Pro-Active Mentoring Project
Minority Ethnic Recruitment, Information, Training & Support

MENTORING PACK

The Brunel University Careers Service Pro-Active Mentoring Project was selected by AGCAS for funding as part of the national AGCAS MERITS Project. MERITS is funded by DES (Department of Education and Skills).
Introduction

About this pack – This pack was produced to support mentors involved in the Pro-active Mentoring Pilot – carried out in Spring 2002 at Brunel University as part of the MERITS project. It is now being made available as a downloadable file for use by any organisation in need of a simple, effective and comprehensive set of resources with which to support those taking on the role of mentor, whether as part of a formal mentoring programme or not. It is particularly aimed at those supporting undergraduates as career mentors but could be used in other mentoring settings. The Pack gives guidelines that can be used to develop a relationship/partnership between mentor and mentee. It has been written from the mentor’s perspective, providing support and guidance to facilitate the mentee’s personal and professional development.

Features of the Brunel Pro-active Mentoring Pilot – The pilot is testing a methodology for delivering career planning activities (in this case a career mentoring programme) towards a specific target group (in this case Black and Asian students). To achieve this, the programme is being integrated into the curriculum of courses where the target group is highly represented. Key aspects of the pilot are:

• The Pro-active Mentoring Programme has been integrated into a compulsory skills module in the Department of Biological Sciences. Approximately 60% of students in this department are Black or Asian. Stand-alone mentoring schemes tend only to attract highly motivated students – the integrated approach ensures that a higher proportion of minority ethnic students are engaged in the mentoring process than would otherwise be the case. It also allows all other students on the targeted courses to benefit from the scheme.

• Student participants have received training in networking skills and have been given support in setting their own learning objectives for the mentoring process. A number of practical exercises and materials have been developed for this purpose. These are available in the Pro-active Mentoring Tutor Pack – also available as a downloadable resource.

• Most of the mentors involved in the pilot are alumni of the targeted department. A small number of other local employer representatives have also been involved.

• The majority of mentoring relationships were initially formed at an Alumni Fair, at which each student had at least two advisory interviews with potential mentors.

• As a result of their work with mentors, participants will produce a learning log and an action plan – these will be assessed by a tutor for the module.

Detailed information on the Pro-active Mentoring approach, including full outlines of class sessions and copies of teaching materials developed, are available in the sister publication to this pack – the Pro-active Mentoring Tutor Pack – which is also available as a downloadable resource.
What is mentoring?

Looking back into Greek mythology the word ‘mentor’ is associated with Odysseus the king of Ithaca. He went to fight the Trojan War entrusting his son Telemachus to his old and trusted friend, Mentor, for care and direction. Mentor carried out his duties for 10 years after which son and father were reunited.

As time has gone on ‘mentor’ has become synonymous with trusted adviser, friend, teacher, wise person, the Oxford Dictionary defining it as: “experienced and trusted adviser”

Mentoring has been an established tool/process used by organisations to develop individuals helping them reach their potential. However for most, the process is informal and is defined by the mentor assisting the mentee to discover something new about their capabilities and self.

Many definitions of ‘mentoring’ have been offered, but its very nature has defied definition, as it has been used in different establishments through different systems. This has given those taking part varied experiences and different support mechanisms.

There are commonalities which appear when looking at definitions on Mentoring such as:
- A professional relationship
- Support for professional development
- Personal support
- A partnership lasting over a pre-determined and fixed time scale
- A significant process over an individuals career

One way to help in understanding what mentoring is, is to look at what mentoring is not.
- It is not a tutor/student relationship where the focus is on producing an academic outcome within a prescribed syllabus where the tutor is in control
- It is not an instructor/trainee relationship focusing on learning skills and techniques to perform a specific function where the instructor is in control of the learning process
- It is not a manager/employee relationship where the manager controls the outcome of the task
- It is not a friend/friend relationship, which mainly focuses on personal development usually outside work, focusing on either friend depending on the circumstances

For our uses we can see the mentoring process as:
…a relationship orchestrated to provide professional and personal support to an undergraduate. The mentor uses their experience in a facilitative manner to support the development of the mentee. Mentoring is used to assist individuals at specific times of development or transition and lasts for a defined period of time. The relationship provides an opportunity for both to develop and benefit from the process.
The benefits of mentoring

Mentoring will have a clear and positive effect on the personal and professional development of the mentee. It is also intended to benefit the mentors and the organisations they work for.

Your involvement as a Mentor supports an undergraduate by:
• Giving them an insight into your work and career
• Assisting them with practical tips on planning a successful job search strategy
• Offering advice and guidance with their career thinking and their transition from undergraduate to young professional
• Developing understanding, skills and problem-solving support
• Encouraging reflection and recognise and celebrate effective practice
• Identifying areas for development and improve self-confidence

Your involvement will benefit you and your organisation as the project allows you the opportunity to:
• Develop and practise coaching skills
• Demonstrate your commitment to equality and diversity
• Gain a real understanding of diversity issues facing students
• Share the knowledge and experience gained at University
• Take part in a innovative nationally funded project
• Target undergraduates when other departments take up the material produced
• Improve job satisfaction, motivation and enhance peer recognition
• Encourage self-reflection and develop specific skills
The principles in mentoring

The following principles underpin the project and the mentoring scheme:

1) There must be shared understanding of and agreement with the purposes of the mentoring scheme

2) The process has to be understood by all those taking part

3) The mentoring project is a constructive, developmental form of support – of mutual benefit to those taking part

4) There will be adequate training, preparation and support for those taking part in the mentoring scheme

5) A clear understanding of and agreement on the level of confidentiality will be required within the mentoring relationship

6) Any written record produced should be appropriate to the needs of the mentor and mentee. Records – including, where, used, recorded – should be accessible to the mentee

7) The mentoring scheme will reflect and promote a commitment to equal opportunities

8) Open communication and consultation will occur throughout the implementation and management of the scheme

9) The continuing development of the mentoring scheme will require regular reviews of its operation

10) Participants will create a time frame both for the frequency of meetings and for the duration of the relationship
The mentor’s role

The relationship between mentor and mentee is very much mentee-centred focusing on their professional and personal development. It may include the giving of advice, information, establishing facts, sign-posting, self-appraisal, etc. Whatever the techniques, the emphasis is on enabling and empowering the mentee to take charge of their own development and their environment.

To allow this transition the importance of interpersonal skills is essential. These skills include listening effectively, empathy, understanding a non-judgemental approach and the ability to facilitate through skilled questioning.

The role of the Mentor is to:

• Listen
• Question, to elicit facts
• Give information, knowledge about organisation/occupation and informal networks
• Give advice on career development
• Offer different perspectives
• Offer support and encouragement
• Draw on own experience when appropriate
• Confront and discuss current issues
• Take the lead and make decisions – at least early on in the relationship

And to encourage the Mentee to:

• Listen
• Clarify understanding
• Share thinking
• Review and reflect on one self
• Change assumptions
• Consider different perspectives
• Develop and manage a career plan
• Take responsibility for their own development
• Make decisions to maximise the outcomes of the mentoring relationship
The mentoring relationship

The mentoring relationship can be a very powerful positive experience. It enables and develops a greater sense of confidence, enhancing the professional and personal skills of both parties. To make sure the experience/relationship is a success, a number of factors need to be addressed.

Factors for success

There area a number of factors which will contribute towards a successful relationship between Mentor and mentee:

• Clear guidelines for the roles and responsibilities of both parties
• Agreed and shared understanding of the nature and type of support
• Commitment towards the principles and values of the mentoring scheme
• The skills of both the mentor and mentee
• Clear communication in both directions

Clear communication is the cornerstone on which all the other factors sit. It is through constructive and empathic dialogue the relationship can develop allowing both parties to bring forward their ideas, enter discussions and maintain professional development. It is within this environment both parties can flourish.

To allow clear communication we can consider activities, tasks, strategies and skills that can be utilised.

Activities

The following are only a suggestion of activities that mentors may take part in:

• An initial contracting meeting
• Work-shadowing
• Review discussions
• Making use of a learning log
• Building a portfolio or record of achievement
• Personal support
• Reviewing the relationship
• Ending the relationship
Tasks
Again the following are tasks which the mentor may use to varying extents depending on the relationship and circumstances:
• Negotiating and agreeing
• Identifying needs
• Observing
• Recording
• Giving and receiving feedback
• Assessing
• Advising
• Informing
• Problem-solving
• Target-setting
• Clarification of strategies and actions
• Evaluating

Selecting and using strategies for supporting the Mentee
Once mentee and mentor have established the tasks, clarified activities and within a mentoring agreement determined the basis of the professional discussion; it is the mentor who determines the nature of the communication.

There are different ways a mentee can be supported, checked, encouraged and given constructive feedback. With each strategy, it is important to be aware of its purpose, appropriateness, the likely impact and its value to the mentee.

Strategies can include:
• **Giving advice** – offering the mentee your opinion on the best course of action
• **Giving information** – giving information on a specific situation (e.g. contact for resource)
• **Taking action in support** – doing something on the mentees behalf
• **Observing and giving feedback** – work shadowing and observation by either or both parties. Observation coupled with constructive feedback is a powerful learning tool
• **Reviewing** – reflection on experience can develop understanding allowing one to consider future needs, explore options and strategies
The selection of strategies can be guided by a number of factors, such as:

- Values and principles underpinning the mentoring scheme – in this case, encouraging self sufficiency and empowerment
- Shared understanding between mentee and mentor of the purpose behind the mentoring relationship
- Quality and level of the professional relationship
- Level of experience and need of the mentee
- Level of mentor’s own awareness and comfort with the mentoring process

Mentoring is an empowering experience for the mentee; it is therefore vital that the strategies chosen encourage the mentee towards autonomy. The mentee will negotiate the forms of support needed at the initial contracting stage; by making use of processes that are self-helping such as learning logs, self review journals, reviewing meetings and feedback.

The relationship can be used to develop skills for both parties and is dependent on clear communication. This all-important communication can benefit from analysing a number of key skills, **Active Listening** and **Questioning**.

### The skill of Active Listening

Active listening is the ability to listen and internalise what is being said, essentially listening and understanding. You can use your whole self to convey the message of an active listener involved in the discussion, showing interest, gaining trust and respect. This can be achieved by using verbal and non-verbal communication.

**Non-verbal** communication has more impact than words alone, so facial expression, eye contact, non-verbal prompts (e.g. head nodding) and body posture (leaning slightly towards the mentee, showing interest) will contribute towards building upon the professional relationship and improving discussions.

Your surroundings can also be utilised to create a climate appropriate for discussion to occur. The aim is for a quiet, pleasant and relaxed environment with no physical barriers (e.g. a desk between mentor and mentee) to be used to conduct the meeting in.

Within active listening we can concentrate on two important aspects used within mentoring these being:

**Being Focused:** Keeping the mentee focused on a specific discussion topic, keeping the conversation confined around one area. This is difficult as mentees in the early stages of mentoring tend to have many questions and move from one to the other without linking or having a structured approach.
Using Verbal prompts: Using sounds or key words to encourage the mentee to talk more, clarify a point or extend an idea e.g.

- The use of expressions like ‘I see’ and ‘Go on…’ and by using sounds like ‘Uh-huh’ and ‘Ye-e-s’
- Repetition of key words within a discussion e.g. If the mentee says ‘I am really concerned…’ repeating ‘concerned?’ may prompt the mentee to expand further and shows the mentor is interested and concentrating on the mentee.

There are of course barriers to active listening which mentors need to be aware of. Awareness of these barriers will allow the mentor to encourage, support, show interest and respect to the mentee.

**Barriers to listening include:**

**Tuning in and out** – on average we think approximately four times faster than we speak, leading to listeners tuning out, using the space to address their own thoughts or concerns rather than staying tuned into the listener.

**The glazed look** – there are times when an individual will concentrate on the speaker (mentee) rather than on what is being said for whatever reason, bringing on that glazed look on the face of those listening, a look we all recognise.

**Mentee-centred** – issues discussed are less important than the mentee, our discussions should always work around the development of the mentee and not the subject being discussed.

**Becoming heated** – certain phrases, words and views may cause mentors to feel as if they should dive-in with their own opinions; resulting in the mentee becoming irritated, upset and switching-off. It is OK to give your own view but remember the professional discussion is for the mentee and it is their ‘arena’ with the mentors primary task being that of the facilitator/listener.

**Giving space** – during discussions the mentee will have silences and spaces, which will vary in length. Try not to rush in and fill these, as we all have differing periods of reflection and thinking. It is important to allow the mentee time to internalise their thoughts.
Using the art of questioning

Questioning, if used effectively, is a very useful and powerful tool. It allows the mentee – mentor relationship to develop, assisting the mentee in exploring and understanding their experiences with the hope of formulating avenues and actions for the future.

There are many reasons to ask questions, they maybe to:
- To satisfy curiosity
- To obtain or clarifying information
- To assist in exploring an issue
- To look at possible alternatives
- To check understanding
- To challenge contradictions, views etc
- To move the discussion forward
- To direct the discussion

With the effect questions have and their power, it is important to select those which are of greater use. Questions can essentially be broken down into two types, closed or open questions.

Open Questions:
These are questions which require more than just a ‘yes’ or ‘no’ response and usually begin with ‘How?’ ‘Where?’ ‘What?’ ‘Who?’ Questions beginning with these can be used to:
- Gain information – ‘What happened as a result of…?’
- Explore personal issues – ‘What is your view on…?’ ‘What are you expecting to achieve ?’ ‘How are you feeling having...?’
- Consider and explore avenues – ‘What are the possible options for...?’ ‘What may help when...?’ ‘How would you deal with...?’

Closed Questions:
These are questions which evoke a ‘yes’ or ‘no’ response and in doing so narrow down the opportunity for the mentee to expand, closing down the discussion e.g. ‘Do you…?’; ‘Did you…?’. Continual use of closed questions will restrict the discussion, resulting in the mentee saying less and the mentor asking more and more questions. The overall effect is poor communication and a difficult environment to work within.

There are times when closed questions are useful. They can be used to summarise and confirm a discussion, bringing parties up to speed and to the same level e.g. ‘So, you are saying that you don’t have an issue with...?’.

Avoid asking multiple questions. These are a number of different questions asked within the same sentence. They are unclear, cause confusion and stop both parties from focusing on the meeting.
Preparing for the role of mentor

Concerns
Mentors may have concerns, and it is reassuring to know that these concerns are also experienced by the mentee’s. Some of these concerns may be:
- Will we get on?
- Will there be enough time for the meetings?
- What am I supposed to do?
- Will I be able to do this?
- Confidentiality?
- What if things go wrong?
- etc.

We can see that these concerns can apply to both parties. The mentor and mentee can start to look at these issues prior to the initial contracting meeting. Reviewing past experiences and looking at the expectations of the mentoring programme can do this. Look at Worksheet 1 (appendix i) and try to answer the questions prior to your initial meeting. This will allow you to prepare and formulate questions, which can be raised and answered both at this stage and at stages prior to the initial meeting. Worksheet 1 gives you the opportunity to reflect on past experiences and how these have supported you to play the part of mentor. The reflection will also invite you to consider issues that maybe important for the future success of the mentoring relationship.

The initial contracting meeting
The initial meeting is very important, it will set the stage for the relationship, allow a forum in which to establish the parameters essential for the success of the mentoring experience. It is the time to set, clarify and agree issues, these may include:
- The purpose of the mentoring scheme and your expectations of what you hope to get from the experience?
- The framework for the supporting activities – What and how will these be delivered? What preparation prior to the meetings is needed? Each other’s responsibilities?
- Issues around time – Frequency of meetings? How long will these meetings be?
- Review meetings – Important to review the aims, objectives and consider how the relationship is developing and changing.
At the end of discussions of the initial contracting meeting both parties need to reach a shared agreement that states clearly what each party expects to give and gain from the relationship. This agreement can be verbal or a simple written summary can be used. A written version may be clearer and more useful. An example of a Mentoring Agreement can be found in appendix i, titled Worksheet 2. Remember that this is a suggestion and both mentee and mentor may adopt another method as long as the basics are outlined.

The mentor and mentee may want to consider the following when looking at an agreement:
How might the agreement help?
Would the agreement be unhelpful? How would it be unhelpful?
How do you feel about setting up a mentoring agreement?

Mentor – Mentee meetings
The meetings are the central function allowing discussion on experiences, giving and receiving feedback, exploration of issues and talking through options for future action and development. The mentor acts as facilitator/enabler through skilful questioning, a non-directive, non-judgemental approach and the use of different strategies. All this needs to happen within an agreed framework around a clear purpose or purposes.

The main purposes of the meeting may include:
• Reviewing experience
• Giving feedback
• Identify strengths and achievements
• Identify weaknesses and areas for development
• Exploring options
• Teaching or coaching specific skills and techniques
• Engaging in discussions on professional issues
• Agreeing support needs
• Setting targets for future action

The emphasis on the purposes will vary both during the meeting and across the meetings and during contacts. The meetings are not the sole point of contact as individuals may use the telephone and e-mail for shorter types of contact.
How can we ensure these meetings work?
There are a number of important issues/factors which we can consider to make the meetings work, these are important for success.

Issue 1. Structure, purpose, content and process.
The meetings should have a clear structure and purpose with respect to content and time parameters. These need to be defined and agreed upon during the initial contracting meeting and recorded if required on the mentoring agreement. Giving the meeting a clear structure and process will ensure the time is used effectively.

Content of the meetings will normally follow a linear progression. Moving from, looking back at recent experience, then discussing present experience and finally discussing future options. These three areas are linked and follow on from each other systematically. You may only discuss the last two looking at present experience and discussing future options or even work from looking at options and then the present experience.

• Looking back at recent experience – How have things been going? What has worked well? What hasn’t worked?
• Discussing present experience – What are your thoughts now, in the light of what’s been discussed and raised?
• Discussing future options – exploring and agreeing goals for future action, discussing ways to meet the needs identified. Developing potential, clarifying and agreeing the support needed.

There are normally three key process stages within the review meetings:
1. Establishing the task and people parameters – developing trust, connecting with each other, setting the agenda and ground rules
2. Exploration and clarification – of issues raised, mentees thoughts and feelings and the mentors views
3. Identification and agreement – targets and tasks for future action for both parties
**Issue 2. The mentors skill as a reviewer**
In order for the review meeting to work effectively the mentor’s ability to use their skills appropriately is essential. The core skills will probably involve, displaying respect, understanding, empathy, the ability to clarify, active listening, questioning, focusing, delivering feedback, summarising, negotiating, solving problems, target setting and action planning.

Just by looking at the core skills, we can see that the position of the mentor is very powerful. It is the mentor’s ability in using these skills to **empower** the mentee, that is the ‘magic’; moving the power base from themselves to the mentee, allowing them to develop. The mentor will draw on their expertise, experience, knowledge base, charisma and ability to assess the mentee and situation.

**Issue 3. Feeding back to the mentee**
Feeding back into the mentoring process is essential for any review and is the core component to the development of the mentee. There are many factors, which can disrupt the feedback (receiving and giving) process, and for that reason it is a challenge for both mentee and mentor.

We can try to support and make the process easier by considering 4 key steps.

**Step 1. Trust and Respect** – Before the feedback process even happens it is important that mentee and mentor develop their professional relationship. Part of this development will be to discuss issues around feeding back, what it involves and what both parties want from it.

**Step 2. Quality of the information fed back** – Base comments on quantifiable and reliable information.

**Step 3. Two-way discussion** – Make sure the discussion is a two-way dialogue, where both parties are involved and buy into the process. There needs to be an exchange of ideas, views and opinions from both.

**Step 4. Constructive Outcomes** – Feedback needs to search for ways forward, strategies and solutions to difficulties that arise moving the development and learning forward.
These Steps can be helped along if we are:

- **Specific** – feedback is useless unless it is based around specifics and clarity. Neither party will be able to move forward until they know what does or does not work well
- **Evidence based** – refer to materials which support the feedback
- **Parameter bound** – work within the agreed and negotiated agenda set prior to the review (initial ‘contracting’ meeting)
- **Realistic** – feedback on those aspects which can be changed or developed
- **Checking** – ask for views and comments on the focus of the feedback, allowing involvement and an ownership of the process. The mentoring will work better if both parties feedback into the review
- **Honest** – be true to the agreed delivery of feedback, using sensitivity along with honesty to address issues

### Issue 4. Moving on

A review and feedback session that is successful will lead to clear outcomes. These clear outcomes are identified areas of strength, achievement and clearly show how things have worked and why. From these, clear and well defined ideas for progression can be formed. To assist the process **Worksheet 3** (appendix i) provides a simple recording format, which you may want to use as a template.

Remember the mentee-mentor relationship also needs to be reviewed within the format as the needs and input of both parties’ change. The ever changing relationship effects the dynamics and helps to assist both in keeping the meetings targeted but needs to be reviewed regularly.

The Moving On stage will reach a natural finale at which point it will be time for the relationship/partnership to end. Hopefully this end will be at a stage when the mentee has become an independent learner able to facilitate his or her own development without the aid of the mentor.

For most parties there is a degree of sadness and regret at the ending of an effective relationship, even when both parties know that it has reached the end of its useful life. It is important that the relationship finishes on a positive note and celebrates success in the final review.
Mentoring materials for the Mentee

It is important to remember that the mentee is responsible for their own growth therefore they need to be actively involved in the discussions that take place. They are taking control of their development by managing themselves, using the mentors as facilitators.

The mentor has decided to accept responsibilities in contracting with the mentee in a mentoring relationship. Therefore the mentee has responsibilities to the mentor and only by taking these on will the relationship work. The responsibility is one that is shared by both parties.

It is the mentee’s duty to input into the relationship building the mentor’s involvement and commitment. As the mentee, you can develop and support this relationship by:

• **Clarity** – clear communication of your needs and aspirations to and from the mentor will make the meetings focused and both parties will know where they stand.
• **Networking** – use any contacts and confidential information sensibly, seeking permission from the mentor when using their name or details
• **Taking action** – agreed tasks need to be completed within the negotiated time frames
• **Not making demands** – that burden the mentor-mentee relationship especially around the issues of time and networking
• **Remembering** – mentoring is just as much your responsibility, it is a two-way process and you will get what you are prepared to put in

The mentee can start to ask questions helping themselves to bring forward concerns, ideas, hopes, past experiences etc. **Worksheet 4** (appendix ii) will help to initiate the types of areas you may want to start to look around to assist in the process.

**Review meetings**

To make effective use of the review meetings the mentee needs to prepare by reflecting on their past experiences this will develop understanding, allowing one to consider future needs, explore options and strategies with the mentor’s input. The mentee can start this process by considering the following pre-fixes to sentences:

• I am experiencing difficulty with…
• In terms of support, I may need…
• I want to develop my skill(s) in… What would you suggest?
• Things that have gone well are…
• How can I find out more about…?
• I have appreciated your support and ideas on… etc.
The pre-fixes above are only limited examples and many more will come from your reflections and thoughts. One way to ensure you are able to reflect on clear issues, is to use some form of learning log, journal or diary system.

A learning log/recording system allows the mentee to self-review and it is through this process you learn, develop and more importantly take ownership of the process. You can then, reflect, recognise achievements, analyse practices and identify areas for development. Some of the common questions, which may be used to help the mentee reflect, are:

- What have I achieved?
- What have been difficult areas when...?
- What analysis has come from?
- What have I learned from...?
- What do I need to change so I can...?
- What do I need to develop to allow me to...?

**Things to include and remember when you use a learning log/recording system:**

- Reflection and analysis – concentrate on key learning points
- Support and development needs – be specific
- Difficulties that were encountered and how they were resolved
- Identified strengths
- Achievements and successes
- The log is for your own development and needs only be shown to those who have contracted into the mentoring programme with you

The mentoring programme will only work if you are willing to buy into it. It is a two-way process and is there as a tool to support your development. You are equal partners in a relationship, which allows you access to professionals from the world of work. Using their skills, expertise and experience you can start to develop yourself.

The materials used within the mentor section are just as useful to the mentee, especially the worksheets and their supporting sections. It is helpful to familiarise yourselves with the mentor materials to understand the process and demands.

We can look at the process as a life cycle of events, concluding with the end of a useful relationship/partnership. We can see the mentoring life cycle (appendix ii), emphasises the developmental points and termination of the process. It shows the importance of the relationship and the necessity for excellent communication between the parties.
Appendix i
Appendix i

Worksheet 1 – Mentor Preparation Sheet
The questions below will allow you to reflect on your past experiences and the future success of the partnership in your role as a Mentor.

1. What within your past or present experience has given you preparation for your role as a mentor? (e.g. staff development, management of staff, have been mentored, etc)

2. What have you learned from the experiences above that will prepare you for the role of mentor?

3. How do you see yourself supporting the professional development of the mentee?

4. What types of personal support do you think you will be able to provide?

5. What support do you feel you require to allow yourself to perform as a mentor? How can this be supplied?

6. What do you feel makes a successful mentoring relationship?

7. What do you think the mentee will gain from the relationship?
8. What do you think you will learn from the relationship?

9. What do you think your organisation will learn from the relationship?

10. What difficulties and constraints do you feel there will be on the mentoring relationship? How can these be resolved?

11. How much time do you feel will be required for the relationship? How will this time be found?

12. What other thoughts and questions do you feel surround the mentoring scheme?

Asking questions that allow you to reflect and look at issues that may affect the mentoring relationship are important. They allow the mentor and mentee to engage in dialogue within the initial contracting stage, setting guidelines and parameters, keeping the relationship focused.
Worksheet 2 – Mentoring Agreement – Example

Remember that this is a suggestion and both mentee and mentor may adopt another method as long as the basics are outlined. The mentor and mentee may want to consider the following when looking at an agreement:

How might the agreement help?

Would the agreement be unhelpful? How would it be unhelpful?

How do you feel about setting up a mentoring agreement?

Date: ........................

This mentoring agreement supports the mentoring relationship/partnership between:

(mentor)....................................................and

(mentee).....................................................

Mentor and mentee have agreed that the main aim(s) of the relationship/partnership are eg:

• Provision of focused personal and professional support to assist the development of the mentee
• ......etc
• ......
• ......

Mentor: the support that I will offer during the mentoring relationship/partnership will include:

Mentee: from the mentoring relationship/partnership I hope to gain

Guidelines for the mentoring relationship/partnership:

• Mentee’s responsibility to research areas/issues discussed within agreed time scales
• We will review how the mentoring relationship/partnership is working on the following dates .......
• Mentor to act as facilitator providing....
• ......etc

Signature(mentee)............................................................
Signature(mentor)............................................................

Copy of the mentoring agreement is kept by all parties concerned.
Worksheet 3 – Moving On (a review meeting recording sheet)
Provides a simple recording format, which you may want to use as a template.

This format can be changed in any way to suit and reflect the needs of both parties. The template helps you to look at the professional, personal development and the relationship. It provides an easy way to record what you are hoping to achieve, the actions needed, outcomes and support required. The system works better when these issues/factors are clearly defined and broken down into manageable ‘chunks’.

Date:....................

..............................................................(mentor)

.............................................................(mentee)

Within the review it is helpful to look at the relationship as the partnership develops as the demands change the relationship will change. Issues which you may want to bear in mind while conducting the review are:

• How is the partnership working?
• What is working well?
• What if anything is not working well? How can this be resolved?
• What additional support is needed for mentor/mentee?
• What are both parties getting from the partnership/relationship?
• What constraints or difficulties are affecting the relationship? How can these be overcome?

General comments on progress and achievements since the last meeting on the ............

Specific competencies and achievements which have been identified? May be helpful to record supporting evidence.

Areas which need to be developed?

Agreed actions for the future.

Support required for development and actions.
Appendix ii

Worksheet 4 – Mentee Preparation Sheet

Your partnership with your mentor can potentially be an invaluable form of personal and professional support. Making sure it is successful is a responsibility that is shared by both participants. The questions below will help you reflect on your requirements and the experiences you will bring to the relationship.

1. What within your past or present experience have you had of being mentored, given advice or training etc?

2. What have you learned from the experiences above that will prepare you for mentoring?

3. How do you see yourself being supported by the mentor?

4. How can you support your mentor to allow them to support you?

5. What do you feel makes a successful mentoring relationship?

6. What do you think the mentor will gain from the relationship?

7. What do you think you will learn from the relationship?
8. What difficulties and constraints do you feel there will be on the mentoring relationship? How can these be resolved?

9. How much time do you feel will be required for the relationship? How will this time be found?

10. What other thoughts and questions do you feel surround the mentoring scheme?

Asking questions that allow you to reflect and look at issues that may affect the mentoring relationship are important. They allow the mentor and mentee to engage in dialogue within the initial contracting stage, setting guidelines and parameters, keeping the relationship focused.


**Mentoring Life Cycle of Events**

We can look at the process as a life cycle of events, concluding with the end of a useful relationship/partnership. We can see the mentoring life cycle, emphasises the developmental points and termination of the process. It shows the importance of the relationship and the necessity for excellent communication between the parties.

---

**Pro-Active Mentoring Programme**

- **The final review – Saying Goodbye**
- **Gaining commitment from all those thinking of taking part**
- **Getting involved in the process – taking up a place at the ‘fair’**
- **Getting together on the 6th March 2002 – Mentoring Fair**
- **The initial contact meeting – getting to know each other and setting agreed parameters**
- **Moving on – reviewing and evaluating the partnership/relationship**
- **Learning together – outcomes recorded to allow development, learning and maintaining focus**
- **Working together – needs of both will change as the relationship/partnership develops**