UCL

Mentoring Handbook

A Guide for Mentors and Mentees

With thanks to PPM Community of Practice

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What is mentoring?

Mentoring is a learning tool to support personal development. In this relationship, the Mentor

Some characteristics of mentoring:
- Mentoring is essentially a supportive form of development.
- It focuses on helping an individual manage their career and improve skills.
- Personal issues can be discussed more productively unlike in coaching where the emphasis is on performance at work.
- Mentoring activities have both organisational and individual goals.
- Ongoing relationship that can last for a long time.
- Can be more informal and meetings can take place as and when the Mentored individual needs some guidance and/or support.
- More long term and takes a broader view of the person. Often known as the 'Mentee' but the term client or Mentored person can be used.
- Mentor usually passes on experience and is normally more senior.
- Agenda is set by the Mentee with the Mentor providing support and guidance to prepare them for future roles.

Source: CIPD mentoring scheme West Yorkshire Branch

> relationship between two parties who are not connected within a line management structure. The mentor should be more experienced than the mentee and should guide the mentee towards an agreed objective that is connected to a career plan.
>
> Source: UCL Organisational Development

Mentoring is not:
- A substitute for line management, or supervision
- A short-cut to promotion
- An alternative to networking or friendship
- Coaching

Source: Imperial College mentoring handbook

The difference between mentoring and coaching

Coaching	Mentoring
Coaches need not have first-hand experience of the coachee's line of work. The coach can be an independent external professional with expertise in coaching.	Mentoring is customarily a planned pairing of a more skilled or experienced person (usually in the same field of work) with a less experienced person.
Line managers can use coaching techniques successfully in the management and development of team members.	Ideally Mentors have no line management relationship to the Mentee.
Coaches will ask 'powerful' questions and not offer or give advice.	Mentors will often provide direction and advice and should 'open organisational doors' for Mentees.
Coaches can be found with a variety of backgrounds and expertise; if relationships are brokered by the employer, the services they provide tend to be informed by the	Mentors can provide a neutral 'sounding board', assure total confidentiality, and have no agenda other than assisting their Mentees in their development and to reach their goals.
Effective coaching is intended to help you to engaging with an experienced coach, the coachee will develop insights, making them more effective in their work.	Mentoring involves helping Mentees to

UCL Mentoring Programme

Goals

Staff at UCL bring a wealth of experience to the workplace. Colleagues who perform roles with a strong element of programme or project management can call upon large reserves of innate specialist knowledge and generalist skill. They can also call upon the knowledge and skills of their colleagues.

This programme aims to help colleagues develop their careers by facilitating learning and support between those with differing experience and perspectives, gained within and beyond this institution. Within the mentoring relationship, the Mentee and Mentor

Expectations of participants

For the relationship to work, both parties need to be engaged and committed.

The mentee will:
Be proactive
Come with an agenda
Reflect on the mentoring sessions
Aim to integrate learning from each session

The mentor will:
Actively listen
Ask exploratory questions

Suggested Programme Framework

Prior to the First Session

Session 2 Goals and Objectives

Review of first session

Is there anything that you want to change?

Giving space

The 5Cs Model of Mentoring

This model provides a framework for discussion, although it will not always be a linear process nor covered in one meeting.

5Cs	Mentor Conversation Prompts
Challenges	you currently are in your career:
	Which of these is most pressing?
Choices	
	How would you tackle this challenge?

Tools   for the Mentee

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

Tools   for the Mentee

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

What happens if things go wrong?

Taking early action is always best. Typical issues may be:

Supporting Guide for Mentors & Mentees

This section is aimed at helping mentors and mentees prepare for the sessions.

UCL Mentoring Contract

Meeting logistics Where, when, how often, length of meetings, etc	
Contact between meetings	
Learning goals/objectives	
Record keeping/goal tracking How to measure progress	
Expectations/style of mentoring How you like to be challenged	
Rules What will and discussed	
Reviewing the	

Further information

The excellent and comprehensive guide from the West Yorkshire Branch of the CIPD:
https://www.cipd.co.uk/Images/west-yorkshire-mentoring-pack_2011_tcm18-9423.pdf

Mentee lifecycle:
http://www.imperial.ac.uk/staff-development/development-options/talent-development/mentoring-at-imperial/guidance-for-Mentees/

Evaluating mentoring   a brief guide by a leading practitioner in the field:
www.davidclutterbuckpartnership.com/wp-content/uploads/Evaluating-Mentoring.pdf

Many guides refer to the GROW model, which is a structured way of looking at where you want to be, where you are now, and how you will make the journey from one to the other.

Some information on the model can be found at
https://www.mindtools.com/pages/article/newLDR_89.htm

Further details of the 5Cs model can be found at
https://www.keele.ac.uk/academicdevelopment/resources/mentoring/The%20Five%20Cs%20Model%20of%20Mentoring.docx

The CIPD have a guide on Reflective Practice which contains tools and techniques which Mentees, in particular, might find useful:
http://www.cipd.co.uk/Images/reflective-practice-guide_tcm18-12524.pdf

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