University of Wolverhampton Business School

A Managers' & Mentors Handbook On Mentoring

2009/10

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The details in this guide may be amended to improve the operation of the scheme and to take into account changes in University Academic Regulations.

The History & Development of Mentoring

The classical history of mentoring can be traced back to Greek Mythology and Homer's Odyssey. The tale discusses the King Odysseus going to war and leaving his son, Telemachus, with his old friend Mentor. Mentor is an older, wiser, paternal figure acting as a trusted advisor; both caring and training his son by sharing his knowledge, experience and wisdom. The term 'mentoring' itself comes from a Greek word meaning 'enduring' and the term protégé can be taken from the French verb 'protogere', meaning 'to protect'.

Over time Homer's epic story has provided for alternative interpretations that bear on the way that the wider history of mentoring is conceived. For instance, feminist writers would contend that it was the Goddess Athena in the poem that represented the active mentoring role as she was a self-sacrificing and inspirational character and did not take the directive, more controlling role of Mentor. (Ford 1999 as cited in Colley 2005.) Other authors suggest that the practice of mentoring dates from much earlier than Greek mythology, suggesting that there is increasing evidence that the gradual dominance of modern man over other related species was a consequence of passing down knowledge and wisdom from generation to generation (Shea 2002, Clutterbuck & Megginson 2004).

According to some academics, from Homer to the new millennium not much has changed in terms of mentoring (Gulam & Zulfiqar 1998) However, others would argue that despite the tendency to portray mentoring as an activity which has endured since Homeric times, for much of human history its forms have been submerged in other relationships (Gay & Stephenson 1996, Monaghan & Lunt 1992, Gulam & Zulfiqar 1998, Colley 2005.)

Several different types of relationship that involved mentoring activity were based on important practices in certain cultures and historical eras, such as that of religious master-discipline, and the long established trade craftsman-apprenticeship professions (Gay & Stephenson 1996, who later added therapist-client.) Monaghan and Lunt (1992) agree that mentoring has its roots in the apprenticeship system. Through these relationships, mentoring has become chiefly characterised as a 'parental type' relationship between a more experienced person and a developing individual.

The Rise of Mentoring in Business

America claims that they discovered the phenomenon of mentoring as a business and career development tool particularly with reference to an article in the Harvard Business Review which claimed that professionals that had mentors reported higher levels of career satisfaction, earned more money at a younger age and were better educated (Roche 1979). Another article followed later that year, again discussing how 'everyone who makes it, has a mentor' (Collins & Scott 1979). Despite questions over the validity of some of these studies, according to DeMarco (1993), this was the start of the business world recognising the value of linking the novice with the expert. Megginson & Clutterbuck (1995) agree that mentoring was an American import which they have helped to adapt

to the differing British cultural and business context. However, Strathern (1997) argues that such imports often consist in the unrecognised return of earlier imports!

According to Colley (2005), mentoring over the last 20 years has become an 'in' thing, particularly in the public sector supporting teaching, nursing and career guidance professions as well as in the private sector supporting the development of the new recruits, graduates and the potential of business managers. The steady growth of mentoring in the UK has also been supported by the New Labour Governments Social Exclusion Agenda and Welfare to Work policies, supporting the 'at risk' and 'in need' groups in our society, with a mentoring type approach.

Definitions of Mentoring

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

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

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

Here are some US definitions;

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

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

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

Here are some UK/Europe definitions;

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

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

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

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

Coaching and Mentoring

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

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

Some definitions of coaching;

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

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

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

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

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

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

All of the above definitions can be applied to mentoring in the workplace too again showing how the definitions and processes overlap depending on the context, individual needs etc.

Similarities & differences?

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

Similarities & differences between key 'helping' interventions

Activity	Mentoring	(Traditional) Coaching	Professional Counselling	Training	Managing
Purpose	Personal growth	Specific task/action orientated	Explore personal issues and problems	Transfer of new skills	To meet/exceed team targets and team goals
Focus	Individual	Task/skill	Individual	New skill	Team
Delivery	Typically 1:1	Typically 1:1	Typically 1:1	Typically in groups; Generic training programmes	Within groups and 1:1
Ownership	Protégé	Coachee	Client	Trainer	Employee
Goals set by	Protégé	Job/Orgn.	Client	Job/Orgn.	Job/Orgn.
Key actions	Listen and be guided by the client – focus on capability and potential	Specific job/task or skills related discussion (guided by job need)	Encourage the client to make some personal decisions	To train in specific skills for their job/life	To guide, manage, supervise, lead, direct, motivate team
Timescales	Contract/last a lifetime?	As needed basis/short term	Short term sets of sessions	Short term	On-going basis

Who benefits?	Both parties (mutuality)	Focus on client	Focus on client	Trainee	Manager & Team
Who is involved?	Mentor Protégé Manager	Coach Client Manager?	Counsellor Client 3rd party?	Trainer Trainee Manager?	Employee Manager
Sponsor?	Manager	Manager	Personnel	Training	Manager
Confidential?	Yes	Yes	Yes	No	Yes
Key interests	Protégé	Coachee	Client	Trainees	Team Profitability?

Ultimately, whether we label it coaching, mentoring, counselling, training or managing, if done well its effectiveness will depend in large measure on the manager's belief about human potential (Whitmore 1997) and if Managers believe in the power of recognising and supporting individuals within their team, then mentoring and coaching are helpful interventions in their quest to do this.

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

The Benefits & Importance Of Mentoring

The benefits for the organisation;

Easier recruitment and induction

- o Mentoring help new recruits to become accustomed to the work environment more easily

- o As a result, employees become settled more quickly and therefore more productive more quickly

- o If supported properly at the start, employees feel an increased sense of commitment and loyalty, therefore are likely to stay longer

- o Overall, costs of re-recruiting and re-selecting are reduced

Improved employee motivation

- o Mentors help employees to understand the organisations long term plans

- o They help employees to make the most of learning opportunities available i.e. support for qualifications

- o They help employees see the career progression routes and how to get there

- o Mentoring supports personalised development and continuous improvement

Management of the corporate culture

o   Mentoring is an opportunity to explore differences in organisational values and individuals values/behaviour

o   A chance to tap into power sources of the organisation; helps to clarify which organisational aspects are open to change and which are fixed

o   Help to identify which behaviours are rewarded and not rewarded etc

Succession planning

o   Mentoring is an opportunity to recognise the aspirations and potential of the employees

o   It is a chance to build on strengths and development needs and shape the talent pool for the future (feeds into appraisal)

o   It is one way that senior managers can be familiar with the talent pool

o   Sometimes mentoring is linked to a 'fast-track' scheme

o   Mentoring is a way of providing additional support, for high potential people

Improved communications

o   Mentoring helps the protégé become familiar with the language of mentor/senior levels of the organisation

o   Informal communication channels are opened beyond the prescribed organisational channels/between the layers of the organisation

o   Additional communication channels are opened up between otherwise disparate groups, to raise awareness of what other areas are doing, sharing information from different perspectives etc

o   Open communication channels, encourage team work and productivity

Staff retention

o   Mentoring helps to keep good people, to maintain competitive advantage

o   Employees that are in mentoring schemes are less than half as likely to be thinking about leaving (again reducing recruitment/selection costs)

The benefits for the protege/mentee;

- A chance to discuss and put the theory to practice, when studying qualifications
- Obtaining opportunities to network, visibility (access to senior management thinking)

- Having someone (other than your Manager) available to share difficult situations
- Having someone to believe in you and your ability
- Being given help to work out what it is you want from life and work
- Being given help to develop a greater confidence
- Learning to cope with the informal and formal structure of the organisation
- Working through tactics to manage relationships with other people
- Becoming more comfortable in dealing with people from unfamiliar backgrounds
- Learning how to communicate with others in more senior positions
- Making sense of feedback from others and deciding how to deal with it
- Being given the opportunity to challenge the organisations thinking and be challenged in return
- Being given the opportunity to receive career advice (and possible enhancement)
- Gaining an insight into management processes
- Having someone else to act as a 'conscience and a guide'
- A larger resource within the organisation to draw on/network with

The benefits for the mentor;

- The huge amount of learning that they take from the experience
- The opportunity to make a reflective space in a hectic schedule
- The satisfaction of knowing that they have made a difference to someone else
- The intellectual challenge of working on issues that they do not have direct personal responsibility and that may take them into unfamiliar territory
- An increased skills base and reputation
- A chance for them to re-assess their own views and leadership style
- A chance to become more aware of other's views about management, the organisation etc, a source of challenge to one's own thinking
- The chance to broaden their perspective/collect others views – an opportunity to view the organisation with fresh eyes, to understand what others going through
- A chance to discover and work with the talent of the future
- By explaining best practice concepts to others, may help to reinforce them once more for themselves
- An opportunity to share their knowledge, skills and experience
- A chance to challenge and be challenged – mutuality

- Taking pride in the protégés/mentees achievements

- Learning new ways to develop others; an integral part of the Managers job

The benefits for the Line Manager;

- Frees up time for other management responsibility

- Employee gets support from another perspective/additional source

- Sometimes not get enough time to spend quality time with employees

- Feedback from mentoring discussions fed back to Manager (with agreement)

- Information feeds into appraisals/succession planning – additional support

- An opportunity for employee to have some 1:1 attention (outside of team)

What key knowledge, skills and attitudes should mentors have?

- Relevant job-related experience
- Well-developed interpersonal skills
- An ability to relate well with people who want to learn
- A desire to help and develop others
- An open mind, flexible attitudes
- Recognition of their own development needs and need for support
- Time and willingness to develop relationships with protégés
- Experience of facing difficulties, new challenges, being helped themselves, working with others, achieving/failing, taking responsibility and dealing with stress

(Taken from the Zurich Mentoring Guide 2005 as cited in Cranwell-Ward et al 2005)

What should mentors do?

Mentors should have the skills to;

- Set high performance expectations
- Offer challenging ideas
- Help build self confidence
- Encourage professional behaviour
- Offer friendship
- Confront negative behaviours and attitudes
- Listen to personal problems
- Share examples, information and resources

- Provide growth experiences
- Explain how the organisation works
- Help far beyond their duties or obligations
- Stand by their protégés in critical situations
- Offer wise counsel
- Provide tailored, accurate and regular feedback
- Encourage winning behaviour – role model behaviour
- Trigger self awareness & encourage reflection (for protégé and themselves)
- Be sensitive to the day to day needs
- Inspire to excellence
- Share critical knowledge
- Offer encouragement
- Stimulate creative thinking
- Assist with careers
- Recognise and reward positive change in behaviour
- Help to deal with grey areas
- Self disclosure/share own experiences and career decisions made

In summary, mentors should have;

- a genuine care for the development of people
- commitment to the work and success of the organisation
- knowledge of the organisation, networks, processes/knowledge of how things happen
- a strong respect for self and others and great patience
- readiness to spend time and thought on the mentoring activity
- a desire to create and work in a relationship of trust and confidentiality on both sides

The 10 Mentor Competencies (Clutterbuck 2000)
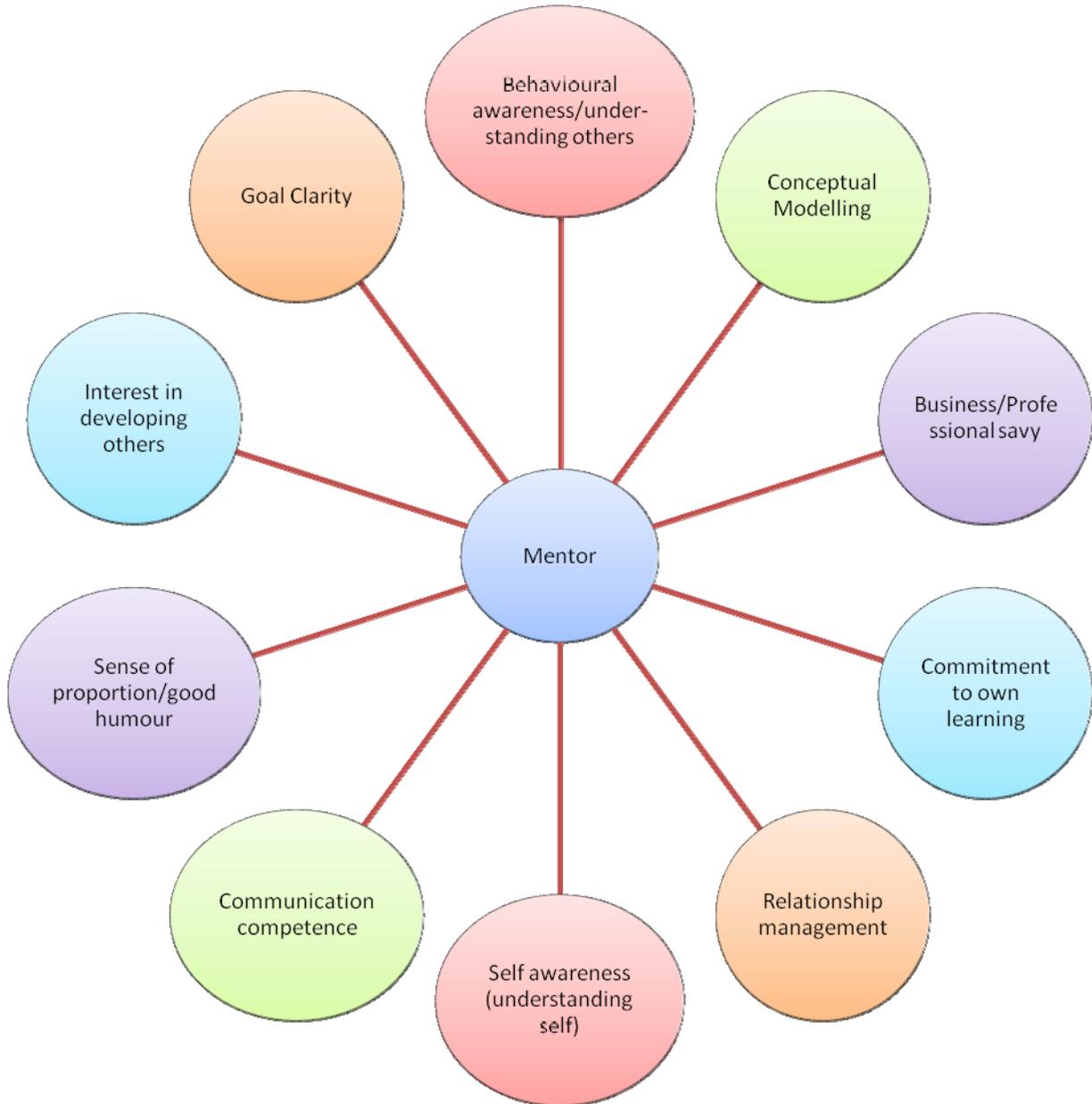
7 types of mentor assistance, throughout the relationship (Shea 2002)

1. **Shifting context**

   - Help the protégé to envisage a positive future or outcome

   - Help protégé to envision worthy goals i.e. to be a Manager, and to inspire them to move towards this

   - Examine the seriousness of their commitment to their goals

2. **Listening**

   - Be a sounding board – ask helpful and challenging questions

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

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

3. **Identifying feelings**

   - Help protégés to identify motivators for success

   - Listen for words but underlying meaning as well – mentors need to detect emotions and feelings and respond appropriately to them

   - Reinforce belief in positive potential for growth beyond current situation

4. **Productive confrontation**

   - Discuss negative behaviours without judging and/or inappropriate decisions

   - Recognise repetitive patterns of behaviour & counsel to break the pattern

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

   - Provide insight into unproductive strategies and behaviours

5. **Providing appropriate information**

   - Offer non-judgemental, sensitive responses – provide professional guidance

   - Present multiple viewpoints to generate more in-depth analysis

   - When appropriate, suggest possible solutions or sources of helpful information

6. **Delegating authority and giving permission**

   - Empowering a protégés self confidence through delegation

   - Identify/creating learning opportunities for them

- Make statements that encourage personal actions to fulfil 3expressed objectives

7. **Encouraging exploration of options**

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

- Allow protégé to choose the path and make it work

Unhelpful Mentor Behaviours;

- Criticising & judgemental
- Telling what to do/giving advice/talking at the protégé/mentee
- Solving the problems for the protégé
- Closed questions
- Making assumptions/taking actions on behalf of the protégé
- Interfering and intervening on behalf of the protégés
- Discuss the protégé with the line manager (without permission from the protégé)
- Agreeing to do something and not carrying this through
- Giving false information, having an alternative agenda
- Talking about how it was in 'your day'

In short, what do MENTORS actually do?

- manages the relationship **M**
- **E** encourage
- nurtures **N**
- **T** teaches
- offers mutual respect **O**
- **R** responds to the mentees needs
- support at all times **S**
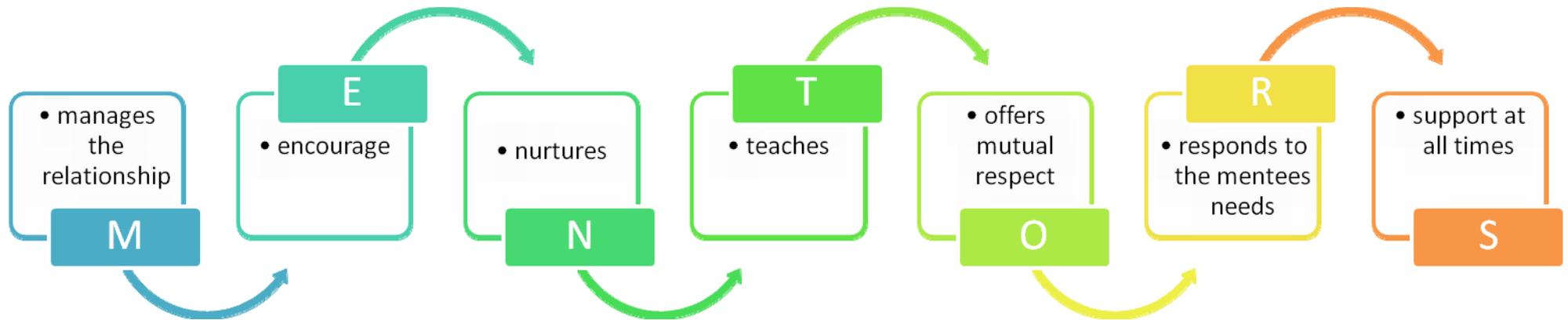
Ideal characteristics when looking for a mentor;

- Already has a track record of developing people
- Has a genuine interest in seeing young people advance and can relate to their problems
- Has a wide range of current skills to pass on
- Has a good understanding of the organisation
- Combines patience with good interpersonal skills
- Has sufficient time to devote to the relationships
- Can command a protégé/mentees respect
- Has his/her own network of contacts and influence
- Is still keen to learn

What key knowledge, skills and attitudes should protégés/mentees have?

- Self motivation
- Able to articulate expectations and own objectives
- Meet commitments
- Accepts feedback and acts on it
- Listens
- Self-aware
- Ability to reflect
- Open
- Willing to engage in meaningful feedback
- Trustworthy
- Understands programme objectives/process
- Receptive to and able to benefit from legitimate challenges
- Not a passive receiver but an active partner in the process
- Ambition and aspirations to go further
- Realistically ambitious about their expectations of mentoring
- Strong interpersonal skills
- Prepared to take responsibility for their own actions
- Able to approach the relationship with respect, good humour and openness
- Aware of obligations to keep line manager informed
- High belief in their ability to influence events in their favour

Surely these are also attributes expected of the mentor too?

The Mentoring Process Lifecycle (Cranwell-Ward et al 2005)

The Mentoring Process

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

Beginning (getting started)

1. **Establishing rapport (initiation/preparing)**

    a. Work out whether can get on and respect each other

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

    c. Agree a formal contract – consider ethics and confidentiality

    d. Agree what extent the mentor should drive the learner/accountability

    e. Agree a way of working together – consider roles & responsibilities

    f. Establish a regular pattern of contact – meet on regular basis

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

    h. GAIN COMMITMENT, GET INVOLVED, GET TOGETHER

2. **Direction setting (getting established/negotiating)**

    a. Diagnose learners style and preferences

    b. Diagnose needs and aspirations/potential

    c. Establish the current reality

    d. Determine the goals

    e. Agree and set objectives and their success criteria/measures

    f. Identify priority areas

    g. Clarify the focus

    h. Begin work – create personal development plan

    i. Gain commitment, get involved, get together

Middle (making the relationship a positive experience)

   3. **Progress making (development/enabling)**

      a. Create a forum for progressing the learners issues

      b. Use each others expertise as agreed

      c. Review progress and adapt if necessary

      d. Empower, identify and create opportunities

      e. Identify new issues and ways of working

      f. Explore feelings/emotions about progress so far

      g. Recognise (and celebrate) achievements

      h. Confront and reflect on less positive behaviours/actions and roadblocks

      i. Consider various options/possibilities beyond the obvious

      j. Review goals/objectives – maintain momentum

      k. Review relationship

      l. Get to know each other, work & learn together

End (review, evaluation and closure)

   4. **Moving on (finalising/maintenance/closing)**

      a. Allow the relationship to evolve or end

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

      c. Address feelings & concerns

      d. Establish friendship

      e. Review and evaluate, say goodbye, closure

Key roles and responsibilities of protégé/mentee, mentor, Line Manager and HR

There are usually 4 people involved in a mentoring programme and together they make up a mentoring quadrangle; the protégé/mentee, the mentor, the Line Manager and the programme co-ordinator who often is located within the Training or Personnel department. Each have their own differing roles and responsibilities within the mentoring relationship.

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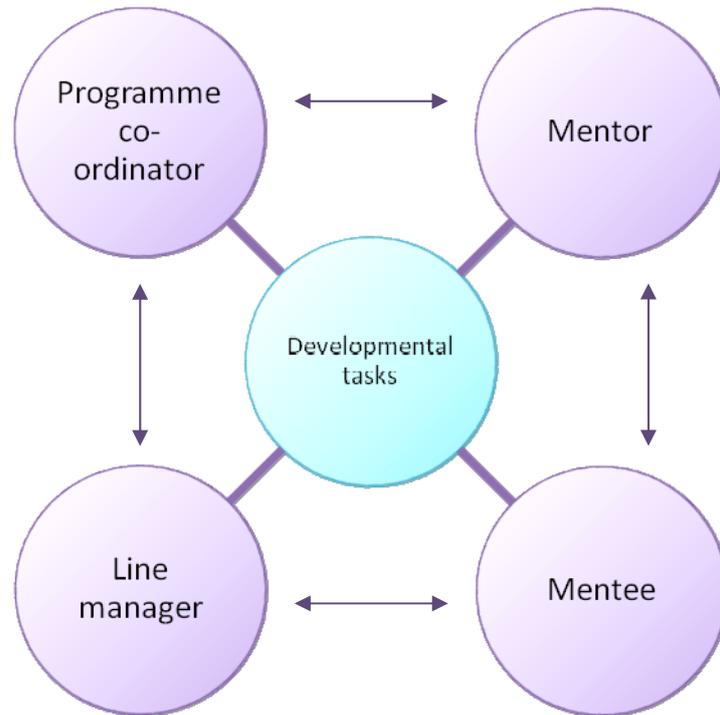
Key roles & responsibilities of mentor

- Meet with mentee/protégé when agreed

- Establish and build on rapport throughout the relationship

- Agree and keep to a mentoring contract

- Manage time commitments

- Diagnose the needs of the mentee/protege and agree priorities (driven by learner)

- Improve the mentees/proteges breadth of knowledge and skills

- Share broader perspective of the organisation, culture, strategy

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

- Prompt mentees to draw up their own personal development plans

- Provide contacts/networks for them to follow up

- Recognise and celebrate achievements

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

- Encourage the mentee/protege to think beyond the obvious

- Prompt them to keep their Line Manager involved as much as possible

- Encourage and motivate the mentee/protégé

- Ensure confidentiality as agreed with mentee/protégé

- Initiate reviews of progress at regular intervals

- Identify when the relationship may need to close

- Manage feelings/emotions when closing formal relationship

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

- Be open and honest at all times

- Not discuss with line Manager (unless agreed with the mentee/protege)

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

Key roles & responsibilities of protégé/mentee

- Meet with mentor when agreed to

- Define and agree expectations for the relationship

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

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

- Access other sources of advice and information as appropriate

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

- Take responsibility for drawing up their own personal development plans

- Take responsibility for appropriate contact with line managers about development issues

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

- Be open and honest

- Ensure confidentiality, as agreed with mentor

- Keep line manager informed, as appropriate

Key roles & responsibilities of Line Manager

- Allow mentees/protégés to attend mentoring sessions

- Provide reasonable support for the development of the mentee/protege

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

- Be clear about the distinctions between managing and mentoring

Key roles & responsibilities of Co-ordinator/Scheme Manager

- To ensure the smooth running of the scheme

- To ensure senior/top management commitment

- Formal link between all interested parties

- Managing the publicity for the scheme

- Managing the recruitment of mentors and proteges/mentees

- Gaining agreement from senior managers for their support/commitment

- Gaining agreement from Line Managers for their support/involvement – brief mgrs

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

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

- Ensure mentors and mentees are clear about their roles

- Organise induction for everyone involved and specific training for mentors

- Maintain the database of all involved

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

- Ensuring the programme is regularly monitored and reviewed, to ensure the ongoing effectiveness of the programme

- Managing the associated budgets and quality control processes

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

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

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

- To demonstrate return on investment to key stakeholders/senior managers

It is estimated that it would take 1 full day per week, to co-ordinate and maintain 20 mentoring pairs.

Matching mentors to mentees/protégés and preparing the mentee/protégé

Matching mentors to mentees/protégés

The least successful mentoring relationships are those that are thrown together in a hurry and/or those that are imposed upon each other. It is important to allow the mentees some element of choice. Research has shown that the greatest level of buy-in from participants seems to come from giving the mentee a selection of 3 mentors and allowing them a mentoring relationship with one of their top 3 mentors. When selecting their top 3, mentees should be given a guide to make their choice i.e. they should not be encouraged to select their mentor based on an already close friendship, or a very senior person in the organisation. It is important to avoid too great a hierarchy or experience gap between mentor and mentee.

If possible establish the relationship outside of the normal working hierarchy i.e. keeping a certain amount of distance between line managers being mentors for their team members. The manager-team member relationship may work against the need to be very open and honest about their strengths and development needs (especially if mentees are worried that if they disclose their development needs in the mentoring relationship, it will come back to haunt them in their performance appraisal.) However, if it is necessary for line managers to be the mentors, then clear boundaries need to be set up and clear distinctions made between expectations of the two different roles.

It is important to ensure mentors volunteer to be involved in the mentoring programme and are not pushed into being mentors. Mentors that volunteer are more likely to be committed to giving up the time and making additional effort for the relationship, than those that are asked or forced and feel that they need to be seen to be involved.

Also, it is not necessary for mentors and mentees to have similar personalities, similar learning styles or similar backgrounds in order for the mentoring relationships to be successful. Infact, perhaps there is more learning to be had between the mentee and the mentor if they think differently and approach tasks differently; allowing for a different perspective to be had by both. It is also not necessary to match up genders, as many successful relationships have been between mixed gender pairings – although some research (Nemanick 2001) shows that female to female mentoring relationships are more successful in informal relationships and male to male within formal relationships. Also, that females mentoring males has a lower success rate, than males mentoring females. (Armstrong 2002).

Typically 1 in every 3 mentoring relationships will fail over a two year period and 1 in every 2 will need revitalising over a two year period too.

Preparing the mentee/protégé

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

What the organisation expects of the programme

- How it links with their qualifications

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

- What can be realistically expected of the mentor

- What is the time commitment expected of both parties

- What should the mentor expect of the mentee

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

- What are the boundaries of the relationship. Why? Involvement of Line Manager?

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

Ideas for mentoring ground rules (adapted from Clutterbuck 2004)

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

1.a) Are you clear about your expectations of;

- Each other?
- The mentoring relationship?
- What we hope to learn from each other?

b) How closely do our expectations match?

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

2. a) What are the core topics/priorities we want to discuss? Job? Career aspirations?

   b) What are the limits to the scope of the discussions (what will we/won't we talk about?)

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

- Deciding how often we meet?
- Setting the agenda for meetings?
- Ensuring that meetings take place?
- Organising where to meet, and for how long?
- Defining learning goals?
- Initiating reviews of progress?

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

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

- Use his/her authority?
- Use his/her networks?
- Take up time between meetings?

6. Are we agreed that openness and trust are essential? How will we ensure that they happen?

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

8. Do we both agree to behave in a confidential and ethical manner? How will we ensure that we do this? What will we do/not do? (Review Ethics & Professional Standards section.)

9. a) What are the limits to the confidentiality of this relationship?

   b) What are we prepared to tell others?

- About the relationship?
- About our discussions?

   c) Who shall we tell and how?

10. What responsibilities do we owe to others as a result of this relationship (e.g. to line managers, peers, the programme co-ordinator etc)?

11. a) How do we ensure that the mentees line manager is supportive? How update them?

   b) Is there a clear distinction between the roles of mentor and line manager?

   c) If there are overlaps, how will these be managed?

12. When and how will we check that this relationship is 'right' for both of us?

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 coaching and/or mentoring. A few have been listed below, (mostly taken from www.mentoringforchange.co.uk).

CLEAR model

Contracting – opening the discussion, setting the scope, agreeing the desired outcomes Listening – using active listening to develop understanding of the situation

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

Action – supporting them to choose a way ahead

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

OSKAR model

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

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

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

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

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

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

The Story Telling model

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

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

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

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

The Grow Model

This is arguably the most popular coaching and mentoring model today, which is really a combination of all the models above. *Also know as T-GROW where T = Topic.*

- •Agree topic for discussion
- •Agree specific objective of session
- •Set long-term aim if appropriate

Goal

- •invite self-assessment
- •Offer specific examples of feedback
- •Avoid or check assumptions
- •Discard irrelevant history

Reality

Wrap-up

- •Commit to action
- •Identify possible obstacles
- •Make steps specific & define training
- •Agree support

Options

- •cover the full range of options
- •Invite suggestions from coachee
- •Offer suggestions carefully
- •Ensure choices are made

Hints And Tips; What To Do And What Not To Do

Plan and prepare

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

Be clear about roles

Be very clear about what you will and won't do for the mentee. This will be part of the initial contract but it will also be worth reminding the mentee as time goes along, so that they are not relying on you to do all the work. Initially you may want to be more directive and more involved but ultimately you want them to be empowered to make their own contacts, take their own actions and do things without you.

Set and measure clear outcomes

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

Be both formal and informal

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

Focus on opportunities, not problems

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

Keep appropriate records

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

Establish and re-establish rapport

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

Make time

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

Encourage independence

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

Recognise that all good mentoring relationships come to an end

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

In short, here is a summary of the key areas to cover during each mentoring meeting;
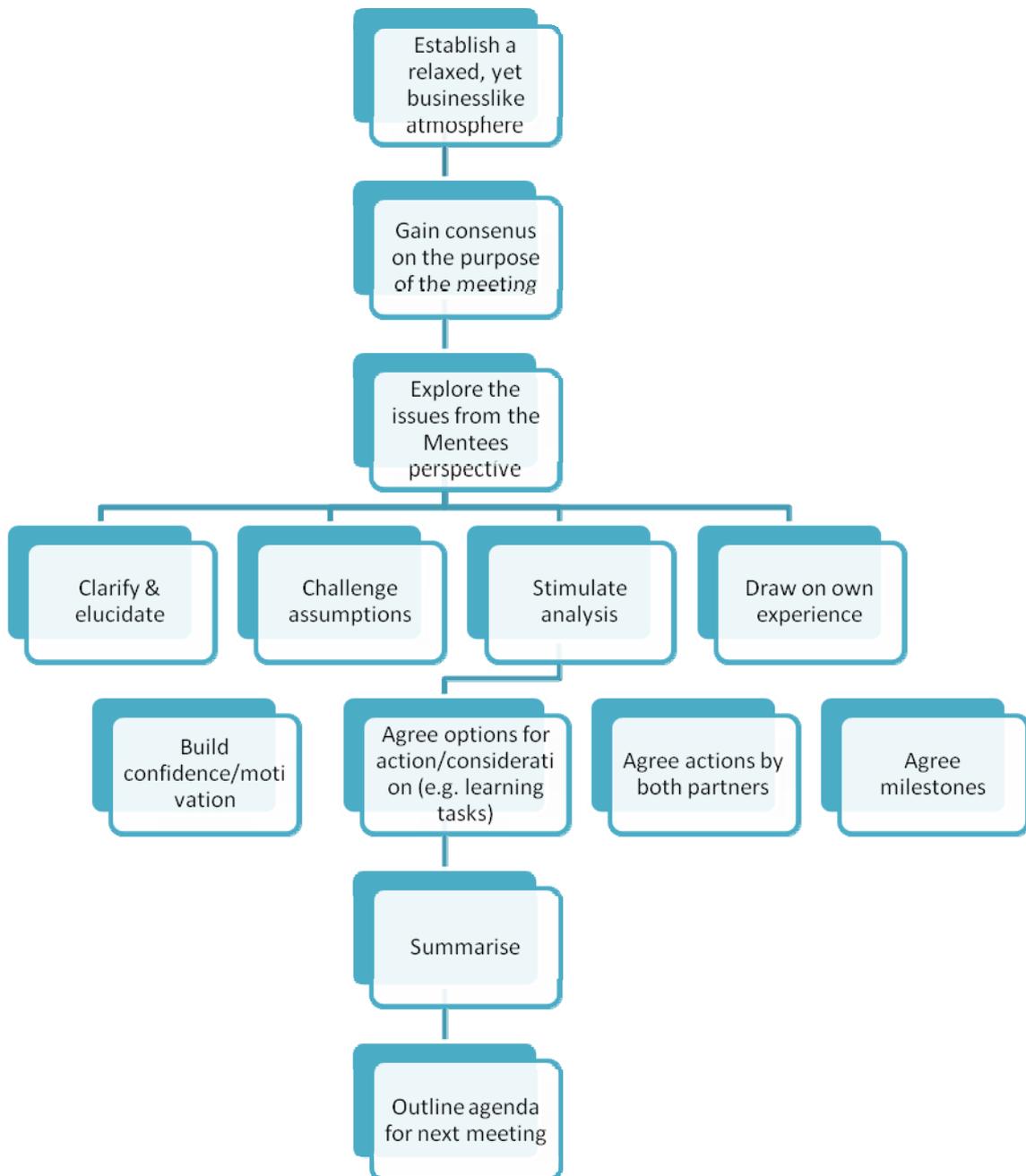
Taken from Clutterbuck (2004)

Developing and maintaining a PDP

Whatever the key business reasons for the starting up of a mentoring relationship, identifying an individual's development needs, creating opportunities for them to address these and reviewing progress will be a key element of all programmes. It is important that key business and job related goals are discussed but ultimately their achievement will be enhanced by them focussing on and addressing their <u>personal</u> development needs too.

The next page shows a typical personal development plan (PDP) that can be used to agree targets for the mentee to tackle within their own job but also to tackle beyond their immediate job role too. Various documentation has been included in the Work-based Learning Handbook to document the regular mentoring discussions (start of term, mid term and end of term evaluation forms) which primarily discuss the learning from the modules studied. This PDP can be used in conjunction with these forms, to plot and review the mentees personal development priorities at the same time.

How to use the PDP with your mentee/protégé

Objectives & why?

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

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

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

Who else needs to know?

Who else needs to be kept informed? Who else has available budget for some additional support? How will they update their manager?

How can they measure completion?

How will they know when they have achieved their goals? How will others know>? How will their manager know – how will they be behaving differently? How will their team know?

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

The suggestion is to develop this with the mentee/protégé in the first few meetings and review it on a quarterly basis. Periodically, some actions should be able to be ticked off and then some new actions/objectives added as you go along. Ensure that the objectives are a mixture of personal, job and qualification/University related.

*SMARTER – Specific, Measurable, Achievable, Realistic, Time-based, Evaluated & Reviewed

Some (reflective) questions that could be used whilst mentoring

1. Are there any emotions you are trying to avoid here?

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

3. What is causing this feeling? How might this affect whether you achieve outcome?

4. Why do you need to control this situation?

5. How committed are you to achieving this?

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

7. How could you have done this better?

8. How do you like to be managed?

9. How does this fit in with your personal values?

10. How genuinely committed are you to this goal?

11. What could you do to improve your openness to feedback?

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

13. How much do you respect your colleagues/yourself?

14. How much is enough? Good enough?

15. How pure are your intentions here?

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

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

18. How would your role model handle this?

19. How would you explain this to your children/partner?

20. How/what do you feel?

21. If all the obstacles disappeared, what would you do?

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

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

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

25. What will give you what you want?

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

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

28. What would your direct reports say about you?

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

30. What are your responsibilities here?

31. What could increase your commitment?

32. What could you stop doing something to help your situation?

33. What do you care about the most? Fear the most?

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

35. What do you want the outcome to be?

36. What does this experience/situation tell you about yourself?

37. What else could you do? What else have you done?

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

39. What happens if you do nothing?

40. What have you not done? Why? Does it matter?

41. What help would you most value from me?

42. What is your need from this situation?

43. What makes you feel valued?

44. What messages do you not want to hear?

45. What permission have you given yourself?

46. What stops you walking away?

47. What could you lose by winning?

48. What would put you back in control?

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

50. Who are you? Who do you want to be?

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

You will need to ask lots of open questions and be prepared to offer feedback throughout.

Tips for Mentors in Providing Feedback

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

Taken from Zachary, L. J (2000) The Mentor's Guide   San Francisco: Jossey Bass

Research on what makes an effective mentor

Over the 20-25 years that mentoring has been around in the business arena, various studies have been undertaken to evaluate the usefulness of such an intervention. These studies are mostly aimed at the reaction level type of evaluation (i.e. how the mentee or mentor felt about the experience) rather than any major studies on the return on investment for the business. This is mainly due to the nature of mentoring, which aims at developing the individual most often in areas that are not so measurable within business i.e. confidence levels, assertiveness skills, networking ability. However, where mentoring has been used to encourage the individual towards a qualification and/or towards developing new skills, then this is more easily measured within their job and by their performance at that skill or within that task.

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

- They reinforce rapport at each meeting

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

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

- They challenge and encourage when the need arises

- They talk less than 20% of the time

- They make use of very good penetrating questions

- They give considered advice when it is asked for

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

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

- Does not blame – stays neutral

- Will give honest answers

- Not intimidating – easy to approach at any time

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

- Actively questions mentee

- Enabling, caring, open and facilitative

- Gives constructive and positive feedback

- Provides subtle guidance, but ensures mentees make the decisions

- Interested in mentee personally, genuine concern

- Willing to debate, argue, discuss

In the same study, Mentees were asked what they wanted and didn't want from a mentor and here are their views below;

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

Ethics and professional standards in mentoring

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

Competence

The coach/mentor will:

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

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

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

- Maintain a relationship with a suitably-qualified supervisor, who will regularly assess their competence and support their development. The supervisor will be bound by the requirements of confidentiality referred to in this Code.

Context

The coach/mentor will:

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

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

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

Boundary Management

The coach/mentor will:

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

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

Integrity

The coach/mentor will:

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

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

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

Professionalism

The coach/mentor will:

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

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

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

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

  o Avoidance of any exploitation of the former relationship

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

  o Safe and secure maintenance of all related records and data

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

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

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

The University of Wolverhampton is a member of the EMCC and as such adheres to these standards when mentoring, training, coaching and supporting mentors, mentees, students etc.

Frequently Asked Questions And Answers

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

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

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

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

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

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

We never seem to be able to meet within work time

Is there a possibility that you could meet outside of work? Go to the pub for a chat? Meet in the canteen for a coffee and a chat? If it must be in work time, perhaps the mentee can talk to their manager about being given definite/unmovable time to meet with the mentor.

Their Line Manager doesn't seem to be very supportive

Encourage the mentee to explore this with their line manager (this is not your job as a mentor to tackle) and/or ask the mentee to speak to the Scheme Co-ordinator about encouraging the manager to be more committed to the programme.

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

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

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

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

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

No. The idea is that you are doing this to support members of your organisation to develop them and to achieve their potential. You will benefit personally, through the satisfaction in having contributed to

their development and seeing them grow. Mentors should be willing to give up their time voluntarily in order to support the young talent in their business.

Any other questions, please speak to your Scheme Co-ordinator and/or the University of Wolverhampton contacts, for further advice.

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Zey, M. G (1984) *The mentor connection*   Homewood, USA: Jones-Irwin

Helpful websites

Big Brothers Big Sisters (USA) movement

www.bbbsa.org

Mentoring for Change – ideas and techniques to use in sessions

www.mentoringforchange.co.uk

Clutterbuck Associates

www.clutterbuckassociates.com/mentoring

European Mentoring & Coaching Council (EMCC)

www.emccounmcil.org.uk

Also available through;

http://www.pbcoaching.com/about/emcc.php

http://transitionalspace.gn.apc.org/coaching.html

The Coaching and Mentoring Network

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

The Institute of Electrical Engineers website/Gibbons study (2006)

www.iee.org/EduCareers/Mento