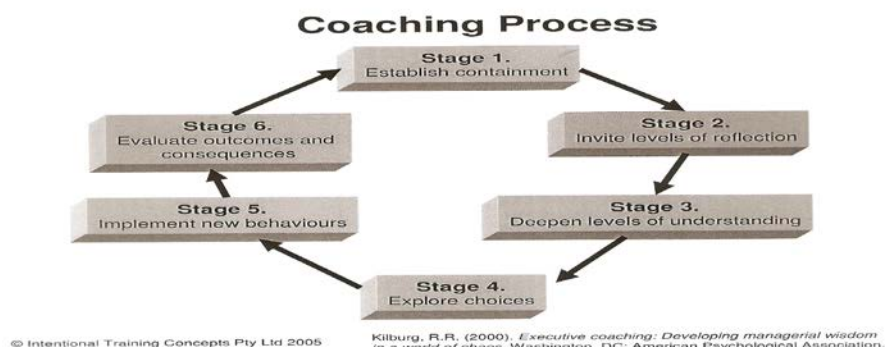- Listen to the views of others

- Take a wider view

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Some reflective questions for mentors to use to aid their personal reflection

The following is a set of questions that could be used to assist you when you are thinking back over a mentoring session and/or discussing it with others

- What was I aiming for when I did/said/asked that?

- What exactly did I do? How would I describe it precisely?

- Why did I choose that particular action?

- What theories/models/research informed my actions?

- What was I trying to achieve?

- What did I do next?

- What were the reasons for doing that?

- How successful was it?

- What criteria am I using to judge success?

- What alternatives were there?

- Could I have dealt with the situation any better?

- How would I do it differently next time?

- What do I feel about the whole experience?

- What knowledge/values/skills were demonstrated?

- How did the mentee feel about it?

- How do I know the mentee felt like that? (What feedback have they given me?)

- What sense can I make of this in the light of my past experience?

- Has this changed the way in which I will do things in the future?

Taken from http://www.practicebasedlearning.org/resources/materials/docs/Reflection

Coaching Process

Stage 1. Establish containment
Stage 2. Invite levels of reflection
Stage 3. Deepen levels of understanding
Stage 4. Explore choices
Stage 5. Implement new behaviours
Stage 6. Evaluate outcomes and consequences

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Tips for Mentors in Providing Feedback

What to Do	How to Do It	Example
Align your feedback with the mentee's agenda.	Provide real-time feedback. Make it usable and realistic. Offer concrete practical steps and options.	"I have a few ideas that might help …" "What works for me is …"
Provide feedback about behavior that the mentee can do something about.	Stay with the mentee's behavior rather than succumb to the temptation to evaluate it.	"Tell me about the impact of the behavior …" "How might someone else see that behavior?"
When you talk from your perspective, remember that your reality is not the mentee's reality.	When you talk about your own experience, set a context and be descriptive so that the mentee can see the parallels.	"In my experience, which was …, I found that … I know that is not your situation, but maybe there is something to learn here."
Check out your understanding of what is being said.	Listen actively. Clarify and summarize.	"If I understand what you are saying …" "Help me understand what you mean by …"
Use a tone of respect.	Take care not to undermine the mentee's self-esteem.	"I liked the way you …" "I am curious …" "I wonder …" "Have you ever considered …?"
Be aware of your communication style and how that works with that of your mentee.	Share information about communication styles with your mentee, and discuss the implications for the feedback cycle.	"I find that I get defensive when …" "I react positively to …"
Avoid giving feedback when you lack adequate information.	Ask for time to get the information you need. Faking it doesn't work.	"To be honest with you, I need to think about that a little more."
Encourage the mentee to experience feedback as movement forward rather than interruption from the journey.	Continuously link progress and learning to the big picture and the journey.	"When we started out … And then … And now …"

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HINTS AND TIPS

Plan and prepare

Take time to plan before the meeting (to ensure that you are clear about what is expected of you in this meeting, what you were meant to have done beforehand and what the key areas might be for discussion at the meeting.) Preparation will ensure that the time you have together is best used and not spent agreeing what it is that you will discuss.

Be clear about roles

Be very clear about what you will and won't do for the mentee. i.e. some may expect you to give them a job – this is clearly not the purpose of this mentoring scheme! This should be discussed as part of the initial contract but it will also be worth reminding the mentee as time goes along, so that they are not relying on you to do all the work. Initially you may want to be more directive and more involved but ultimately you want them to be empowered to make their own contacts, take their own actions and do things without you.

Set and measure clear outcomes

How will you know whether you are doing a good job, unless you agree with the mentee what they want to achieve and then review/measure throughout the relationship how they are achieving against these targets? Mentoring is not just an opportunity to discuss things and to learn a little about ourselves but also to tackle and achieve some personal challenges. It is important to agree some realistic goals early, to set the focus of the relationship, even if these do change over time. A PDP is a helpful way of doing this.

Be both formal and informal

You will need to be able to strike the balance between formality and informality. Ultimately you want the relationship to develop in its own way but remember there are some mentoring boundaries that must be adhered to and a clear purpose for this mentoring programme.

Focus on opportunities, not problems

Although mentoring is about helping mentees with their problems, it is also about helping them identify their strengths and development needs and then to identify and manage opportunities to develop them. It is important to ensure that the mentoring conversations are not just based around problem solving of immediate issues and are focused on the individual and their wider career concerns.

Keep appropriate records

It is important for both parties to keep records of what was discussed and agreed and what is to be achieved for the next meeting. This does not have to be on any additional formal documentation but it is helpful to have a small list to review at each session – this then is helpful when reviewing what is being gained from the relationship, at a later date.

Establish and re-establish rapport

If two people do not 'click' in the first two meetings, it is unlikely that the mentoring relationship will carry on as effectively as it might and it is important to remember that not all mentoring relationships will work out. It is very important to recognise this early, so that the pairings can be changed, to ensure that the mentee is linked up with someone that they are more compatible with. This does not show a failing on the mentor's part, infact quite the opposite, as changing the pairings early will ensure mentoring success in the longer run.

Make time

All mentoring relationships suffer from lack of time and diary pressures. People often chosen as mentors are the ones that are in most demand and so have even more pressure on their diaries and time. It is important that as mentors that you commit to giving up a certain amount of time and that you want to do this – forcing yourself to meet your mentee when you have other things on your mind, will not be helpful for either of you. Good mentors are willing to invest the time in developing other people and feel that it is an excellent use of their time. Good mentors protect time in their diary.
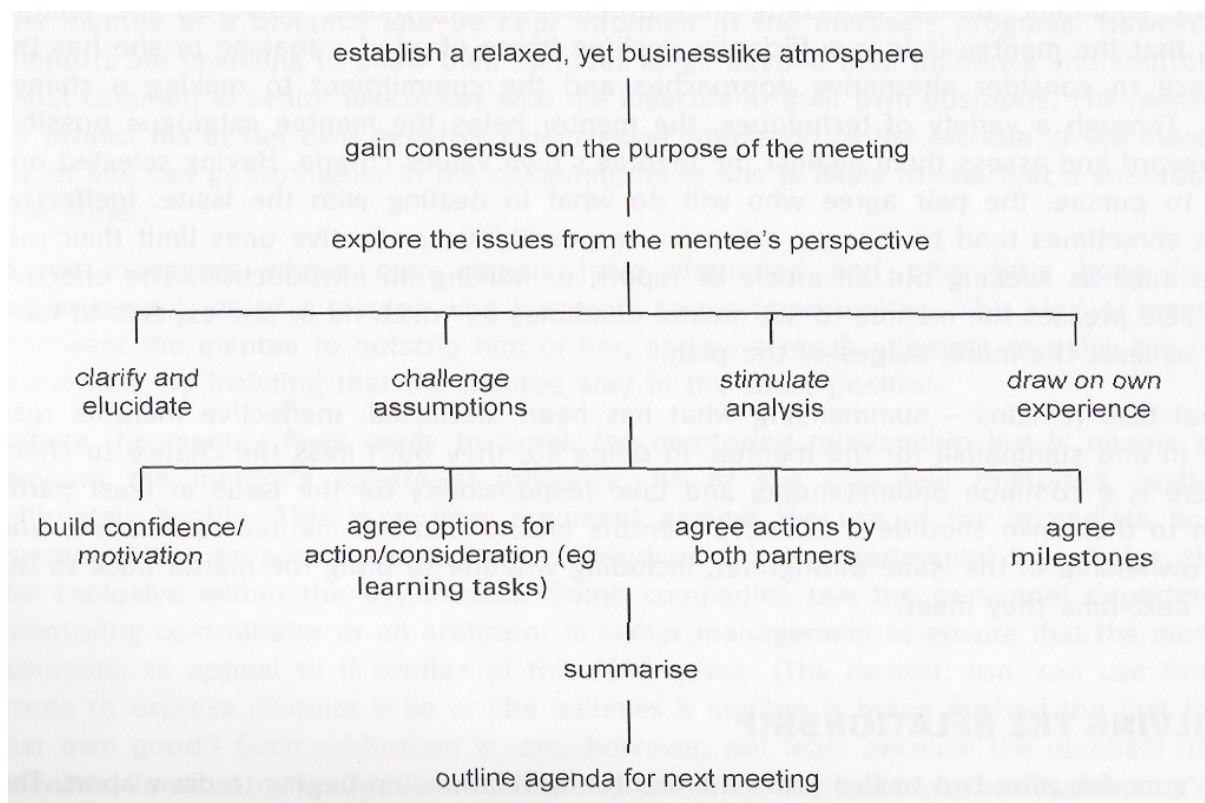
Encourage independence

Dependency is unhealthy for both parties. In the long run, the hope of any successful mentor is to ensure that your mentee has the confidence to go it alone and to achieve their career aspirations without you. It is unhealthy to do everything for the mentee (although they might be grateful for this at the beginning of your relationship) as ultimately you will be developing an individual to do as you do and not to think independently, without you. When you then suggest closing the formal relationship, this could cause more issues for the mentee that you may have solved during your relationship. Remember the support and challenge model!

Recognise that all good mentoring relationships come to an end

'It is essential that every mentoring relationship is seen from the start as a temporary alignment. Elements of it may exist, in the form of mutual aid and friendship, for many years after, but there must be clear starting and finishing points.' (Clutterbuck 2004.) A good indication of when to finish a relationship is when the mentee has achieved their short and medium term goals and are operating quite independently or one or both parties feel that the relationship is no longer beneficial to them. This is a good sign and will indicate to the mentor that they have done a sound mentoring job, as the mentee is now more able and more confident about creating their own opportunities for the future.

In short, here is a summary of the key areas to cover during each mentoring meeting;

establish a relaxed, yet businesslike atmosphere

gain consensus on the purpose of the meeting

explore the issues from the mentee's perspective

| clarify and elucidate | challenge assumptions | stimulate analysis | draw on own experience |

| build confidence/ motivation | agree options for action/consideration (eg learning tasks) | agree actions by both partners | agree milestones |

summarise

outline agenda for next meeting

Taken from Clutterbuck (2004)

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SOME USEFUL REFLECTIVE QUESTIONS FOR YOU TO USE WITH MENTEES

- Where do you see yourself in 5 years time?

- How committed are you to achieving this?

- What will give you what you want?

- If this is really what you want, why haven't you already started?

- Are there any emotions you are trying to avoid here?

- By how much do you want to improve, by when?

- What is causing this feeling? How might this affect whether you achieve the outcome?

- How could you control this situation (better)?

- How could you find the courage to do what you think is right?

- How could you have done this better?

- How do you like to be managed?

- How does this fit in with your personal values?

- How genuinely committed are you to this goal?

- What could you do to improve your openness to feedback?

- How much do you think you could have contributed to the problem?

- How much do you respect your colleagues/yourself?

- How much is enough? Good enough?

- How pure are your intentions here?

- How will you feel about this decision looking back in 2 years time?

- How will you make it possible to hear those unwelcome messages?

- How would your role model handle this?

- How would you explain this to your friends/partner?

- How/what do you feel?

- What is it like? (linked to metaphors)

- If all the obstacles disappeared, what would you do?

- If our roles were reversed, what would you be asking me now?

- If you did know the answer, what would it be?

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- If you had another 100 years to live, would this be a priority for you?

- If you weren't here for a month, what wouldn't get done?

- What would others you've worked with/other students say about you?

- What are your beliefs about this issue? Which are helpful/unhelpful?

- What are your responsibilities here?

- What could increase your commitment?

- What could you stop doing to help your situation?

- What do you care about the most? Fear the most?

- What do you think you might be doing to cause this reaction in others?

- What do you want the outcome to be?

- What does this experience/situation tell you about yourself?

- What else could you do? What else have you done?

- What first steps could you take to give you the confidence to make real progress?

- What happens if you do nothing?

- What have you not done? Why? Does it matter?

- What help would you most value from me?

- What is your need from this situation?

- What makes you feel valued?

- What messages do you not want to hear?

- What permission have you given yourself?

- What stops you walking away?

- What could you lose by winning?

- What would put you back in control?

- What would your best-self say and do about this?

- Who are you? Who do you want to be?

In short; WHO, WHAT, WHERE, WHEN & HOW.

Notice there is only one WHY question listed here, this is because recent thinking suggests that the why question is judgemental as it is looking for justification. Ensure you ask lots of open questions.

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FREQUENTLY ASKED QUESTIONS AND ANSWERS

What if we just don't get on at the first meeting?

Ensure you tackle this at the next meeting – what could you be doing differently as a mentor that would help your relationship? What are the areas that you seem to be clashing on and why? What can you both change, to try and accommodate each other?

What if we have tried to tackle our differences but we still can't seem to get on?

Talk to the Programme Co-ordinator and explain the issues. It may be that you will be able to swap and/or suggest a better match for your mentee.

What if we are doing a lot of talking but not many actions are getting done?

You need to take a more challenging approach and discuss what you see, share your concerns and encourage the mentee to share their views. Remember mentoring is not just about meeting when you say you will and ticking the boxes.

We never seem to be able to meet up

Ideally, a few meetings face to face will help build up that initial rapport at the start but if meeting face to face is difficult after the first few meetings, then consider alternative ways; email, phone calls etc. This should be part of the mentoring agreement at the start.

Some things are being discussed, that are out of my comfort zone.

Refer to your initial mentoring contract where you agreed what you would and wouldn't talk about – re-explain your role and what other help is out there i.e. counselling etc if needed.

The mentee is looking for answers and I don't have them

It is not your job to give them the answers. Your role is to ask them questions so that they can come up with their own options/choices and solutions.

The mentee is expecting me to do it all for them – they want me to give them a job!

This is not part of your role as a mentor. You are there to help them see what their career opportunities may be and how they can aspire towards them. Refer back to the mentoring agreement and/or ensure you discuss this as soon as possible, so that everyone's expectations are clear.

Things feel too comfortable – we're just having a chat

Mentoring is not just about having a chat – refer back to the support and challenge model. Refer back to your action plan/PDP and ensure goals are stretching and challenging enough for the mentee. Re-consider the questions that you ask/challenge mentees thinking a little more.

The mentee just wants to off load about student related issues

This is part of the mentoring relationship but **not** the only part – refer to support and challenge model as above. Encourage mentee to reflect on key issues causing concerns, then options/solutions etc.

This is having a significant impact on my time, is there any financial compensation for me doing this?

No. The idea is that you are doing this to support future business managers to develop them and to achieve their potential. You will benefit personally, through the satisfaction of having contributed to their development and seeing them grow. Mentors should be willing to give up their time voluntarily in order to support the aspirations and potential of this future talent pool.

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KEY REFERENCES AND USEFUL WEBSITES

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Useful websites

Big Brothers Big Sisters (USA) movement - www.bbbsa.org

Mentoring for Change – ideas and techniques to use in sessions - www.mentoringforchange.co.uk

Clutterbuck Associates - www.clutterbuckassociates.com/mentoring

The Coaching and Mentoring Network -

http://www.coachingnetwork.org.uk/ResourceCentre/WhatAreCoachingAndMentoring

How to mentor graduate students http://www.grad.washington.edu/mentoring/GradFacultyMentor.pdf

Starting a business as a graduate – Business Link -

http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1081791475&type=RESOURCES

University of Birmingham (doing the same thing as us!) -
http://www.birmingham.ac.uk/news/latest/2011/05/04May-Famous-Birmingham-graduates-give-students-sound-support-through-one-to-one-mentoring.aspx

E-mentoring hints and tips -
http://professionalpractice.asme.org/MgmtLeadership/Mentoring/EMentoring.cfm

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