

LSC Changing Attitudes Programme

THE GOOD MENTORING GUIDE

FOREWARD

This mentoring guide has been compiled using data from extensive research of available material on mentoring (e.g. books, journals, reports, newsletters and the internet), and from the author's personal experience of mentoring gained over more than 15 years, and reflections of mentoring practice to date.

The guide examines the overall process, roles and skills involved in mentoring and aims to provide the reader with a good understanding of the mentoring journey. By reading and using the guide the reader will:

- Develop an understanding of the breadth and complexity of the mentoring role
- Develop an awareness of mentoring techniques and processes
- Examine the key stages of a mentoring relationship and what happens within them
- Understand the skills & competencies of a mentor
- Gain an insight into e-mentoring

The guide has been written in a way to provide the reader an appreciation of traditional mentoring and e-mentoring. It will also help the readers and users to become more effective mentors and mentees.

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1.0 WHAT IS MENTORING

Mentoring is increasingly recognised as a vital component in any business toolkit for the 21st century - but what is mentoring? Ask any group of individuals and their ideas are sure to differ widely.

This section will look at the background, definitions and concepts of mentoring and provide a clearer understanding of what mentoring is and how it can be used in practice for real benefit.

1.1 Background

The concept of Mentoring has its origins in Greek Mythology. Ulysses entrusted his son Telemachus to the care and direction of his old and trusted friend Mentor, before setting out on an epic journey, to fight in the Trojan Wars.

Gone are the days when wise old mentors, draped in togas would lecture to young protégés sitting attentively at their feet. Today's troupe of mentors know no age restrictions. They guide all manner of individuals, stretched across the globe, through the use of telephone, e-mails, instant messaging and broadband Webcasts. The word Mentor has become synonymous with any form of "wise counselling" and Mentoring has been adopted by many organisations as an effective development option.

Conceptionally, Mentoring is the classic strategy where the more experienced care for and train the less experienced, in a non-judgmental manner by coaching, counselling and imparting knowledge. From Homer to the new millennium not much has changed. The technique has undoubtedly withstood the test of time and has proved very useful in delivering beneficial results. It can be and is used to produce, amongst other outcomes – role models, higher aspirations, increased motivation, improved attainment, and the reduction of angst at transition phases. Essentially it is an intentional and nurturing process which fosters the growth and development of the Mentee towards full maturity.

Mentoring relationships can be found in abundance both in real life and in make-believe. For example, in the 1983 movie, *Educating Rita*, the character Rita is mentored by her teacher Dr. Bryant. Warren Beatty has been mentored by Diane Keaton. Golf pro Tiger Woods has been mentored by Mark O'Meara. And in the 1993 novel, *Compelling Evidence*, by Steve Martini, lawyer Ben Potter mentors colleague Paul Madriani.

Mentoring taps a basic instinct most people share – the desire to pass on their learning, to help other people develop and fulfil their potential.

1.2 What Is The Definition Of Mentoring?

There are many varying definitions about mentoring. The following definitions are widely accepted and quoted in the literature on mentoring. They reflect different yet related ideas and in a way capture the essence and spirit of mentoring.

"Off-line help by one person to another in making significant transitions in knowledge, work or thinking." Clutterbuck & Megginson (1995).

"Mentoring is seen as a process whereby mentor and mentee work together to discover and develop the mentee's latent abilities." Shea (1997).

"Mentoring can be defined as: a significant, long-term, beneficial effect on the life or style of another person, generally as a result of personal one-on-one contact." Shea (1997).

Mentoring is "a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies" Murray (1991).

"Mentoring means to facilitate, guide and encourage continuous innovation, learning and growth to prepare the business for the future. Mentoring in business is most effective when discretely targeted at three levels: 1) the individual workers; 2) the management team and other working groups; 3) the entire organisation and its culture." Johnson (1997).

Mentoring is not only a valuable modern business tool but is also an age-old tradition, valued by countless generations. In recent times, the mentoring tradition has been followed through craft apprenticeships, modern day "buddy" arrangements and facilitated mentoring programmes.

Mentoring is used by organisations of every size and type, across the public, private and voluntary sectors. It is used, for example, to:

- Help new employees acclimatise to the working environment
- Facilitate better communications between different business units or management tiers
- Promote and support changes in the culture of an organisation
- Enhance cross cultural communications and understanding

Mentoring can be described as a partnership between two people. It can be seen as a process of on-going support and development, which tackles issues and blockages identified by the mentee.

1.3 What Is The Difference Between Mentoring And Coaching?

There is considerable debate about the use of the terms 'mentoring' and 'coaching'. It is therefore important to have clear definitions as a base for mentoring or coaching programmes. This assists in clarifying and communicating to others the focal purpose of the mentoring scheme. It also helps to identify key components that may need to be included in any supporting training programme.

A mentor is commonly described as a critical friend, or guide who is responsible for overseeing the career and development of another person outside the normal manager/subordinate relationship." Clutterbuck and Sweeney (1997).

A coach is someone who plans an intervention “designed to improve the performance of an individual in a specific task.” Clutterbuck and Sweeney (1997).

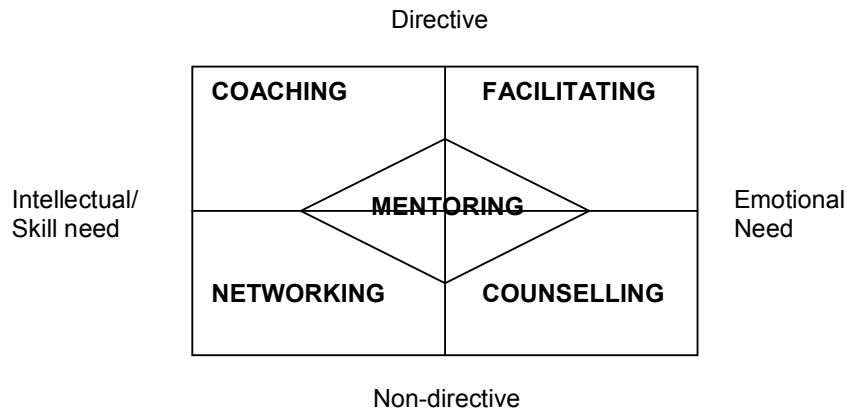
Some people do not distinguish between coaching and mentoring, although Clutterbuck and Sweeney (1997) consider such a distinction important as highlighted in the table below.

Table taken from Clutterbuck & Sweeney (1997)

COACHING	MENTORING
Focus on task	Focus on progress
Usually short term	Usually longer term – sometimes for life
Explicit feedback	Intuitive feedback
Develops skills	Develops capabilities
Driven by coach	Driven by mentee/learner
Shows you where you went wrong	Helps you to work it out yourself

Mentoring requires the mentor to know which of several styles to use at any particular time. A mentor may be more or less directive in response to the needs of the mentee. A mentor may also pay more or less attention to the emotional needs of the mentee. These different focuses are represented in Figure 1 below.

Figure 1: Styles of mentoring Clutterbuck and Sweeny (1997).



1.4 What Mentoring Is And Isn't

There are two very different schools of thought about the nature and purpose of mentoring, which can be described as the US and the European models. These can be summarised as:

US: Sponsorship – where the role of the mentor is as sponsor and protector of a younger person's career.

European: Developmental – which emphasises the empowering of people to take charge of their own development and career momentum.

This international perspective on mentoring relationships provides unique insights into cross-cultural differences in mentoring, and challenges some existing perceptions in the process. The Americans and the Europeans use different terminology in their mentoring relationships. For example, the Americans commonly use the term 'protégé'. This is considered to be unacceptable by the Europeans as this suggests a patronising and one way

relationship. The Europeans prefer to use the term 'mentee', which the Americans see as just a trendy term which is not a proper word. Some people tend to use both terms interchangeably but there is more to this than just a language difference. There are deeper differences and assumptions regarding the nature of the mentoring relationship. For example, Americans view mentoring as helping the protégé advance up the corporate ladder, while the Europeans see this approach as nepotism and favouritism. The Europeans tend to use a more holistic approach, which looks at the overall personal development of the mentee, irrespective of his or her rank or advancement patterns.

These diverse views have much in common, but they also point to distinct differences in the nature and functioning of mentoring relationships. Together they represent a rich composition that can best be appreciated by understanding their unique parts and country culture context.

1.4.1 Mentoring Is:

The following bullet points highlight what mentoring is:

- ◆ One-to-one, off-line
- ◆ Confidential
- ◆ Understanding and trusting
- ◆ Developmental
- ◆ Building capacity & intangible skills
- ◆ Person focussed
- ◆ Partnership and friendship
- ◆ Mutual, 2-way learning relationship
- ◆ Building self reliance

1.4.2 Mentoring Isn't

The following bullet points highlight what mentoring isn't:

- ◆ Direct sponsorship
- ◆ Undermining the line manager
- ◆ Secretive
- ◆ Task Focused
- ◆ Doing it for you/giving the answer
- ◆ Detailed
- ◆ Therapy
- ◆ Protection

1.5 What Are The Benefits Of Mentoring?

In a business context, there are essentially four key stakeholders in a mentoring scheme, all of whom are looking for a return on their investment.

There are:

- ◆ Mentor
- ◆ Mentee
- ◆ Line Manager
- ◆ The Organisation

There are numerous mentoring outcomes for the mentor, the mentee, line manager and the organisation. Mentee outcomes include career advancement, success and satisfaction as highlighted by Dreher and Cox, (1996); Fagenson, (1988); and Ragins and Cotton, (1999). Mentors can benefit from increased promotion rates, rejuvenation and the acquisition of useful information as described by Kram, (1985); and Mullen (1994).

Organisational outcomes include increased employee motivation, better job performance and increased competitive advantage as highlighted by Kram and Hall, (1989); and Shea, (1994).

1.6 What Are The Potential Benefits For The Mentor?

The benefits for the mentor are as follows:

- Increased motivation and sense of achievement
- Refined interpersonal skills
- Revitalised interest in work
- Enhanced status
- Extended influence
- Close relationship with the mentee
- Satisfaction of seeing some one else grow
- Opportunity to take time out/reflect
- Improved understanding of the different generations
- Fulfilment of own developmental needs

1.7 What Are The Potential Benefits For The Mentee?

The benefits for the mentee can be summarised as follows:

- Positive role model
- A source of guidance and perspective
- A safe space to try out ideas
- An opportunity for personal reflective space
- A source of stretch and challenge
- Access to networks and other learning sources
- More responsibility for own learning and training
- Increased self esteem
- Increased motivation and achievement
- Personal growth and development
- Enhance existing skills & learn new skills

1.8 What Are The Potential Benefits For The Line Manager?

The benefits for the line manager can be summarised as follows:

- A second opinion
- Improvement in mentee's performance
- Better relationship with mentee
- Shared responsibility for developing mentee
- Better motivated team member
- Higher productivity for the team

1.9 What Are The Potential Benefits For The Organisation?

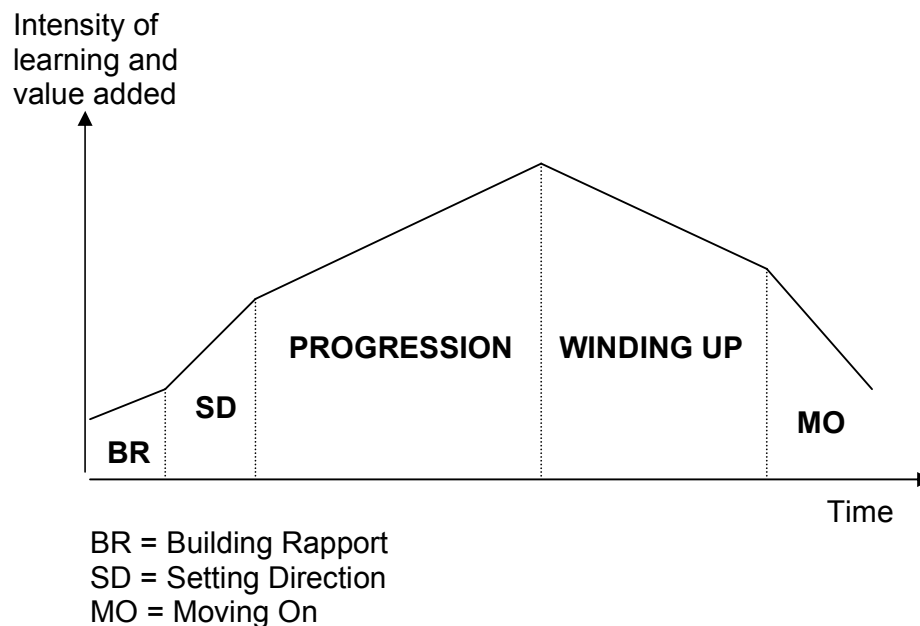
The benefits for the organisation can be summarised as follows:

- Better recruitment, retention & progression of employees
- Means of supporting succession planning
- Motivated workforce with improved skills
- Improved communications across the business
- Reinforcement of culture change
- Tacit knowledge is shared
- Helps building of the learning culture
- Cost-effective personalised development programme
- Maximising human potential

2.0 HOW MENTORING RELATIONSHIP WORKS

Mentoring schemes either have a finite lifetime or allow participants to find their own timing. Whichever approach is used, research has shown that a mentoring relationship moves through five recognisable phases, as shown below in the lifecycle model developed by Clutterbuck Associates. These are covered in this section, together with the activities relevant to each phase.

2.1 The Lifecycle Model



2.1.1 Phase 1: Building Rapport

In this phase it is important to look at what values the mentor and mentee share; and how they are going to work together.

The following five key components are essential for rapport:

- **Trust** – there must be confidence that mentor and mentee will both keep confidential anything discussed between them, and that they will do what they say they will.
- **Focus** – the attention needs to be fully on the mentor/mentee. There should be active listening taking place, which must be open and non-judgemental.
- **Empathy** – there must be mutual respect between the mentor and mentee. Both need to try and understand the other's point of view, their feelings, ambitions and drives.
- **Congruence** – There should be a shared sense of purpose for the relationship and confidence to talk about some of the fears, weaknesses or mistakes of both individuals.
- **Empowerment** – The mentoring relationship needs to be liberating on both sides.

A good set of indicators for amount of rapport between mentor and mentee are:

- Body language of mentor and mentee
- Number of uncomfortable issues being explored
- Liveliness and depth of discussions taking place
- Amount of enthusiasm about learning being displayed

2.1.1.1 The First Meeting

The first meeting provides a great opportunity to build the personal rapport, which is crucial for the success of the partnership. Mentor and mentee must be prepared to talk about their expectations and hopes for the relationship. It is also very important for the mentor and mentee to share some personal interests and stories to help establish common ground.

The mentor and mentee both need to prepare prior to the meeting by asking themselves some of the following questions:

- **Mentee**
 - What are my strengths?
 - What are my major needs?
 - What are my short, medium and long term objectives?
 - What are the things that the mentor can help me with?
 - How can I help the mentor help me?
 - What do I want out of the mentoring relationship?
 - How will I know if the mentoring is working or not working?

- **Mentor**
 - What can I offer the mentee?
 - What do I want out of the relationship?
 - What career and life experiences have helped me most in my own personal and professional development? What are important lessons learnt? How can I use these to help my mentee?
 - How will I know if the mentoring is working or not working?

2.1.1.2 Agreeing Ground Rules

It is very important that the ground rules for the relationship are discussed and agreed up front, whether or not these are written down in terms of a formal contract or agreement.

Some of the following areas should be discussed:

- What is expected from the mentoring relationship by both parties?
- How, when and where will the meetings take place?
- What are the boundaries of the relationship?
- How can you ensure other people e.g. line manager are comfortable with the relationship?
- How will you measure/review progress?
- How will you conclude the relationship both whilst it is working and/or when it is not working?

2.1.2 Phase 2: Setting Direction

Having clear aims and objectives is important in creating a sense of purpose and in some respect urgency. The mentee needs to articulate with the help of the mentor if required, what kind of transition they want to achieve. In order to help with this process it is useful to consider questions like:

- What does the mentee want to do and/or achieve in short, medium and long term?
- Where does the mentee want to be in 12 months time?
- How will you know progress has been made?
- What sort of help, advice and support is the mentee looking for?

2.1.3 Phase 3: Progression

This phase is the mature and the most productive stage of the mentoring relationship especially as the mentor and mentee will be well used to each other by this time and the relationship will be running pretty smoothly. The mentee will start to show more independence as their confidence grows and will be in less need of support and advice from the mentor.

The ground rules will no doubt be well understood and the meeting agenda, structure, timing etc will be well established. This is a very good time to look at whether or not best use is being made of the learning opportunity.

It is also useful to look at the way the meetings are being managed to ensure best use is being made of the time and the mentoring relationship.

A review of all the elements of the mentoring relationship at this stage is strongly recommended to allow any adjustments and new plans to be made if necessary.

2.1.4 Phase 4: Winding Up

In this phase, the relationship becomes more mutual in terms of learning and support. The mentee gradually becomes more and more self-reliant. The mentee by now should be in charge of the mentoring process, so that the mentor's role is much more reactive.

It is appropriate during this stage for the mentor to review frequently with the mentee what both parties are getting out of the relationship and let matters take their course.

The objectives defined at the start of the relationship will gradually be realised by this time and the mentor will start to see the end of the relationship in sight.

Alternatively a much wider range of issues may be encompassed with mutual agreement. Many of these could be more personal and outside the scope of the mentee's initial goals. In this situation, it is important to be aware of and stay within the boundaries of the mentoring role and not move or drift into a counselling role.

2.1.5 Phase 5: Moving On

There comes a time in the relationship when it is appropriate to move on. This could be defined by the specifics of the mentoring scheme or when the mentee has achieved most/all of their goals. This could also happen when discussions lack freshness and either the mentor or the mentee begin to feel constrained by the relationship.

There are some key questions and issues, which should be considered in this phase as follows:

- Has the mentee become too reliant on the mentor to let go?
- Have missed meeting(s) started to create a guilt feeling that inhibits further contact?
- A formal ending is a “release” from commitment
- It is better to end within a mentoring session
- The mentee should be left with a structure for further development
- Ensure the mentee has a network of other sources of support

It is better to achieve a proper closure in all cases. To help act as a guide:

DO...

- Prepare for the transition ahead of time
- Frequently review the relationship
- Emphasise the mutual learning
- Be open and honest about your feelings
- Celebrate the successes
- Help the mentee plan how to manage on their own
- Encourage the mentee to become a mentor
- Agree how/when you will keep in touch

Don't...

- Allow things to drift away
- Make the break abrupt
- Allow friendship to obscure the practical purposes
- Make your mentee feel guilty about their independence
- Try to keep the relationship going at anything but a very reduced level

3.0 THE LEARNING PROCESS

It is important to have a good understanding of essential learning theory in order to make the mentoring relationship as effective as possible.

There are a number of basic principles of importance to anyone undertaking, learning, or helping others to learn. These are summarised below:

3.1 Pre-Requisite For Learning

- (a) There has to be a level of physical development sufficient to enable the learner to undertake the tasks of learning.
- (b) There has to be a level of mental development sufficient to enable the learner to learn. Being at a particular general level of intelligence may not be sufficient – a specific aptitude may be required.
- (c) The learner has to have adequate motivation (or drive) to learn. 'Wanting' to learn or 'being interested' in learning, or being compelled to learn (e.g. to gain qualifications) may not be enough. The learner has to be able to relate effort to end results and judge these as worthwhile.
- (d) The learning has to be such that it provides for and encourages active participation.

3.2 How Learning Takes Place

The way learning takes place can be summarised in the following way:

- (a) Information is taken in by the senses. The more senses in operation simultaneously, the more quickly is the information absorbed.
- (b) Association of new information with previous known information. This puts what is new into a meaningful frame of reference and the learner is able to progress from known to unknown.
- (c) Assimilation of new information takes place best when it is presented in a series of manageable steps or parts.
- (d) Acquisition of new information takes place by active recall and repetition.
- (e) Practice with knowledge of the results forms this into a habit.
- (f) Learning is an active and not a passive process.
- (g) Different individuals prefer to learn in different ways broadly related to Kolb's cycle and in line with Honey & Mumford's learning styles inventory as follows:

ACTIVISTS prefer to learn from EXPERIENCES (GET IT DONE)

REFLECTORS prefer to learn from REFLECTION (THINK FIRST)

THEORISTS prefer to learn from THEORISING (UNDERSTAND IT)

PRAGMATISTS prefer to learn from ACTION PLAN (WILL IT WORK?)

It is true to say that by applying principles outlined in 3.1 and 3.2 above, the skill of learning can be acquired to a large extent through training and development. However, for the training to be effective it is essential to determine which type of learning is needed and learning/training designed accordingly.

To effectively acquire the skill of learning and maximise the benefits you must reflect on what you are doing, try to understand it, and experiment with ways of doing things better. Otherwise the experience is likely to teach you almost nothing. Similarly, purely theoretical knowledge if not related to experience, and experimented with, is unlikely to be productive of useful learning.

Although using the learning styles inventory to learn is a very powerful tool, you must first identify your preferred learning style. Identifying the barriers that need to be overcome in improving your non-preferred learning styles can then follow this. Again all the principles of learning need to be followed to make the learning successful.

4.0 E-MENTORING

This section looks at a whole new form of mentoring known as e-mentoring that has developed over recent years and is continuing to gain popularity and take up today. This form of mentoring can be used to overcome time and distance barriers and also compliment and enhance the traditional face to face mentoring programmes.

4.1 What Is E-Mentoring?

The proliferation of email and the Internet has created a whole new model of mentoring – communication through electronic messaging systems such as telephone, email, Internet chat rooms, bulletin boards, messaging systems. This has come to be known as 'e-Mentoring'.

E-mentoring can be either formal or informal, and can provide a range of services from programme support to personal relationships.

E-mentoring can work well for information-based relationships, particularly for providing help to someone who has an emergent need that can be met with specific instructions or explanations. Personal relationships are also possible to develop through electronic communications, and without face-to-face meetings, but the individuals must be comfortable with non-visual forms of communication.

For example, in “The Revenge of the Introverts” Livingood explains how individuals who may be shy in public exchanges become quite communicative when they are able to ‘talk’ with others through online text.

“The Internet gives introverts a way to remain a little isolated from the hustle and din of society, yet still communicate with other Internet users on topics of mutual interest. Newsgroups and mailing lists are generating pools of "group knowledge" that introverts not only enjoy participating in, but may also use to gain some competitive advantages in today's information society. Introverts are likely to increasingly go "on-line," relying upon the growing hordes of internet users as a knowledge base. Rather than displacing them, today's technology is giving introverts new ways to express themselves. They are connected, they are communicating, and they are comfortable in the new world of cyberspace.” Livingood (1995).

4.2 Similarities And Differences

While some aspects of e-mentoring are very different from conventional face-to-face variety, others are very familiar.

Mentoring of whatever description is work-focused in the main. It's about finding someone that can be called a role model that demonstrates exemplary behaviour in areas that are critically important to another person.

Mentors are generally working at a level above the mentee, and perhaps more than that. Mentees look for mentors who perform better at certain functions than they do, people who inspire them, and people who make them ask, how do they do that? So far, so good. But there are inevitable differences, too, and the method of communication is the most obvious.

You know how you sometimes get e-mails, which you interpret in a particular way, yet when you speak to the sender he will say he didn't mean it to be construed like that? That is a dilemma with e-mentoring. You are never entirely sure what 'tone' the message carries, which means you, have to be careful in how you interpret it.

A set of rules and guidance on writing e-mail messages, called 'netiquette,' has been developed to try and overcome these problems. Netiquette involves the use of symbols, such as a smiling face motif placed beside a cheery message, to convey tone, but even that can not fully plug the gaps left by lack of face-to-face contact. There is not the same opportunity for challenge with e-mentoring. The challenge in mentoring comes not so much through what people say, but in how they say it – it is highly non-verbal. We all apply relative importance to things like body language and tone of voice in communications, and those are not available on e-mail.

Challenge is one thing, but perhaps surprisingly, the relationship elements of e-mentoring are not vastly different from those of conventional mentoring. People often think that the e-mentoring relationship would be very different - until they are involved in one. There is no doubt that people develop interesting relationships over the Internet - they actually tend to say more in e-mentoring than they might face-to-face.

4.3 E-Mentoring In Practice

The mechanics of e-mentoring are pretty straightforward. Typically, the mentee will set down in a message the issues that are important to him or her at that time. Using for example email, designed to enable the receiver to insert text into the original message, the mentor can then 'thread' his or her responses between the mentee's sentences. Threading is a really important aspect, since you can highlight elements of the text that are important, and insert your response next to them. This is the next best thing to having a conversation.

Ground rules, of course, still have to be agreed, just as they would in a conventional mentoring relationship. Instead of regular meetings, regular times for sending and receiving e-mail messages can be set up. The benefit of e-mail is being able to send and receive messages at any time day or night. This flexibility is particularly important if the mentor and/or mentee have a busy personal and/or professional life. Different people will no doubt use this facility in different ways to suit their own life and work styles.

4.4 Making It Work

There are circumstances in which e-mentoring can work particularly well, especially where there are issues associated with time (i.e. people having very busy schedules) and distance (i.e. people are geographically disperse). An example of this could be in the health service where there are real issues with remote and rural Environments. Other good examples are ITV News Group with its regional spread and BT where people are based around the world. For people in this situation, it is a great source, and opportunity. It is

also useful for busy people as an add-on. Sometimes it is not useful on its own, but if you can combine it with face-to-face mentoring, you can save time.

Trust and confidentiality can be issues for some people. Some people might take months to establish a trusting relationship with people even on a regular face-to-face basis. Therefore, it is, pay your money, and take your chances.

But perhaps the greatest opportunity e-mentoring offers to mentees is greater choice and diversity in choosing mentors. The term, theoretically an individual can be mentored by someone on a different continent, has been turned into a reality!

One of the key competencies is to value diversity. E-mentoring opens the door to enormous diversity in potential mentors and mentees. If people understand and endorse that, they can look for an e-mentor or e-mentee who is different rather than similar, and will be better challenged for it. The people who participate on the e-mentoring programmes have certainly benefited from the richness that the diverse pool of e-mentors and e-mentees provide.

5.0 HELPFUL TECHNIQUES AND PROCESSES

The following techniques and processes can be very helpful in a mentoring relationship:

- **Understanding Perspective** – The mentor and mentee may have very different set of experiences, values and ambitions from each other, especially if they are from a different culture. It is therefore, important to recognise their existence and validity, even if you do not fully agree with them. Having a good understanding of each others perspective will lead to more fruitful discussions and outcomes.
- **Developing Networks** – A mentor can help a mentee develop their networks by sharing networking techniques and helping the mentee understand how to develop and maintain relationships with others.
- **Being A Good Role Model** - Effective mentors always become good role models to their mentee. However, they need to be mindful that the mentee may well adopt some of their behaviours and potential weaknesses which are not appropriate. Therefore, the mentor must help the mentee think about what behaviours fit best with their personality and strengths.
- **Being A Critical Friend** – Plain, straightforward speaking is not always comfortable either for the mentor or the mentee, but it is one of the things they are most likely to appreciate. Plain talking and effective challenging will lead to a more meaningful dialogue, deeper reflection and better learning outcomes.

- **Giving Advice** – it is important for the mentor to hold back from giving advice and jumping straight into solution mode. The mentee should be helped to develop their own solutions through the use of effective questions. However, there are times when a simple “This is what you need to do” is an appropriate approach. The trick is to understand when to give advice and when to hold back. This will undoubtedly come with practice and experience.
- **Career Planning** – A mentor can often draw upon knowledge and experience of the organisation to help the mentee identify specific career paths and job opportunities.
- **Encouraging And Supporting** – There will be times when a mentor just needs to be there to listen and help a mentee regain their confidence. Jumping in to solve their problem for them will not help build self reliance.

6.0 CODE OF PRACTICE

The following points provide a general code of practice for the mentoring relationship.

1. Mentoring is a confidential activity, in which both parties have a duty of care towards each other.
2. The mentor's role is to respond to the mentee's developmental needs and agenda and not to impose one of their own.
3. Mentor and mentee should discuss and agree the aims and objectives of the mentoring relationship.
4. Mentor and mentee should discuss and agree the ground rules which will be used to govern the mentoring relationships.
5. The mentee must accept increasing responsibility for managing the relationship and the mentor must empower them to do so.
6. Mentor and mentee must be open and truthful to each other about the relationship itself, regularly reviewing how it might be improved.
7. Mentor and Mentee may end the relationship at any time if it is not working for them. However, they have a responsibility for discussing the matter together, as part of mutual learning.
8. Mentor and mentee share responsibility for the smooth winding down of the relationship, when it has achieved its purpose.

7.0 FREQUENTLY ASKED QUESTIONS

This section provides answers to some of the most frequently asked questions about mentoring.

1. What's the difference between coaching and mentoring?

Coaching is primarily about performance and the development of specific skills. Mentoring is much more broadly based and intuitive, focusing on developing capability and often includes longer term help in career self-management.

2. How long should a mentoring session last?

Between one and two hours, typically.

3. How frequently should we meet?

Every 4 – 6 weeks, typically.

4. Where is the best place to meet?

Where mentor and mentee both feel able to relax, yet be business like in their discussions. In general, a neutral, private space is usually best.

5. How long should a mentoring relationship last?

Between 6 months to a year is typical. However, these relationships can last much longer in cases where the mentoring pairs set new goals and continue after they reach the end of the initially agreed period.

6. Can I have more than one mentee at a time?

Yes, but it is best to start with one or two, while you develop your skills in the role.

7. What is the role of the line manager and the mentor?

In general, line managers focus on developing people for the roles they are currently in and sort out their day to day work issues. Mentors focus on the longer term and work on a much boarder range of issues to help the mentees develop their capabilities and plan their future career path.

8. How confidential is the mentoring relationship?

In general, everything said in the mentoring discussion is private to the mentor and mentee. However, you have certain legal obligations to report any criminal conduct which could include for example, incidents of sexual harassment or bullying.

8.0 TROUBLESHOOTING CHECKLIST

The following checklist covers some of the most frequent problems reported in mentoring relationships.

Problem	Possible Solutions
Our discussions are very shallow.	<ul style="list-style-type: none"> • Check and ensure that the aims and objectives of the relationship are clear and fully understood. • Create an environment where there is fully open and frank debate and discussion. • Ensure that there is sufficient level of challenge and reflection during the meetings.
We seem to have run out of steam.	<ul style="list-style-type: none"> • Review the aims and objectives of the relationship and decide whether or not there is a need for the relationship to continue. • If the relationship is to continue then discuss and agree how it can be reinvigorated. • If the relationship is to end then it should be formally wound down.
Meetings keep getting postponed.	<ul style="list-style-type: none"> • Check how committed the mentor and mentee are to the relationship. • Consider using e-mentoring to overcome lack of time pressures. • Discuss and agree better ways of managing time.

Problem	Possible Solutions
We don't seem to have much rapport.	<ul style="list-style-type: none"> • Recognise and tackle the problem by trying to work together to build better rapport. • Agree mutually to withdraw from the relationship if rapport can not be established for whatever reason.
My mentee expects too much of me.	<ul style="list-style-type: none"> • Review and agree the aims and objectives of the relationship. • Set and agree manageable expectations.
My mentor won't stop talking.	<ul style="list-style-type: none"> • Discuss the concerns openly and agree a way forward. As a 'rule of thumb' an effective mentor should rarely talk for more than 20% of the time.
I am confused about the role of my line manager and my mentor.	<ul style="list-style-type: none"> • Discuss the issue with both the line manager and the mentor to ensure that there is clarity of their respective roles. In general, the line manager is responsible for the day to day issues the mentee may need help with, and the mentor is responsible for the ongoing long term development.

9.0 SOURCES OF FURTHER INFORMATION

This section has been compiled to 'sign post' the reader to sources of further information.

9.1 Recommended Reading

The following books will provide a good insight into mentoring and arm the reader with the essential tools and techniques for effective mentoring.

- Carter, S. (1994) An Essential Guide to Mentoring, Institute of Management.
- Clutterbuck, D. (2004) Everyone Needs a Mentor, CIPD.
- Clutterbuck, D. & Megginson, D. (1995) Mentoring in Action, Kogan Page.
- Clutterbuck, D., Ragins, B. R. (2002) Mentoring and Diversity: An International Perspective, Butterworth – Heinemann.
- Hay, J. (1995) Transformational Mentoring: Creating Developmental Alliances for Changing Organisational Culture, The McGraw-Hill Book Company.
- Honey, P and Mumford, A. (1986) The Manual of Learning Styles, Peter Honey.

- Johnson, Harold. 1997. Mentoring For Exceptional Performance. Glendale, CA: Griffin.
- Megginson, D. & Clutterbuck, D (2005), Techniques for Coaching and Mentoring, Butterworth – Heinemann.
- Shea, G. F. (1992) Mentoring: A Guide to the Basics, Kogan Page.

9.2 Useful Websites

The following websites contain very useful information about coaching and mentoring. The reader should visit them on a regular basis in order get up to date information.

www.gssuk.net

www.emccouncil.org

www.coachingnetwork.org.uk

www.clutterbuckassociates.co.uk

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