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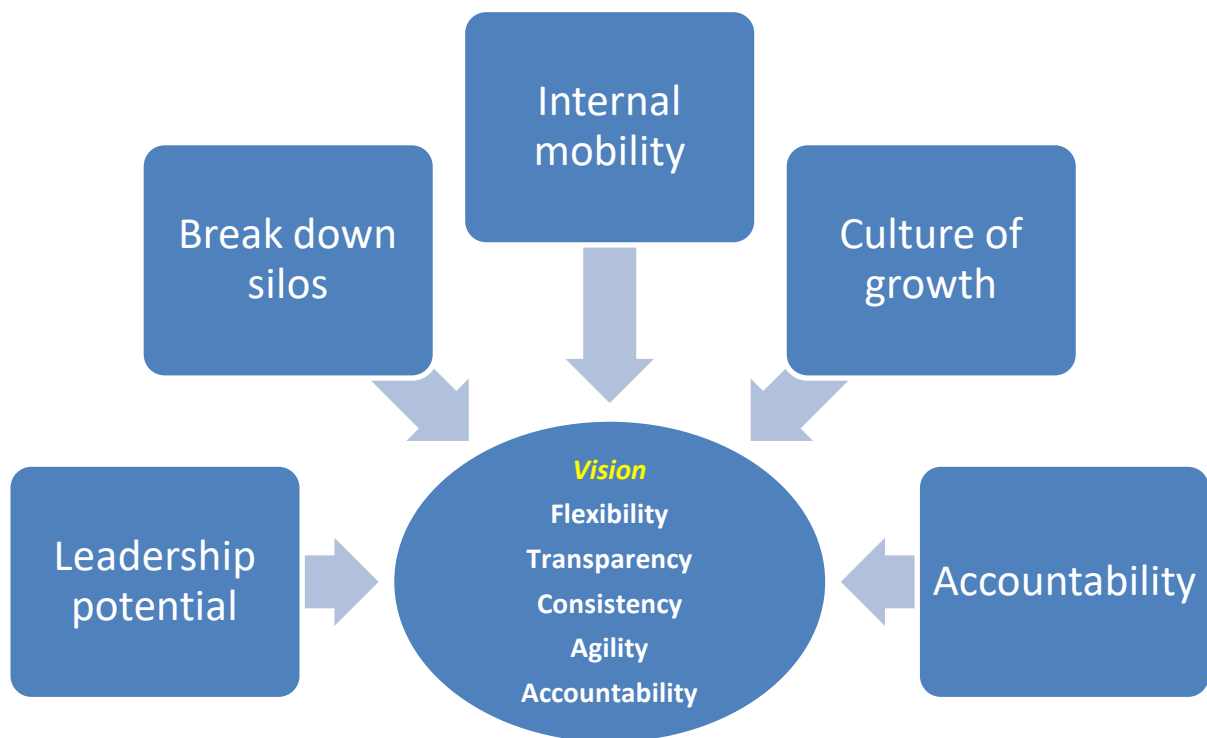
January 1

UIS Mentoring Scheme

2020

Mentoring Guidelines

Key Objectives of the mentoring scheme

- **Leadership potential:** By improving people's self-awareness, and having someone neutral to bounce ideas off, it improves leadership potential

- **Break down silos**: We made sure we have matched you to someone that you would not normally work with, and so this helps to broaden the knowledge base and break down silos

- **Internal mobility**: By gaining familiarity of other areas and making those contacts, internal mobility becomes more natural

- **Culture of growth**: The collective effect of individuals developing and growing is an overall culture of growth

- **Accountability**: Improved accountability is a product of people being more confident in their roles

What is Mentoring?

For UIS, Mentoring is building a two way learning relationship in order to support and encourage people to manage their own development to maximise their potential, upgrade their skills and help them become the person they want to be.

The CIPD gives a more detailed definition:

"Mentoring involves the use of the same models and skills of questioning, listening, clarifying and reframing associated with coaching. Traditionally, however, mentoring in the workplace has tended to describe a relationship in which a more experienced colleague uses his or her greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff." - **CIPD Coaching and mentoring factsheet (2012)**

Two Key Components of Mentoring:

The UIS/IT mentoring scheme is comprised of two key development components. One-to-one mentoring and learning resources.

One-to-one Mentoring

- Try to meet once monthly with your mentee(s) or mentor(s) and frequently communicate through web meetings, emails or phone call etc
- Establish trusting relationship in order to get the most out of mentoring
- Assist and challenge mentee(s) with improving his/her "MYs"

Learning resources

- Monthly learning material
- Interim meet-ups/events depending upon the needs

The Mentoring Process:

1. **Preparing**: **The preparing phase is the discovery stage of the mentoring relationship**

   - Both mentor and mentee must prepare themselves individually and in partnership
   - Take time to get to know each other to build a rapport
   - Clarity of roles and responsibilities – a way to work together
   - Exchange views on what the relationship is and is not/managing expectations
   - Establish a regular pattern of contact – meet on regular basis

2. **Negotiating**: **The negotiating phase is the business stage of the mentoring relationship**

   - Support your mentee by helping them identify SMART objectives and career vision
   - Support your mentee to create a personal development plan
   - Agree on an informal contract – consider ethics and confidentiality

3. **Enabling**: **This phase is the work stage of the mentoring relationship- making the relationship an empowering and positive experience**

   - Work on each other's strengths and expertise
   - Review action plan/objectives regularly
   - Empower and identify opportunities
   - Identify new and creative ways of working
   - Be transparent by giving honest feedback to each other
   - Learn, collaborate and work together

4. **Closing**: **The closure phase is the reflection stage of the mentoring relationship**

   - Allow the relationship to evolve
   - Revisit purpose/ objectives/ action plan - review and evaluate critically
   - Reflect on what has been learnt and what more can be done as part of Continuing Professional Development(CPD)
   - Clearly define the achievements and development areas
   - Celebrate achievements with each other
   - Identify if the mentee is ready to become the next generation Mentor

Note: *Face to face meetings are not the only way to meet with your mentee. Emails, telephone calls and web meetings can also be a part of the process.*

The Three 'MYs':

One-to-one mentoring focuses on helping mentees to manage the three "**MYs**" of their professional life "**My career", "My competence, "My confidence''**

My career:

- Planning career development
- Creating personal development plan
- Focus on objectives and strategies

My competence:

- Innovating and achieving excellence by being more agile
- Developing functional / technical skill
- Dealing with competing demands by being more accountable

My confidence:

- Assessing personal presentation
- Communicating effectively across disciplines
- Influencing key partners
- Empowerment of knowledge

Mentoring Agreement:

- **Time:** Agree when the mentoring relationship will end: six months would be a reasonable length of time or longer to continue as friends. Also, agree on the time to meet every month
- **Flexibility:** Agree, if it is OK to be contacted by phone if the person you are mentoring has a particular question
- **Confidentiality:** Agree that you will not disclose to anyone else what you discuss with the person you are mentoring unless it's with their consent
- **Boundaries:** You are not responsible for the person you are mentoring, or for their formal induction. You can easily answer questions, fill in the odd small gap and give friendly guidance
- **Review and evaluation:** At the end of the arrangement, look back over the time and list what went well and what you might do differently another time. Comment constructively on each other's handling of the role

General Guidelines for Mentoring

- Mentors should not be in the mentee's immediate discipline or have any line management responsibility
- The mentoring relationship should be mentee-driven
- It should last 9 months but you may continue for longer
- Each party takes equal responsibility
- It's open to anyone within the UIS, IT Community including Colleges and Departments

Matching process

Typically, while inviting the mentors and mentees for the mentoring scheme, they will be asked for information that would help the scheme co-ordinators identify:

- The mentor's areas of strength as a professional
- The mentee's possible areas of need for further professional growth
- A degree that the mentor's strengths match the mentee's needs
- The mentee's institution/ work location
- Compatibility of the match

Making the meetings effective

- **Clarity of structure and objectives**: Discuss about the structure and the objectives (SMART) before the meetings. These should be agreed between the mentor and mentee during the preparing and negotiating phase.

- **Regularly review the content of the meetings**: Reviewing the mentee's objectives, experiences and review if objectives have been met or, if not, why not? There should also be a balance of discussing current issues and thinking about the future and ensuring the mentee sets realistic objectives for their action plan.

- **Establish to keep the dates and times set**: It is easy to let the day job get in the way but try to focus on the outcomes/benefits to everyone by engaging in mentoring. Give it the priority it requires to ensure success. Spell out the time commitment and set a fixed date to catch-up every month – put it in your diary/ calendar. This helps both the partners to encourage the culture of taking responsibility and be accountable

Common mentoring pitfalls

It is natural and expected for mentoring relationships to experience set-backs from time to time. To avoid or minimize these setbacks be aware of the common mentoring pitfalls:

- **Unrealistic expectations**: Be honest and realistic about what the relationship can accomplish in six months. Make sure that you clarify **SMART** objectives and expectations during the negotiation phase of your relationship

- **Getting side-tracked**: The primary objective of your mentoring relationship is for professional development. Discussing personal information is not completely off limits but if you think that your conversations is getting side tracked, quickly refocus the conversation back to the purpose /objectives of the meeting

- **Mentors have all the answers**: Good mentoring is all about asking the right questions to support their mentee's and empower them find the possible solutions

- **Bypass through trust building**. Trust is one of the key factors to ensure successful mentoring relationship. Mentoring is an evolving process so, don't let the pressure to move quickly into achieving objectives/expectations cause you to miss out on this critical step

Benefits of Mentoring:

Benefits for the Organisation:

- Employees feel an increased sense of commitment and loyalty leading to engagement
- It is a chance to build on strengths and development needs and shape the talent pool for the future
- Create a culture of growth which enhances continuous learning and development
- Encourage retention to maintain competitive advantage
- An opportunity to recognise the aspirations and potential of the employees
- Break down the "silo" mentality that hinders collaboration among departments/teams or Institutions

Benefits for the mentee:

- Increased confidence/self-esteem
- Increased sense of value within the organisation
- Free advice and guidance on professional development
- Safe learning environment
- Increased understanding of the organisation
- Focus on specific skills (i.e. coaching from the mentor)
- Ideas about career opportunities
- An opportunity to hone new skills (financial, staff management, committee membership etc)
- Someone outside of the normal work line to act as a sounding board

Benefits for the mentor:

- Personal satisfaction in developing the future of someone else
- Learning more about other areas within the organization
- A chance to re-assess their own views and leadership skills
- Gain exposure to new ideas, approaches and perspective
- Learning new ways to develop others
- A chance to challenge and be challenged – mutuality

Benefits for the line manager:

- Frees up time for other management/ strategic responsibility
- Employee get support from another source leading to engagement within the team
- Employee has an opportunity to have 1:1 attention and quality time (outside the team)

Key roles/ responsibilities mentors:

- Helps the mentee to develop "MY" areas
- Actively listens and provides encouragement, feedback and new insights
- Establish and build trusting, confidential, and mutually beneficial relationships
- Agree and keep to a mentoring contract

- Identify the objectives of the mentee and agree priorities (driven by learner)
- Help mentees to articulate their aspirations and then realise their potential
- Encourage the mentee to take responsibility and ownership of the content
- Support the mentee in seeing the bigger picture, particularly if he or she is concerned only about the short term objectives
- Recognise and celebrate achievements
- Encourage the mentee to think 'out of the box'
- Initiate reviews to progress at regular intervals

Support for mentors:

At times, mentors may need to support themselves. There is a range of support available:

- Guidance document
- Monthly learning material
- Your own mentor if you have one
- On – line resources and tools
- Mentoring workshop

Key roles / Responsibilities of mentees:

- Taking responsibility of his or her career development – no 'quick fixes'
- Keep up the time commitment
- Define and agree expectations for the relationship
- Be prepared to come out of the comfort zone and be challenged when the mentor feels that will of benefit
- Be transparent to share information about strengths, development needs and ambitions
- Committed and punctual to attending the planned mentoring sessions and taking actions discussed with the mentor
- Commit to completing agreed development tasks i.e. creating a PDP
- Respecting the ground rules of the mentoring programme
- Initiate their own development and make the most of learning opportunities

Key roles/responsibilities of the line manager:

- Allow mentees to attend mentoring sessions
- Provide reasonable support for the development of the mentee
- Not talk to the mentor about the mentee (unless all parties agree)
- Be clear about the distinctions between managing and mentoring

Key models/techniques to use during the mentoring sessions

There are a variety of models and techniques that can be used during the mentoring sessions and these can be associated with mentoring. A few have been listed below:

Grow model:

Grow: What do you want?

Reality: Where are you now?

Option: What could you do?

Wrap up: What will you do?

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 and 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 10 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 this 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 and are clear about success

Suggesting – what alternatives can be suggested? Drawing out

Asking – what else do you need? What else do you or they need to do?

Ending the Mentoring Relationship:

It is important to consider how the mentoring relationship will end. Reasons for ending the mentoring relationship can be varied:

- The relationship has achieved its objective(s)
- You feel that your mentee is confident and ready to move on
- You have tried but the other party is not responding
- The scheme is coming to an end
- The relationship isn't working successfully and both parties wish to move on.

It is a good practice for the mentor and mentee to revisit the original objectives and compare them with actual achievements or outcomes. This allows both mentor and mentees to evaluate the progress and acknowledge and motivate each other on what has been achieved.

Methods of resolving issues in a mentoring relationship include:

Although a lot of consideration is given to identifying a suitable match, if after a series of meetings either the mentor/mentee, the mentee feels that the relationship is not going to be as beneficial as either party would wish, please take the following steps:

1. Discuss it
Talk to the mentor/mentee and discuss why you feel the relationship may not be working. In some circumstances, simply by discussing these concerns, the situation can be easily resolved. Also, discuss and agree a way in which mentee and mentor can work better together going forward.

2. Contact the Career Development Team
If these concerns are still not resolved, agree with your mentor/mentee that you will contact the mentoring scheme facilitator **Rinku Raina** at **rr541@cam.ac.uk**

4. Bring the relationship to a close
If all efforts to restore the relationship do not work or it is deemed inappropriate to continue the relationship, the Career Development Team will work with the mentee and mentor to bring the relationship to a close and seek appropriate alternative mentoring opportunities.

Evaluating the Mentoring scheme:

It's good practice to measure the progress of the mentoring relationship.

- after three months to assess how well the relationship is working
- at the end of 9 months to measure outcomes

Templates

OBJECTIVE SETTING AND ACTION PLANNER:

Effective objectives should be **SMART**:

• S: Specific • M: Measurable • A: Achievable • R: Results-oriented • T: Time based

Objectives:	Learning Activities: (e.g., assignments, projects)	Resources: (e.g., Readings, training)	People to Meet:	Potential Barriers	Success Indicators/ Time frames:
Objective #1:					
Objective #2:					
Objectives #3:					

Mentoring log for Mentee:

Date	Time	Competency/skill discussed	Action Plan step	How and when completed

Personal Development Plan:

Learning Objectives *What do I want to achieve or do better?*	Success criteria *How will I recognise success? How will I review and measure my improvement?*	Actions *What methods will I use to achieve my learning objectives*	Implementation *How will I practise and apply what I learn?*	Target date *By when will I complete it?*