1. **Mentoring**

**What is mentoring?**

* Mentoring is a relationship rather than an activity.
* Mentoring gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process.
* Typically it is a one-to-one relationship between a more experienced and a less experienced individual. It is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share.

**Principles of Mentoring:**

* Be a collaborative and voluntary engagement, centred around an agreed expectation, and mutually valuable for the mentee and mentor.
* Provide guidance, not direction.
* Not be prescriptive in advocating one way of mentoring

**What are the advantages of mentoring?**

* It has flexibility
* It can be formal or informal
* It is focused
* It is unique to the needs and interests of each person
* It engages hearts as well as minds
* It is a feedback system
* It can happen alongside other learning processes

**Stages of a mentoring relationship:**

* Exploring the possibility of working together
* Building the relationship
* Negotiating the mentoring arrangement/agreement
* Mentee/mentor development, including monitoring and measuring progress and outcomes
* Ending the formal relationship

Any successful mentoring relationship will move through four definite stages. The time spent in each one of these areas will differ from relationship to relationship, but the progression is uniform.

**Stage 1.**

The mentor and the mentee become acquainted and informally clarify their common interests, shared values, and future goals and dreams. If taking time to become acquainted with one another’s interests, values, and goals is given a high priority, the relationship seems to get off to a better start. In this stage, there may be a lack of communication, or difficulty in communicating. Mentees may be reluctant to trust mentors, and may attempt to manipulate them. The relationship may remain in this stage from one to six meetings. Mentors must be careful not to allow their preconceptions to dictate how they will approach the relationship and define who they think the mentee should become.

While charting a course for the approach to the relationship, the mentor must consider three factors:

* The relative eagerness the mentee brings to this relationship.
* The similarities in your personal styles (animated, low-key; spontaneous, reflective, gentle, stern, holding back, boisterous).
* The similarities in your expected short and long term goals.

**Stage 2.**

The mentor and mentee communicate initial expectations and agree upon some common procedures and expectations as a starting point. In the less likely event that the two individuals may not be compatible, the pair is able to part on a friendly basis. In stage 2, there will be more listening, sharing, and confiding in one another. Values will be compared, and personal concerns will be expressed. The relationship may remain in this stage from one to three months.

**Stage 3.**

The mentor and the mentee begin to accomplish the actual purposes of mentoring. Gradually, needs become fulfilled, objectives are met, and intrinsic growth takes place. New challenges are presented and achieved. Stage 3 is the stage of acceptance, but it is also a stage of change, where a mentee is more likely to exercise self-discipline.

**Stage 4.**

The mentor and the mentee close their mentoring association and redefine their relationship. Follow-up is conducted. In summary, in the four stages the mentor and mentee will acquaint themselves with one another, determine values and goals, achieve those goals, and close their relationship.

Four mentoring meetings of two hours, per year, is highly recommended.

1. **What is good behaviour for student and mentor?**
* Turn up on time
* Honouring commitment agreed terms
* Student and mentor negotiate terms
* Win/win
* Student autonomy – supporting your leadership
* Setting boundaries eg. What is an appropriate time to contact
* Option to opt-out
* Honesty
* Confidentiality and safety
* Respect
* Flexibility
* Self/individual relationship evaluation and reflection
* Purposeful commitments
1. **What sorts of things can you discuss with your mentor?**
* Anything to support the project and issues surrounding it
* Tighten up business model with strong social justice framework
* Applying and maintaining stong social justice principle
* Creating and applying a framework for any project
* Sounding board to make better decisions
* Put mirror in front of my face
* To be able to ask hard questions
* Professional/personal topics
* Questioning and problem solving
* Deeper level of thinking
* Networking – different types of approaches
* Seriously challenging
* Strategic planning
* Project management by practice, not theory
* Resource sourcing e.g. lawyer

**Skills of Effective Mentors**

An effective mentor has been described as one who:

**M** – Manages the relationship

**E** – Encourages

**N** – Nurtures

**T** – Teaches

**O** – Offers mutual respect

**R** – Responds to the mentee’s needs

**M** – Manages the relationship

* Has high level self management skills
* Is assertive
* Has good knowledge of the organisation
* Models effective leadership and management skills
* Has excellent interpersonal skills

**E** – Encourages

* Motivates others
* Is a good role model
* Able to provide clear and objective feedback

**N** – Nurtures

* Able to promote personal growth
* Has ability to maintain work-life balance
* Acknowledges need to maintain health
* Respects higher goals, values and spiritual needs

**T** – Teaches

* Able to undertake needs assessment
* Able to facilitate learning
* Provides resources

**O** – Offers mutual respect

* Accepts differences in values, interests etc.

**R** – Responds to the mentee’s needs

* Does not seek to impose advice on the basis of one’s own needs.

**Negotiating details of a mentoring relationship**

The mentor and mentee must negotiate the details of the mentoring relationship in the first few meetings.

Issues for consideration include:

When, where, how often, and how long will the mentor and mentee meet?

* How formal/informal and how flexible would the mentor and mentee like the relationship to be?
* What are the mentee’s objectives for the mentoring relationship?
* What are the expectations and roles of the mentor and mentee?
* What kind of issues, tasks or projects would the mentee like to work on with the mentor?
* What types of activities would the mentee find valuable, in addition to meeting and talking with the mentor? For example:

Observing the mentor in action:

Shadowing the mentor to see what he/she does on a typical day;

Asking the mentor to review the mentee’s work;

Asking the mentor to observe the mentee in action and provide feedback; and/or

Working on a joint project or task together.

* What kind and how much contact will the mentor and mentee have in between meetings, e.g. by email or phone?
* How will the mentor and mentee keep the relationship going if either party is away or if meetings have to be cancelled or rescheduled?
* What are the confidentiality requirements?

**Mentoring Agreement Form**

Mentoring is when two parties- a mentor and a mentee- work together to help the mentee improve his/her skills. The mentor acts as a role model and supports the mentee by sharing knowledge, resources and advice to help the mentee improve his/her skills.

The following agreement form can be completed by the mentor and mentee together. It can help to organise the mentoring relationship.

Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee Learning Goals

I want to improve the following essential skills:

* Reading
* Document use
* Numeracy (Math)
* Writing
* Oral communication
* Thinking (e.g. problem solving, decision making)
* Working with others
* Computer use
* Continuous learning

Time Commitments

We will commit the following amount of time to the mentoring relationship:

* \_\_\_\_\_\_\_\_\_ day(s) per week for up to \_\_\_\_\_\_\_\_\_\_ weeks
* \_\_\_\_\_\_\_\_\_ ½ day(s) per week for up to \_\_\_\_\_\_\_\_\_\_ weeks
* \_\_\_\_\_\_\_\_\_ hour(s) per week for up to \_\_\_\_\_\_\_\_\_\_ weeks

Responsibilities

Mentor: I agree that my responsibilities will include (tick those that apply):

* Helping the mentee to identify clear learning objectives
* Providing information and constructive feedback (e.g. progress made, areas for improvement
* Demonstrating effective essential skills
* Referring the mentee to appropriate learning resources
* Supporting, encouraging and motivating the mentee
* Scheduling meetings with the mentee
* Attending meetings with the mentee
	+ Maintaining mutual trust and respect
	+ Maintaining confidentiality

Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee: I agree that my responsibilities will include (tick those that apply):

* Identifying clear goals and objectives
* Working to achieve my learning goals
* Seeking help and guidance from the mentor
* Remaining open to suggestions and opinions
* Accepting responsibility for decisions and actions
* Carrying out tasks and learning activities as agreed
* Scheduling meetings with the mentor
* Attending meetings with the mentor
* Maintaining mutual trust and respect
* Maintaining confidentiality

Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key Activities

We will use the following activities to achieve the learning goals:

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4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Confidentiality

We agree that this information will be kept confidential.

Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Details

Mentor’s Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentee’s Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentees Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_