

What is and isn't mentoring?

'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... Mentoring is [also] a process that supports and encourages learning to happen' Parsloe & Wray (2000)

'Mentoring is a one-on-one developmental relationship that leads to skills development' Wanberg et al (2003)

Mentoring has some similarities to the other learning processes of coaching, counselling, tutoring/teaching and managing as shown in this table of Heron's 6 categories of intervention:

	Authoritative			Facilitative		
Intervention	Prescribing	Informing	Confronting	Cathartic	Catalytic	Supporting
Description	You explicitly direct the person you are helping by giving advice or direction.	You provide information to instruct and guide the other person.	You challenge the other person's behaviour or attitude.	You help the other person to express and overcome thoughts or emotions they have not previously confronted in a work context.	You help the other person reflect, discover and learn for themselves.	You build up the confidence of the other person by focusing on their competences, qualities and achievements.
Teaching						
Managing						
Mentoring						
Coaching						
Counselling						

John Heron's framework provides a model for analysing how you deliver help. Broken down into authoritative and facilitative. If the helping intervention is authoritative it means the person is helping by giving information, challenging the other person or suggesting what they should do. If the helping intervention is facilitative it means the person is helping by drawing out ideas, solutions, or self-confidence. It helps them to reach their own solutions or decisions. Mentoring can use all 6, and it is the skill of the mentor to know when to apply each.

Similarities and differences?

Mentoring is a role that includes coaching, but also includes broader counselling and support – specifically career counselling (Landsberg 1996). It is very important as a mentor to recognize your boundaries with the counselling arena and utilize the professional services departments when required. The table below helps to identify key differences to decide the appropriate action in situations:

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

What key knowledge, skills and attitudes should mentors have?

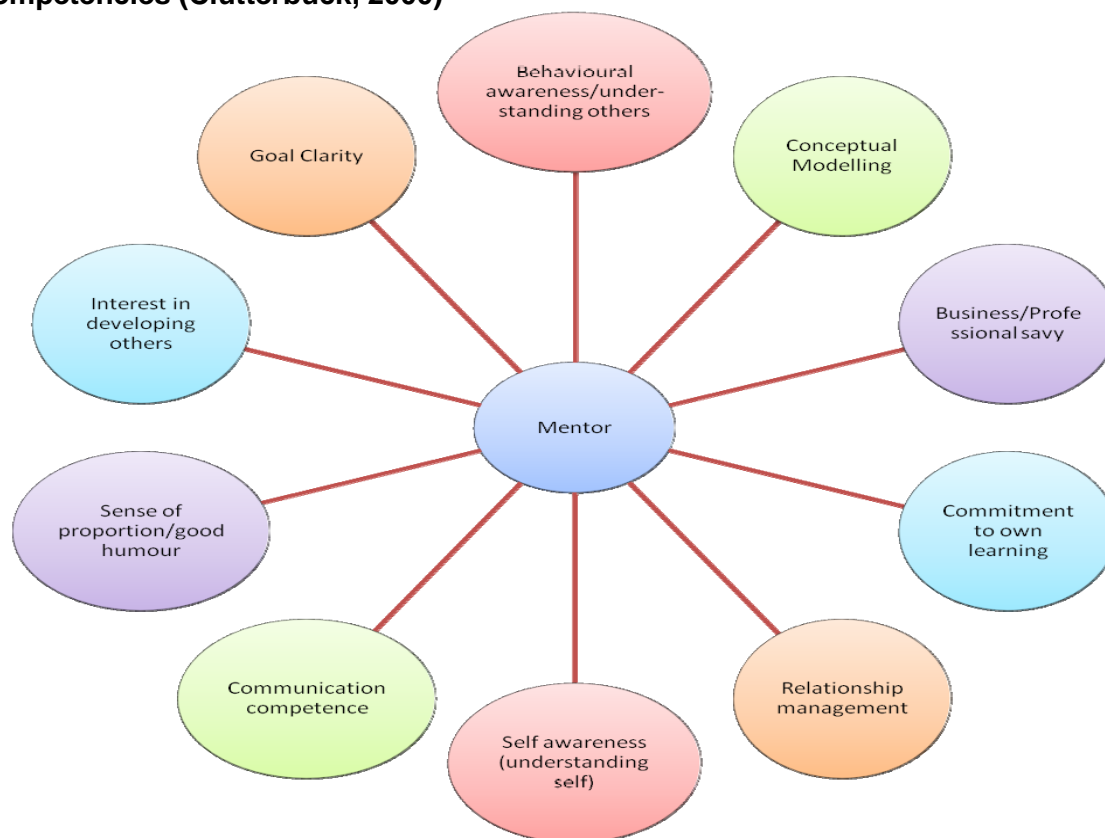
- Relevant job-related experience
- Well-developed interpersonal skills
- An ability to relate well with people who want to learn
- A desire to help and develop others
- An open mind, flexible attitudes
- Recognition of their own development needs and need for support
- Time and willingness to develop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

(Zurich Mentoring Guide 2005 cited in Cranwell-Ward et al 2005)

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'

Mentor Competencies (Clutterbuck, 2000)



KEY ROLES & RESPONSIBILITIES

MENTOR

A mentor can expect to take on a number of roles within the mentoring relationship involving a range of skills and behaviours. Which role the mentor adopts at any time will depend on the needs of the mentee and the situation, but could include, sounding board, facilitator, adviser, coach, source of organisational knowledge.

Mentors will be expected to:

Key roles & responsibilities of mentor

- Undertake mentoring training.
- Be a more experienced member of staff, no more than 2 grades ahead;
- Not be involved in the mentee's day to day management;
- Have the relevant skills to support the mentoring relationship by undertaking mentoring training as outlined in the guidance
- Be committed to the University's equality and diversity principles
- Provide the mentoring program with details on their professional background and information needed for program delivery and matching purposes
- Meet with mentee 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 and agree priorities (driven by learner)
- Improve the mentees 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 to think beyond the obvious
- Prompt them to keep their Line Manager involved as much as possible
- Encourage and motivate the mentee
- Initiate reviews of progress at regular intervals
- Identify when the relationship may need to close
- Manage feelings/emotions when closing formal relationship
- Be open and honest at all times
- Not discuss with line Manager (unless agreed with the mentee)

Mentors might achieve objectives through a range of complementary processes and approaches, such as:

- Using reflective questioning to both consider barriers and ascertain solutions;
- Exploring with the mentee a range of ideas and methods of working;
- Challenging assumptions;
- Acting as a sounding board;
- Referring the mentee to other sources of information;
- Dealing sensitively with beliefs, capabilities, aspirations and learning styles;
- Creating an open and relaxed relationship to build confidence and trust that will enhance the learning process;
- Providing guidance;
- Celebrating success.

Effective mentoring involves both supporting and challenging the mentee. The mentor does not act on behalf of the mentee. It is the mentee's responsibility to take action and, where relevant, the mentor's to assist the mentee in reaching decisions about action and/or reflect upon the consequences of such action. Any matters discussed between the mentor and mentee are confidential.

Mentors are not there to:

- Make decisions for the individual seeking advice or 'fix' their situation;
- Take action for the mentee against another party;
- Mediate or negotiate for their mentee (staff can access the Mediation Service)
- Provide counselling (staff can access counselling via the Occupational Health Service and also via Care First).

MENTEES

- 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

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It is important to remember that whilst One Step Beyond mentors are available to provide general advice and guidance, the University has developed specific services to support staff and/or students who are experiencing particular issues, for example bullying, harassment and/or discrimination. We have highlighted some useful resources mentees can access in our guidance on what further support is available.

SCHEME CO-ORDINATOR/ADMINISTRATOR

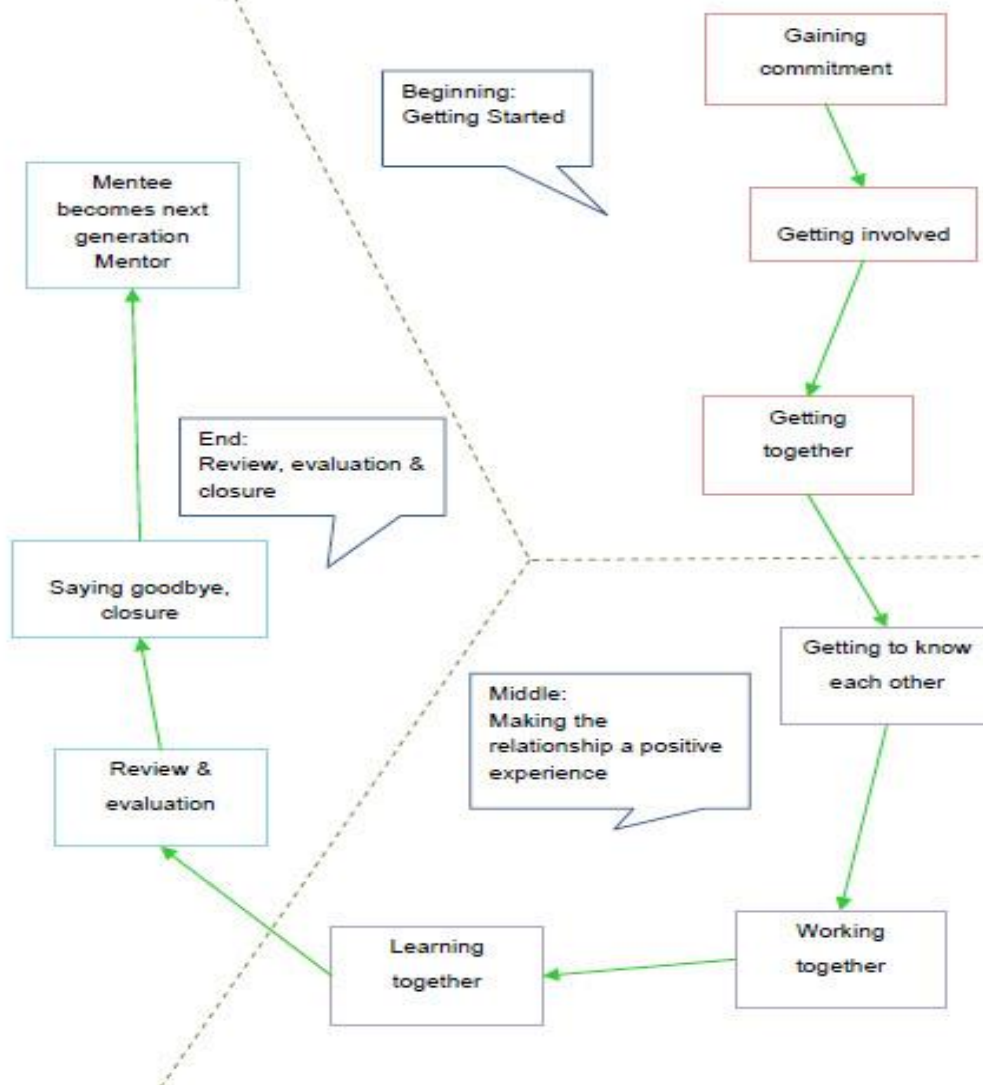
- To ensure the smooth running of the scheme
- To ensure senior/top management commitment
- Formal link between all interested parties
- Managing the publicity for the scheme
- Managing the recruitment of mentors and mentees
- Gaining agreement from senior managers for their support/commitment
- Gaining agreement from Line Managers for their support/involvement – brief managers
- 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.

LINE MANAGERS

- 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

The mentoring process lifecycle (Cranwell-Ward et al 2005)



Beginning (getting started)

1. Establishing rapport (initiation/preparing)

- Work out whether can get on and respect each other
- Exchange views on what the relationship is and is not/manage expectations
- Agree a formal contract – consider ethics and confidentiality
- Agree what extent the mentor should drive the learner/accountability
- Agree a way of working together – consider roles & responsibilities
- Establish a regular pattern of contact – meet on regular basis
- Set up the boundaries of what will be discussed/ground rules
- GAIN COMMITMENT, GET INVOLVED, GET TOGETHER

2. Direction setting (getting established/negotiating)

- Diagnose learners style and preferences
- Diagnose needs and aspirations/potential
- Establish the current reality
- Determine the goals
- Agree and set objectives and their success criteria/measures
- Identify priority areas
- Clarify the focus
- Begin work – create personal development plan
- Gain commitment, get involved, get together

Middle (making the relationship a positive experience)

3. Progress making (development/enabling)

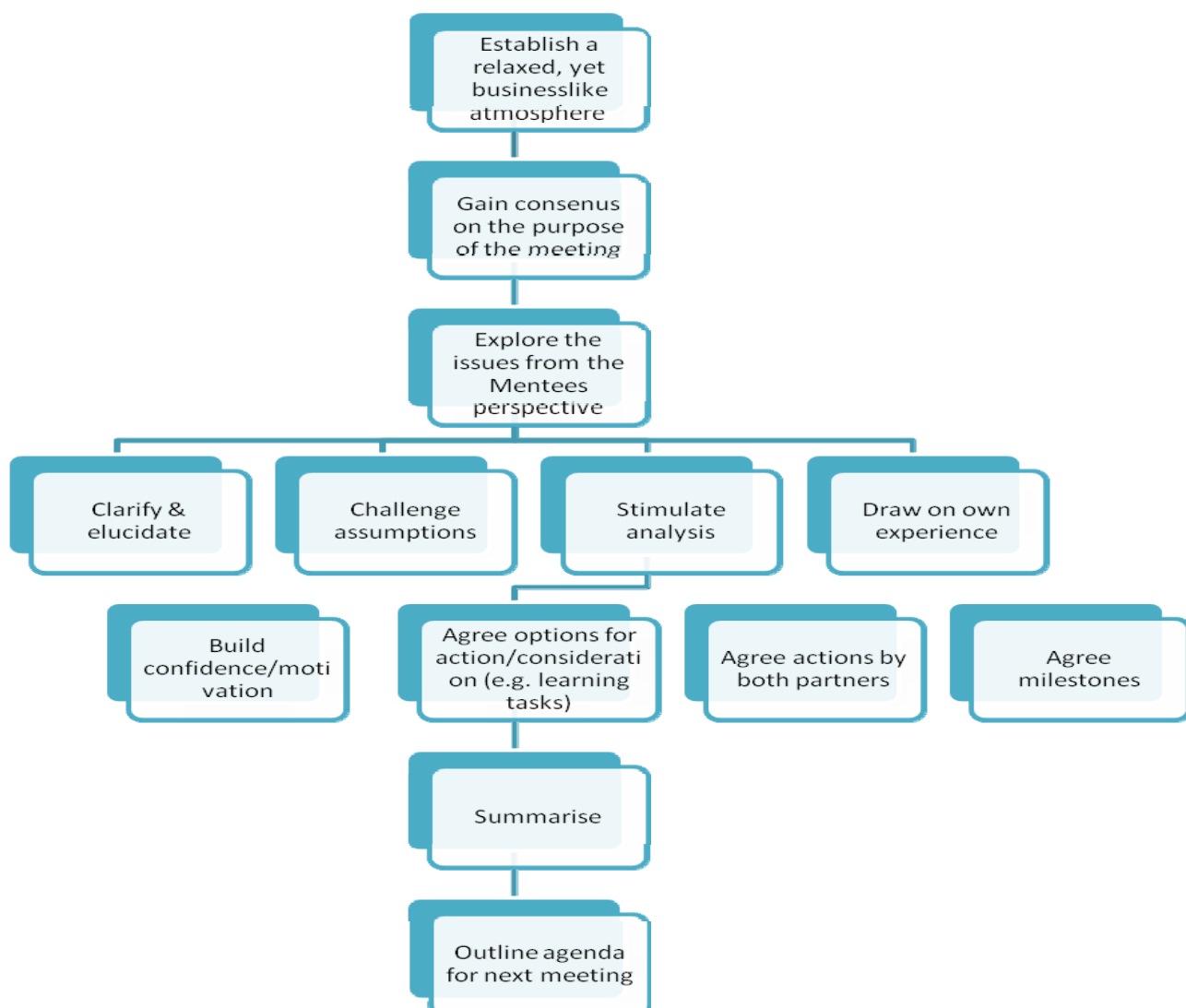
- a. Create a forum for progressing the learners issues
- b. Use each others expertise as agreed
- c. Review progress and adapt if necessary
- d. Empower, identify and create opportunities
- e. Identify new issues and ways of working
- f. Explore feelings/emotions about progress so far
- g. Recognise (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 areas to cover in a mentoring meeting Clutterbuck (2004)



MODELS AND TECHNIQUES FOR MENTORING

- **7 types of mentor assistance**
- **CLEAR model**
- **OKSCAR model**

7 types of mentor assistance, throughout the relationship (Shea 2002)

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

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)

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

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

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

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

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

Clear Model

C	Contract: Opening the discussion, setting the scope, establishing the desired outcomes, and agreeing the ground rules
L	Listen: Using active listening and empathy to help the coachee develop their understanding of the situation and generate personal insight
E	Explore 1: Helping the coachee to understand the personal impact the situation is having on themselves. Exploring 2: Challenging the coachee to think through possibilities for future action in resolving the situation
A	Action: Supporting the coachee in choosing a way ahead and deciding the next step.
R	Review: Wrapping up, reinforcing the ground covered, decisions made and value added. The coach encourages feedback on the coaching/mentoring received.

OSKAR model

O	• Outcome	Outcome – what is the objective of this session what do we want to achieve today?
S	• Scaling	Scaling – rate the situation on a scale of 1-10. How did you get this far? How to get to 10?
K	• Know-how & Resources	Know-how & resources – what helps you perform at n rather than 0? How does this happen?
A	• Affirm & Action	Affirm & Action – what is already going well? What is next? What will it take to get to... 10?
R	• Review	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)

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