

Mentoring Toolkit

A short guide for mentors and mentees to
promote effective mentoring

2017

The information in this document has been created from the University of Glasgow Employee and Organisational Development section of the University website

More information can be found here:

<http://www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment/developmentaltoolkits/mentoringtoolkit/#/the-mentoringmeeting>

Created by M Bellingham February 2017

Introduction

Purpose of this document

IBAHCM recognises the importance of mentoring for supporting staff throughout their career progression. While there is a wealth of information on mentoring available from both inside and outside of the University, it can be difficult for mentors and mentees to find out exactly what mentoring entails. The purpose of this document is to provide a compact 'toolkit' to guide mentors and mentees within IBAHCM on how to promote an effective mentoring relationship. We have extracted information widely available for staff from the University's Human Resources pages on what we think is the most useful information mentors and mentees need to know, and provided links where more in depth information can be found.

What is Mentoring?

Mentoring is a relationship between two people; the mentor and the mentee. As a mentor, you pass on valuable skills, knowledge and insights to your mentee to help them develop their career or achieve a better work-life balance.

Mentoring can help the mentee feel more confident and self-supporting. Mentees can also develop a clearer sense of what they want in their careers and their personal lives. They will develop greater self-awareness.

Mentoring within the University allow staff the time with an experienced colleague to explore various issues, such as career progression, work-life balance and career paths. These pages will focus on mentoring in general.

Benefits of Mentoring

The benefits of mentoring within academia in the support of junior academics who are not in permanent positions has been increasingly recognised, and mentoring can bring a variety of benefits to both mentee and mentor. The BBSRC recently published a document called "Academic Career Mentoring And Best Practice For Formal Mentoring Programmes" which contains additional information on the benefits of mentoring (<http://www.bbsrc.ac.uk/documents/1609-bbsrc-review-mentoring-best-practice/>).

The table below highlights some of the benefits of mentoring for both mentors and mentees.

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Benefits of Mentoring

Mentee	Mentor
<ul style="list-style-type: none"> ■ increased confidence ■ improved performance ■ learn new insights and new approaches ■ explore possible solutions ■ increased understanding of accepted values and behaviours ■ increased understanding of how the School/RI/Service/University works ■ expanded network ■ support for proactive career development, planning and progression ■ support in achieving a satisfying work-life balance ■ opportunity to challenge your assumptions, broaden horizons, enhance your aspirations and achievements through reflection and access to a sounding board ■ opportunity to be inspired and encouraged, to tackle challenges and change, and to realise your potential with individualised personal support from an experienced role model 	<ul style="list-style-type: none"> ■ opportunity to inspire and share skills, knowledge, experience and understanding to ensure the mentee can better navigate the challenges and the formal and informal structures of the University and HE through inspiration and encouragement ■ opportunity to practice and further enhance your leadership and management skills as well as your communication and interpersonal skills outwith a line management relationship ■ opportunity to reflect on own practice and behaviours and gain a broader and deeper understanding of our working environment ■ personal fulfilment from investing in others ■ feeling valued as a role model ■ stimulation of own learning – a two way learning relationship ■ insights into relationship with own team ■ having an opportunity to be challenged ■ having an opportunity to take time out and reflect ■ renewed focus on own career and development

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Table 1 Benefits of Mentoring adapted from the 'Mentoring Toolkit', Employee and Organisational Development, University of Glasgow.

Mentoring Skills- How can you be an Effective Mentor?

To be an effective mentor you should:

Have the desire to help – you should be willing to spend time helping someone else, and remain positive throughout.

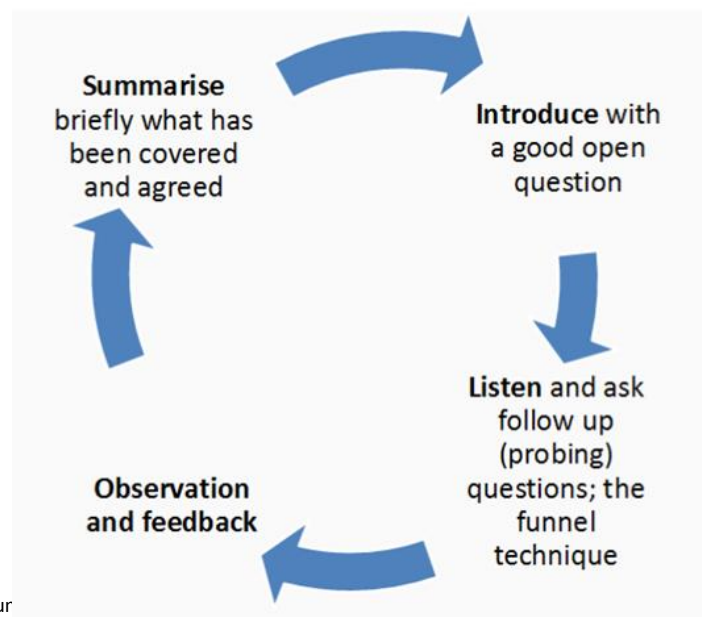
Be motivated to continue developing and growing – to help others develop, you must value your own growth too. Many mentors say that mentoring helps them with their own personal development.

Have confidence and an assured manner – you should have the ability to critique and challenge mentees in a way that's non-threatening, and helps them look at a situation from a new perspective.

Ask the right questions – the best mentors ask questions that make the mentee do the thinking. However, this isn't as easy as it sounds. Try asking open questions that cannot be answered with just yes or no.

Listen actively – Showing someone that you're listening is a valuable skill in itself. It shows that you value what the person is saying and that you won't interrupt them.

Provide feedback – do this in a way that accurately and objectively summarizes what you've heard, but also interprets things in a way that adds value for the mentee. This is key to helping the mentee see a situation from another perspective.



The information in this document is available on the University website

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Although a mentor requires skills to be an effective mentor, both mentors and mentees require certain characteristics and qualities for a mentoring relationship to be effective:

Characteristics of a good mentor	Characteristics of a good mentee
<ul style="list-style-type: none"> ■ objective ■ role model ■ flexible ■ peer respect ■ demonstrable competence ■ reflective practitioner ■ nonthreatening attitude ■ facilitator of learning ■ allows development of initiative and independence ■ open minded ■ approachable ■ self-confident and self-aware ■ sincere ■ warm ■ committed ■ understanding ■ aptitude for the role ■ understanding of difficulties of integrating into ■ new/different work setting ■ able to help mentee set learning objectives ■ able to provide objective assessment of progress 	<ul style="list-style-type: none"> ■ willing to learn and develop ■ willing to participate ■ ambitious ■ keen to succeed ■ able to accept power and risk ■ loyal ■ committed ■ conscientious ■ able to develop alliances ■ flexible and adaptable ■ self-aware ■ well organised ■ able to accept a challenge ■ able to receive constructive feedback

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Models and Frameworks to help with Mentoring

Remember, mentoring is about **transferring information, competence, and experience to mentees**, so that they can make good use of this, and build their confidence accordingly. As a mentor, you are there to encourage, nurture, and provide support. Also remember that mentoring is about structured development – you don't have to tell the mentee everything you know about a subject, at every opportunity.

The [GROW Model](#) is a coaching technique developed in the 1980s which can help establish what the mentee wants to discuss.

[Sample GROW questions for MPA/Tech/Ops staff](#)

[Sample GROW questions for R&T staff](#)

[Egan's skilled helper model](#) is a three stage framework used to help people solve problems and develop opportunities. The object is to achieve lasting change and to empower people to manage their own problems more effectively and develop unused opportunities more fully



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What happens at meetings with my Mentor/Mentee?

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First Meeting – Key Themes for Consideration	
Getting to know each other in a professional sense	<ul style="list-style-type: none"> ○ Relevant background information ○ Professional experience <ul style="list-style-type: none"> ○ Expertise ○ Building rapport
Discussing how you can work together	<ul style="list-style-type: none"> ○ Agreeing ground rules (e.g. dropping in type sessions, time commitments, boundaries, no cancellations unless emergency, etc.) ○ Discussing how you can monitor how mentoring is working for both parties (e.g. check in sessions with planned discussion on 'how is this working for you' with agreement to be open and constructive in feedback) ○ Considering what you need/want to record, how you will do that (e.g. the mentee will send a meeting request to schedule the next meeting with a summary of the agreed agenda, mentee responsible for recording the agreed action points and emailing the mentor at end of meeting, etc.)
Discuss and clarify development goals	<ul style="list-style-type: none"> ○ Set aims, goals for mentoring
Consider and agree action / next steps	<ul style="list-style-type: none"> ○ Agree actions (e.g. what is going to happen and by when) ○ Agree tentative agenda for next meeting, logistics for booking next meeting

The Next Meeting – Key Themes	
Review of key aims and progress since last meeting	<ul style="list-style-type: none"> ○ Discuss progress made compared to what was discussed at the previous meeting ○ Discuss what worked well, not so well, what could have been done differently ○ Agree relevant next steps
Planning for next topic / period of time / priority	<ul style="list-style-type: none"> ○ Agree aims/areas of focus for next mentoring period ○ Consider issues, challenges as well as strengths ○ Consider options, discuss ideas for moving forward ○ Agree next steps
Feedback on mentoring partnership	<ul style="list-style-type: none"> ○ Consider the working mentoring partnership from both the mentors and mentees perspectives ○ What's working well, what's not working well, what do we need to do differently ○ Agree any amendments to working partnership
Consider and agree actions / next steps	<ul style="list-style-type: none"> ○ Summarise agreed actions (who is doing what by when) ○ Agree tentative agenda for next meeting, logistics for booking next meeting

What Happens if The Mentoring Relationship Doesn't Work?

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For a variety of reasons a mentoring partnership may end early (e.g. where the rapport does not develop sufficiently) and this is ok. It's better to walk away from a partnership that is not working and seek an alternative mentor/mentee than continue with a relationship which is of no benefit to the mentor/mentee.

Resources

Clutterbuck, D. (2004) *Everyone Needs a Mentor: Fostering Talent in Your Organisation*, London, CIPD

Clutterbuck, D. and Megginson, D. (2009) *Techniques for Coaching and Mentoring*, Oxford, Butterworth Heinemann

Crawford, C.J. (2004) *Manager's Guide to Mentoring*, McGraw-Hill Professional

Hay, J. (1995) *Transformational Mentoring: Creating Developmental Alliances for Changing Organizational Cultures*, London, McGraw Hill

Lewis, G. (1996) *The Mentoring Manager*, Institute of Management Foundation, Pitman Publishing

www.mindtools.com

www.cipd.co.uk

<http://new.coachingnetwork.org.uk/>

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Code of Practice

- Mentoring is a confidential activity, participants have a duty of care towards each other.
- The Mentor's role is to respond to the Mentee's needs and agenda; it is not to impose their own agenda.
- Mentors must be aware of any current law and work within the law.
- The mentee should be aware of their rights and the complaints procedures.
- Mentors and mentees should respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- The mentee must accept increasing responsibility for managing the relationship; the mentor should empower them to do so and must generally promote the learner's autonomy.
- Mentors need to be aware of the limits of their own competence in the practice of mentoring.
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. However, they should help the mentee to recognise how other issues may relate to these areas.
- Mentors should not develop inappropriate relationships with their mentee.
- The mentoring relationship must not be exploitative, neither may it be open to misinterpretation.
- Mentors cannot act as an advocate, witness or provide advice on disputes that the mentee may be involved in. However, they can help develop plans for coping or developing new opportunities.
- Partners should dissolve the relationship in accordance with the programme's procedures.
- Mentors and mentees share the responsibility for the smooth winding down of the relationship when it has achieved its purpose – they must avoid creating dependency.

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