Mentoring Information Pack

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The purpose of this pack is to support the mentor through the mentoring relationship and support the learning that has taken place during their induction and training. The pack/handbook cannot take the place of ongoing support from Mentors for Women, or support and networking meetings, but can provide a point of reference for mentors. The pack/handbook is used to support the training not as a substitute for induction and training.

Contents

1. What is Mentoring?

'offline help by one person to another in making significant transitions in knowledge, work or thinking'
(Megginson and Clutterbuck, 1995)

Modern 'Developmental Mentoring' is about empowering the mentee. A mentor is someone who shares their wisdom and can facilitate action that has a positive effect on our careers and lives.

In Greek mythology, Mentor was the trusted advisor to Odysseus. Our use of the term mentor dates to 1699 when French writer François Fénelon wrote Les Aventures de Telemaque (Telemaque was Odysseus' brother), and the main character in the story is Mentor. This book gave us the modern use of the term mentor: counsellor or teacher; trusted friend; one with wisdom and experience to share.

The mentor acts as a trusted advisor who can provide advice, guidance, and insight to help their mentee in the advancement of their career and/or through life stages. Mentoring can influence personal development, career choice, motivation, work-life balance, performance and well-run schemes are rated positively.

A mentor may adopt a wide range of roles, sounding board, role model, challenger, critical friend. This enables a mentee to test their assumptions and develop their decision-making processes. A mentor can help to provide contacts who the mentee can network with as part of their career advancement, not only in looking for new roles but also for building a network of their own for the future. A mentor can often also provide professional development advice, helping the mentee understand the development they need to undertake to further their career.

2.   About the Mentors for Women's mentoring scheme

Mentors for Women is an organisation which provides a new and unique concept in mentoring - a subscription-based service targeted at women. Our vision is to provide a platform to find a mentor, regardless of where women are in their career or life; starting out, eager to progress, ready to move on or slow down, maybe returning from a break. We are non-sector specific and have a team of mentors from all sorts of careers backgrounds and businesses. Mentors for Women is a place of inspiration, a place to share our stories both personal and professional, a place to check in and see what is new, a place to be and a space to grow.

Our bespoke mentoring system will manage the mentoring process and measure success, based on completion of the relationship and outcome of those objectives agreed between the mentor and mentee, giving confidence that the experience will be exactly what is needed.

a. All mentors create a profile detailing their skills, experience, and availability
b. Mentees identify those attributes important to them and are presented with mentor profiles that match
c. Mentees opt for a maximum of 3 mentors for an informal discussion, before making their choice
d. Each mentor receives notification of the outcome of the mentee's decision with feedback for those not chosen
e. The mentor and mentee draw up a mentoring agreement for 3 mentoring sessions
f. Details of the agreement are entered into the mentoring system to support tracking and remuneration
g. At the end of 3 sessions, if the mentee wishes to extend the relationship and the mentor agrees, a new agreement is drawn up and the system updated
h. Throughout the relationship, feedback is entered into the system to enable Mentors for Women to monitor the process and make any necessary improvements

3.   The benefits of mentoring

Research carried out by McKinsey & Co has shown that companies with the greatest gender diversity on their executive teams are 21% more likely to outperform peers on profitability and 27% more likely to create superior value. However, according to a global survey by leadership advisory firm Egon Zehnder, nearly half of women report not having access to the kind of senior leaders who could serve as effective mentors.

Formal mentoring programs help organisations retain employees, increase job satisfaction and commitment, and cultivate organisational values and behaviours. When done right, mentoring helps people take positive steps forward in their careers—which also helps develop the talent pool for that organisation. Having a diversity of mentors as well as a diversity of mentees, such as provided by Mentors for Women, can expand a person's perspectives, and help them grow more intentionally and effectively. Mentoring that crosses lines in both directions in all sorts of ways...race, ethnicity and national origin, sexual and gender identity, age, ability, class background, etc. is so powerful. Mentor/mentee relationships do not need to echo traditional privilege structures or go only one way across lines of difference; we all have so much to learn from each other, we all have stories to share about how we bring our full selves to work, how we succeed and thrive, how we achieve results, and we all can do better by learning from those stories.

Mentoring is about helping others develop in a positive way and more effectively. It is a relationship designed to build confidence and support the mentee so that they can take control of their own development and progress. It is trust-based and confidential and should help them to feel valued, represented, productive, self-fulfilled and rewarded. Mentors use their knowledge and experience to support mentees to develop skills, identifying goals, opportunities to learn and find their own solutions to overcome issues. Mentorship is key to everyone's personal and professional growth.

4. The effective mentor

Mentors listen and give their time, support, encourage and challenge, provide a framework to look at options and to plan future action, share experiences where relevant, signpost information and resources – including people/networks. Mentors do not collaborate, get involved in employment matters or directly act on behalf of a mentee. They also do not provide references or judge the actions the mentee takes.

The effective mentor will invest their time in the relationship. By giving the mentee space, encouraging reflection and regular feedback they will allow the mentee to have autonomy to select issues, to consider options, and make their own decisions. The mentor may offer appropriate self-disclosure, confidentiality sharing professional savvy. The effective mentor creates rapport in the relationship, listening, reflecting back and summarising the discussion through asking and answering questions and offering insightful perspective.

The effective mentor will always remember that the mentee is the expert on their own life!

The effective mentor will guide the mentee to have realistic ambitions, to take responsibility for the outcomes while being open to challenge and being challenged. Openness, good humour and respect from both parties is essential to a good mentoring relationship.

5.   Key skills

Being a mentor is a challenging, stimulating and hugely rewarding experience. A mentor has a genuine interest in helping others develop and gets great satisfaction out of sharing their learning and experiences. Research has shown that just about anyone can be a mentor because it's not necessarily about having all the information at their fingertips for the correct answer to any query, it is about prompting the mentee to find out the answers to their own questions. At Mentors for Women training is readily available through a mixture of mediums to develop the key skills required to be a mentor. These include:

Building rapport: By subtly matching non-verbal communication - especially voice patterns and eye contact patterns; by careful choice of language – positive and open; by using an appropriate style and tone and humour (with care); by sharing stories and interests; by offering resources; by developing a genuine interest in the other person and in their model of the world

Listening: The quality of someone's thinking is related to the quality of the attention of the listener. To be an active listener it is essential to be present, to see, to focus, to feel, to think, to hear

Providing time and space, so the mentee can hear themselves think, encouraging and building their confidence

Asking Questions: By checking the mentee's assumptions, what is limiting their thinking, and are their assumptions true. By asking open questions - What? How? What If? Can you tell me more about that? By probing and clarifying

Answering Questions: By offering insightful perspective, Reflecting Back & Summarising: By drawing out key issues and learning; by repeating the mentee's key statements and thoughts, using the same vocabulary and tone; by not making assumptions or adding value judgements; by not reflecting back negative or self-deprecating comments; by checking that you have understood. It hhelps the mentee to hear their thoughts distilled - including what they stress and/or omit

Emotional Intelligence: By understanding their own moods and emotions and how these impact others; through self-regulation; through empathy

Not being a therapist: By being aware of when conversations are straying into the realms of therapy and when to ensure mentees obtain more appropriate help

Checking effectiveness of the session: By asking what is working and what isn't, what does the mentee need, what can be done differently? By noticing their own reactions and behaviours and the mentee's responses.

6.   Distance mentoring

The same general principles of effective mentoring apply. The mentor must work to build the relationship, paying particular attention to communication skills. It will be harder to establish rapport and distractions are more likely. Confidentiality and privacy need specific attention, and both parties should ensure no-one else can hear and or see the conversation. Technical issues can be more of a problem.

There are actions which can be taken; Firstly, agree at the outset what methods you will use and document this in a mentoring agreement. When on video calls it can help to place the other person's image near the camera and turn off the 'self-view' capability to prevent distractions. Finding a private room/space and notifying others that your call is personal will give privacy. And always have a backup plan.

7.   Modelling the mentoring space

Frameworks can be helpful to maintain focus and stretch in a mentoring relationship, especially for distance mentoring. A mentor will often use a framework or model to give structure to discussions and sharing this can help the mentee understand the mentor's approach and help the relationship to be more effective. There are several models in general use, and a simple framework would be:

Check in - Focus on issues - Review

One useful tool that we discuss further in the Mentors for Women training sessions is the OSCAR Coaching Model (Gilbert & Whittleworth 2009) which is similar to the GROW Model used in coaching:

Review (On Track?) - What is the Impact?

Actions - What Will You Do?

Choices - Look at Your Options

Situation - Understand Your Context

Outcome - Agree Objectives

Another model is the 5 C Model. This model (Pegg, 1999) supports a mentee who wants to focus on a particular set of challenges or has a range of options to decide between. The 5 Cs are:

Challenges – an issue or problem the mentee is currently facing

Choices – the options available to them for dealing with that issue or problem

Consequences – the consequences of choosing one option over another

Creative solutions – other solutions that the mentor and mentee might come up with during their discussion

Conclusions – a decision about what to do next and a commitment to act

The first 15-minute meeting will be used by the mentee to choose a mentor, from up to three initially identified as matching their requirements. It is not a formal meeting and will not have a set agenda, but it should be an open and honest discussion about the mentee's aims and objectives for the mentoring sessions.

The meeting is an introduction to each other, with both parties asking questions that are relevant to being able to build a good relationship and work together. Each party will have been able to review the profile of the other party which should help in the initial meeting. The mentor should direct the conversation to develop an initial rapport between both parties, or highlight, in a non-judgmental way, any barriers to establishing a meaningful mentoring relationship. It is no reflection on either party if this rapport cannot be established, and they mutually decide that the mentee should meet with another mentor.

The meeting should establish:

What are the mentee's needs and aims? What do they want to get from mentoring? What are the mentee's objectives? Are they SMART (Specific; Measurable; Achievable; Realistic; Timebound)?

What is important to include in the mentoring agreement? Timescales – achievable & availability?

What might be difficult in the mentoring relationship? What can be done to maximise success?

This first meeting will also confirm the future meeting format, including location, agenda, action fulfilment and ongoing communication methods and frequency. This will enable both parties to ensure that they are able to build a good relationship to meet the objectives.

The Mentors for Women team are on-hand to give any support necessary. We have a policy of 'no-blame divorce' - it is better for a mentee to find a new mentor than to enter and struggle with a relationship that is not working.

8. Mentor – Mentee meetings

The first of the three mentoring sessions contracted will include establishment of a mentoring agreement (see appendix 1).

The mentee should identify some objectives for the mentoring prior to the first meeting and load these into the system. The objectives should be discussed to ensure they are SMART (Specific; Measurable; Achievable; Realistic; Timebound) and adjusted in the system if necessary.

Before each meeting the mentee sets the meeting agenda, and after the meeting produces a summary of the meeting including issue(s) discussed, the main discoveries/learning and the actions agreed.

Regular feedback is required from both parties after each meeting and at the conclusion of the mentoring relationship feedback for both parties is entered into the system by the mentee.

9.   On-going support and evaluation

The Mentors for Women mentoring scheme is monitored and evaluated and each relationship reviewed on a regular basis. This is:

> To provide and maintain an effective mentoring scheme for all members

> To identify further relevant learning opportunities for all members

In order to achieve these objectives, it is essential that regular feedback is made in each mentoring relationship, and it is part of the mentor's responsibility to ensure this is achieved. There is an opportunity for the mentee to make notes on the objectives in the system.

For mentors wishing to progress through the levels of mentoring, we recommend the use of a portfolio. The portfolio should record details of each mentoring session in terms of what went well, what you could do better. The aim of the portfolio is to show the growth of the mentor.

Although Mentors for Women does not currently offer supervision for mentors, we ask mentors to state on their profile they are qualified as a supervisor, or if they have a supervisor.

Supervisors willing to provide mentors with supervision will be able to add their name to the Supervisors Corner. A mechanism for getting in touch will be available through the Mentors for Women website.

10.   Contact points at Mentors for Women

Should you need to contact us at Mentors for Women, there are several ways to do that.

Telephone : 01708 871310

Mail : admin@mentorsforwomen.com

Use the contact us form on the website. https://mentorsfowwomen.com/contact-us/

Message us on Facebook Messenger https://www.facebook.com/mentors4women

Appendix 1: Mentoring Contract – Example

Link:

1.	Mentors and mentees agree to allocate regular and reasonable times in their schedule to meet and will not make excessive demands on the other's time	Agreed to meet (weekly/monthly/quarterly) for X hours at a pre-agreed time face to face/online via X
2.	Mentees will set a meeting Agenda before each meeting detailing the subject matter for that meeting	The agenda will be shared in a timely manner with the mentor
3.	The first meeting will set out the objective(s) of the Mentoring Relationship, to be measured against at each subsequent meeting	
4.	Mentors and mentees will agree an action plan at the end of each meeting and progress will be monitored at the next meeting	The final meeting will include feedback from each party which will be added to then mentoring record by the mentee
5.	Mentees will always keep the mentoring relationship record on the Mentors for Women system up to date	Mentor will be able to view, but not edit
6.	Mentors will abide by the mentoring scheme Code of Ethics and be aware of the Mentor Guidelines	The Code of Ethics can be found in the documents folder, under How can I help you?
7.	Mentors and mentees will respect each other's boundaries, cultural customs, and religious beliefs	
8.	Both parties will accept that the mentoring partnership is ultimately a professional relationship and so must be treated as such	A mentor is bound by confidentiality only up until a point as contained within the Code of Ethics
9.	Either party can end the relationship at any time with no blame being attached to either party	Due notice will be given to end a relationship and details passed to Mentors for Women
10.	Consideration needs to be given to the Data Protection Act if records or notes of meetings are kept	Specific provision is made under the Act for processing sensitive personal information, including areas such as mental health
11.	If there are serious concerns about a mentee's wellbeing and/or behaviour, the mentor will inform Mentors for Women at the first opportunity	
12.	If there are concerns about the mentor/mentee relationship from either party, they will inform Mentors for Women at the first opportunity	

Appendix 2: Mentoring Competencies and Fees

The competence framework provides a description of a mentor at four levels of development and the competence indicators are examples of behaviours or principles that meet the eight competence categories

Level One £80ph	Level Two £125ph	Level Three £250ph	Level Four £400ph
• Individuals with an understanding of the practice of mentoring and having the core skills of mentoring • Some experience of working with others using mentoring conversations to support and encourage development of skills/performance	• Individuals with experience of mentoring and skills developed in the practice of mentoring • Established experience of working with others using mentoring conversations to support and encourage development of skills/performance • Using reflective practice to identify the salient points in their mentee interactions, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice	• Likely to be a professional mentor who draws on a range of models and frameworks and connects with new ideas into their own approach • They role-model good practice • Likely to be working with a range of mentees in multiple contexts • Will be building capacity for progression, managing complex and challenging relationships, working with ambiguity and change • Likely to be working fluidly in the moment, with varied and often complex client issues in demanding contexts • Using reflective practice to identify the salient points both in their mentee interactions and across their practice, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice	• Professional, experienced and expert mentors who create their own innovative approach based on critical evaluation on a wide range of models and frameworks • Likely to work with mentees using their skills and experience flexibly to widen mentees perspective beyond the current 'issue/context' and thus stretching their learning and development • Method of working typically involves creating innovative approaches tailored to the requirements of each mentee • Actively contributes to the professionalisation and the evolution of the mentor field. Contributions could include: −Developing models and tools −Publishing about the profession −Supervision of peer mentors −Education of other mentors −Developing the work of a recognised mentoring professional body

Eight mentoring competence categories

At each 'higher' level, the mentors should describe greater breadth and depth of knowledge; greater synthesis of ideas; ability to evoke more significant insights; working effectively with increasingly complex issues and contexts, and, at the higher levels, the creation of a coherent personal approach to mentoring.

1. Understanding Self
Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the mentees objectives

2. Commitment to Self-Development
Explore and improve the standard of their practice and maintain the reputation of the profession

3. Managing the Contract
Establishes and maintains the expectations and boundaries of the mentoring contract with the mentee

4. Building the Relationship
Skilfully builds and maintains an effective relationship with the mentee

5. Enabling Insight and Learning
Works with the mentee to bring about insight and learning

6. Outcome and Action Orientation
Demonstrates approach and uses the skills in supporting the mentee to make desired changes

7. Use of Models and Techniques
Applies models and tools, techniques and ideas beyond the core communication skills to bring about insight and learning

8. Evaluation
Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation of outcomes

Appendix 3: Mentors Training Plan

Mentors for Women members will have access to a multi-level on-line training programme. On-site training will also be available to organisations at a reduced fee, and wherever possible, in their local area. Training sessions are offered throughout the year.

MENTORING FOR WOMEN PROGRAMME				
	LEVEL 1	**LEVEL 2**	**LEVEL 2+**	**LEVEL 3**
EQUIVALENT AWARDS	None	ILM 2 Award	ILM 2 Award	ILM 3 Award or Certificate / EMCC Foundation
INDUCTION	2h	1h	1h	1h
TUTORIALS	-	-	-	-
STUDY HOURS	Online content – 1 hour; Webinars - 1 hour; Networking day (or online equivalent) - incl. 2 hours' induction	Level 1 PLUS 3 hours training per level 2 Learning event	Level 2 PLUS 3 hours training per level 3 Learning event	Masterclasses (each 4 hours training & 2 hours practice)
SKILLS PRACTICE		3 hours practice per level 2 Learning event	3 hours practice per level 3 Learning event	Masterclasses (each 4 hours training & 2 hours practice)
MENTORING/ COACHING HOURS		Within sessions	As monitored through reflective practice portfolio	As monitored through reflective practice portfolio
REFLECTING		Within sessions	As monitored through reflective practice portfolio	As monitored through reflective practice portfolio