

Guidance for mentors and mentees



Contents

What is Mentoring?.....	3
What does a Mentor do?	4
Mentees - making the most of mentoring	5
Trust Mentors - Preparing for the first meeting.....	5
During the first meeting	6
Mentoring Mind Map	7
Using the GROW model to structure your sessions.....	8
Mentoring Agreement.....	10
‘Getting to know you’ document	11
Mentor Profile.....	12
Further Information.....	13
Finding a mentor	13
Becoming a mentor	13



What is Mentoring?

The purpose of mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be”

Eric Parsloe, The Oxford School of Coaching & Mentoring

Mentoring allows:

- Off line support to encourage innovation and creativity, through an external sounding board able to challenge assumptions
- Working beyond professional/ organisational boundaries, to develop wider understanding and recognise the ‘bigger picture’
- Development of leadership skills for inevitable ongoing changes; ‘time out’ to reflect on their own and others’ learning and leadership approaches
- Feedback, challenge and support from an impartial person, able to ask powerful coaching questions and unlock potential

The role of a Mentor can often get confused with that of a coach or line manager. Here are some examples of how these roles may differ:

Mentor	Coach	Line Manager
Agrees longer term development goals	Short-term and focused on specific areas/ issues	Sets and measures against objectives
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration	Relationship lasts as long as that person is in post
Informal discussions and meeting take place as when Mentee needs support, advice, guidance	Generally more structured in nature and meetings scheduled on a regular basis	Meetings take place when a manager requires with a focus on achieving targets
Mentor is usually more experienced and qualified than Mentee. Often Mentor is in a more senior role who can pass on knowledge, experience and support through stretch ideas & opportunities	A coach does not need to have direct experience of the formal occupational role	A manager is often more experienced or qualified than the Mentee but may not have the breadth of networks or gravitas to open doors and help create new development opportunities
Focus is on career, project and personal development	Focus is generally on development issues and work related issues	Focus is on skills development to achieve objective and task

What does a Mentor do?

Mentors carry out a variety of tasks, including:

- Enabling the mentee to put in place achievable development plans, both for their current job and in the future and identifying how to achieve them
- Acting as a sounding board, allowing the mentee to talk through with them issues requiring a decision or action
- Playing 'devil's advocate', challenging the mentee to face up to difficult issues and to develop self-awareness
- Opening doors, facilitating access for the mentee to other people and sources of information
- Seeking out opportunities and developmental tasks that enable the mentee to address weaknesses, gaps in their experience and knowledge, or to raise their profile
- Passing on and enabling understanding, perspectives, attitudes, beliefs, thinking styles and so on, that is associated with effective performance
- Coaching in relevant skills and competencies

What makes a good Mentor?

In theory, every senior leader's job entails a significant amount of employee development. In practice, however, some people are more suited to the role of Mentor than others. Moreover, the ability to act as a Mentor will often vary according to the person's own stage of development. For example, someone with a limited background and development experience may not have enough broad experience to offer. Likewise, someone seeking, or undergoing, a major change in his or her own career development may lack the mental energy that the mentoring relationship requires.

Good Mentors tend to be:

- People who already have a good reputation within the organisation for developing others
- People who have the time and mental energy to put into the relationship
- People with up-to-date knowledge, not those who are out of touch
- People who have had positive experiences of being mentored
- Competent in the skills of Developmental Mentoring and a good performer in their own job
- Interested and willing to help others - i.e. volunteers not recruits
- Enthusiastic about their own learning and see the benefits of mentoring
- Well-placed and respected in their organisation - not a 'political exile'
- Prepared to extend professional friendship to the mentee and willing to let the relationship grow beyond the normal limits of a working relationship

Mentees - making the most of mentoring

If you are thinking about using mentoring for personal or professional development it is important to understand what your expectations are for mentoring and of your mentor. Discussing these with your mentor at your first introductory meeting is an important step in building an open and honest relationship. The following are some tips to help get you started:

- Select the right mentor for you: someone you like, respect and trust
- Be respectful of your mentor's time by being prepared for your meetings
- Take a look at the 'Getting to know you' form and come to that first meeting ready to discuss your responses to those questions
- Set goals - Work with your mentor to agree medium and long term goals to work towards
- Have clear expectations – agree how often you will meet, how long you will meet for and how long the mentoring will continue for
- Be honest – about what is happening for you so that your mentor knows how to best help you.
- Review – build in regular reviews of the mentoring relationship to ensure your goals are still relevant
- Be engaged, energising and collaborative
- Keep the end in mind – mentoring relationships don't have to last forever, and if it has run its natural course then end it constructively

Trust Mentors - Preparing for the first meeting

- Organise to meet with your mentee about two weeks before the first formal session, this is an 'introductory meeting' to clarify expectations of the relationship, objectives for the sessions, timings of formal meetings, level of support etc. The meeting should last between 45 and 60 minutes
- The mentoring relationship is likely to run over a twelve to eighteen month period. As a mentor you will know how much time you can offer to the mentee and this is an expectation which can be discussed at the 'introductory' meeting
- Familiarise yourself with the relevant paperwork (contained within this booklet) to complete with the mentee at the first meeting:
 - ◆ Mentoring agreement (page 10)
 - ◆ 'Getting to know you' document (page 11)
 - ◆ Mentor Profile (page 12)
- Prepare a Mentor profile identifying what you can offer as a Mentor, for example things like professional background, experience, current projects, hobbies and interests
- Prepare for the first session and subsequent sessions using the mentoring mind map (page 8). This is a useful way to ensure the sessions are structured and you are 'Mentor' mode

During the first meeting

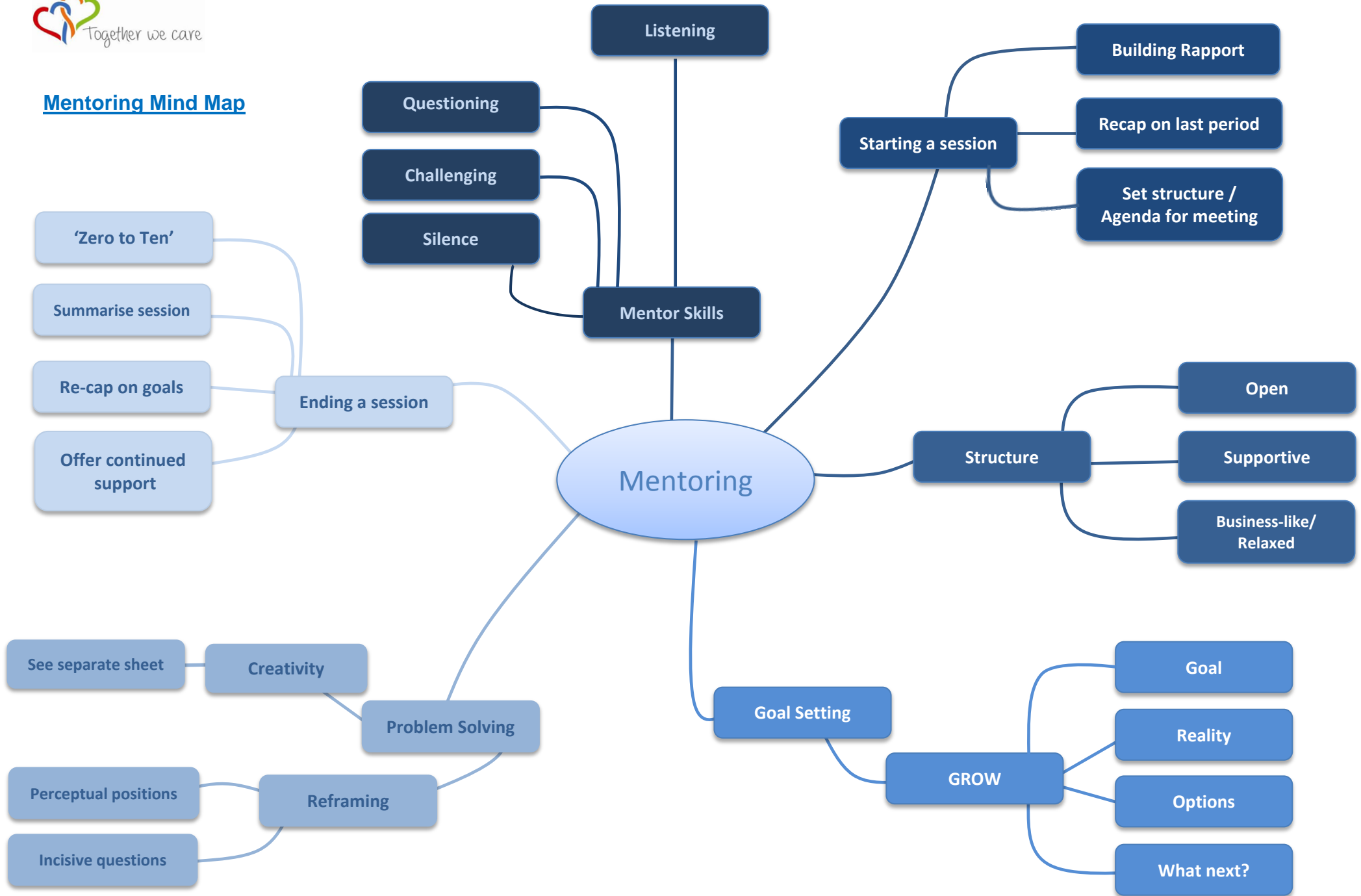
- Use this meeting to build rapport and trust and to get to know each other as people. The 'getting to know you' document will help with this.
- Complete the Mentoring Agreement – this will help you to:
 - ◆ Clarify what the mentee hopes to get from the relationship
 - ◆ Clarify the support you will provide to the mentee
 - ◆ Set some ground rules for the mentoring partnership
- The agreement should be reviewed every six months
- Give copies of both documents to the mentee
- Discuss your knowledge and areas of expertise
- Emphasise to the mentee it is for them to make their own decisions and problem solve rather than you doing it for them
- Use the GROW model (page 11) during this and subsequent meetings to set goal/ objectives for the next session or projects
- Explain and agree how best the mentee can contact you
- At the end of the meeting, check if the mentee is comfortable with the relationship and clear in terms of the boundaries.
- Formal mentoring sessions can then be booked in every 6 – 8 weeks or as agreed.

Subsequent meetings

- Continue where left off last time
- Monitor progress
- Use the mentoring mind map to structure the session
- Use the GROW model to focus on outcomes and progress on projects/ objectives

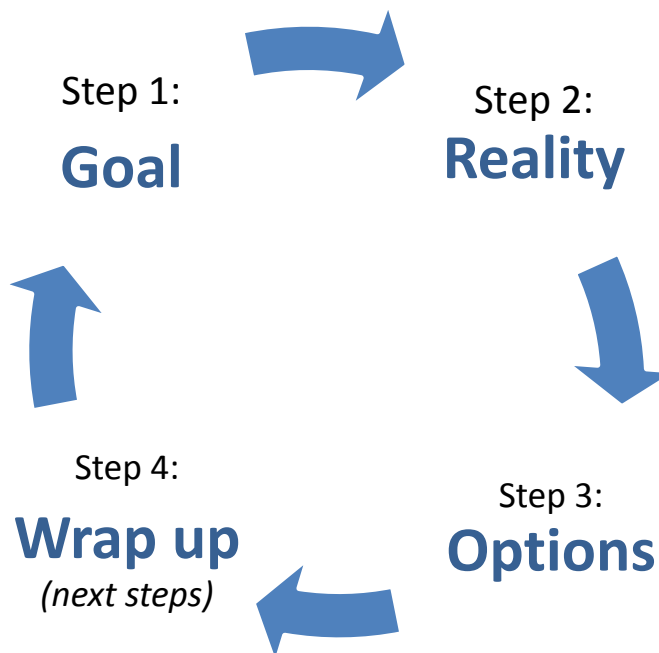


Mentoring Mind Map



Using the GROW model to structure your sessions.

Using the GROW model will help both mentor & mentee structure the session to effectively make use of the time they have allocated for the discussion with a clear goal and a focus on outcomes for the session.



Some *example* questions to help explore and challenge the mentees thinking at each stage of the process are listed below:

Goal setting questions

- What is it that you would like to talk about?
- We have X minutes, how do you want to use it?
- What would be a good outcome from this conversation?
- In the long term what is your goal related to this issue? What are your timeframes?

Reality/Awareness raising questions

- Tell me about your situation
- What is your attitude to X?
- How do you feel in this situation?
- What impact has this had on you?

- What are you thinking/ feeling right now as you tell me this?
- What is within your control to change and what is not within your control?
- What resources do you have?
- What do you want to happen in this situation?
- What's the best/ worst thing that could happen?

Options/ Choice questions:

- What options do you have?
- Make a list of all alternatives; large or small, complete or partial ... what else could you do?
- What are the advantages or dis-advantages of each of these options?
- What are the most likely scenarios you can foresee?
- Which option would give you the best result?
- Would I be able to offer a/ some suggestions?
- What does your intuition tell you to do?

Wrap-up/ Next Steps questions:

- What options most appeal?
- What are the next steps?
- What do you need to go away and do?
- What obstacles may you come across? How will you overcome them?
- What support do you need? From me?

Mentoring Agreement

This agreement supports the mentoring partnership between:

Mentor:	
Mentee:	
Date:	

Agreed Objectives:

Mentee:
<i>What I hope to get from this mentoring partnership ...</i>
Mentor:
<i>I will provide support in the following ways ...</i>
<p>The ground rules for our mentoring partnership are: <i>(This should include your agreed responses to issues of confidentiality, time commitment, programme of formal meetings, availability [when and where you can both be contacted between formal meetings], how you will review and revise the partnerships arrangements).</i></p>
Reviewing partnership objectives:
<i>(It is a good idea to review this agreement and your objectives at an appropriate time)</i>
We will review this agreement on:

'Getting to know you' document

Name of Mentee:	
Role in organisation:	
Background of current workload:	
What you like and dislike about the job:	
Work background including previous organisations:	
Hobbies and interests:	
Any specific area of interest for Mentoring sessions? i.e. particular project	

Mentor Profile

Mentor profile for:	
Role in organisation:	
Current key projects:	
Professional background and experience:	
Hobbies and interests:	

Further Information

If you have any questions regarding Mentoring then please contact:

Jane Meek, Associate Director of People Effectiveness and Development

Dr Andrea Whitfield, Clinical Lead for Mentoring and Associate Medical Director

Carrie Graham Organisational Development Manager & Mentoring Champion on 01253 95 6524

Organisational Development Team email carrie.graham@bfwh.nhs.uk 01253 956524 or 01253 951184

External Links:

NHS North West Leadership Academy Mentoring Scheme is available to staff in any role or Band/Grade and may be of use for those who are looking for Mentor support external to this Trust or for Mentors who wish to join a wider community of Mentors. This service is free and you can register your interest via the following link: <http://www.nwacademy.nhs.uk/mentoring>

Finding a mentor

As at September 2016 we are in the process of recruiting more mentors to provide workplace mentoring to staff across both community and hospital settings. In the meantime if you are a new starter in the Trust and feel that you would benefit from a mentor then please discuss this with your line manager or contact the organisational development team by emailing the Organisational Development Team for help in identifying a mentor.

Staff on in-house leadership programmes or the New Consultant Induction Programme: please refer to the Programme Information Pack for details of mentors or contact the Organisational Development Team for more information.

Becoming a mentor

Are you interested in becoming a mentor or are a mentor already and want to develop your skills? The following development/workshops are available to our recognised mentors

- Introduction to mentoring skills
- Developing your mentoring skills
- CPD Programme for Mentors and Coaches

This development is open to any member of staff interested in mentoring new or existing BTH staff based in the community or a hospital setting.

Please email Carrie Graham Organisational Development Manager and Workplace Mentoring Lead by emailing carrie.graham@bfwh.nhs.uk to express an interest in becoming a mentor or if you are already mentoring staff, to let us know that you are providing mentoring and to access skills development and support through supervision.