



# Mentoring Resource Pack

## Sections 5-8



Project 33/99: Balance



# Introduction to the Mentoring Resource Pack

Mentoring helps to reduce feelings of isolation, raise individual's career aspirations, and aids personal and career development. It is an ideal means of supporting and retaining students on degree courses, and can form an integral part of widening participation activities. Whether you are looking to support first generation students at university or women on traditionally male dominated courses, mentoring provides an effective means of achieving this.

This pack has been developed to assist individuals in setting up, organising and running an effective mentoring scheme for the first time. The practical guidance is based on industry good practice and is relevant to mentoring schemes in schools, higher education and in industry. 'What to do now' actions are identified and resources are provided to help the reader get started. Pre-developed materials are provided on a CD, which can be printed as they are or after adapting to reflect the nuances of a particular scheme.

The resource pack is divided into 8 sections. Section 2 forms the key section, providing advice on all the elements that must be implemented in a scheme. After reading section 2, read those sections which are relevant to your needs.

# Introduction to the Balance Project

This resource pack is one of three developed by the Balance Project. The other two focus on working with schools and supporting students at university. The Balance Project was a HEFCE (Higher Education Funding Council for England) funded scheme led by Loughborough University.

The Balance Project was founded in 2000 to 'gather, disseminate and embed existing good practice in developing methodologies to generate an engineering community into which more balanced numbers of women and men are attracted, recruited and retained'. However, the methodologies documented by the Balance Project are equally appropriate to the support of male and female engineers.

The central aim of the project was to develop a set of strategies that can be used in any higher education institute or company, to encourage more students into engineering, to retain those students already on engineering courses and to support young engineers new into industry.

All strategies contained in the resource packs have been developed by the project and tested by other institutions or, as in the case of mentoring, are based on industry good practice.

Online copies of the Balance resources are available from the LTSN Engineering resources database:

<http://www.ltsneng.ac.uk/er/resources/>

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## Section 5: Mentoring Case Studies

### Introduction

This section provides an example of seven different situations where mentoring has been applied. Each case study illustrates how the structure and emphasis of a scheme changes according to purpose and situation and shows how high-quality mentoring can be achieved regardless of time and monetary resources. The case studies are based on actual mentoring schemes that are running successfully in industry and academia and reflect different stages of operation.

In each case study, the basic characteristics of the scheme are outlined at the beginning of the document and a summary of the scheme is provided at the end, this is to enable you to quickly identify schemes that may be relevant to you. Each case study details:

1. A background to the scheme
2. How the scheme attracts its participants
3. How mentors and mentees are trained and paired
4. What support is provided to participants
5. How the scheme is monitored and evaluated
6. The role of the co-ordinator

The Balance Project has documented these studies to illustrate that mentoring can be successful regardless of the parameters of the scheme. Below are examples of parameters influencing the documented schemes:

- Formal mentoring scheme
- Informal mentoring scheme
- Small scale scheme
- Large scale scheme
- Mentoring within an organisation
- Mentoring external to an organisation
- Long term mentoring relationship
- Short term mentoring relationship
- Geographically close mentors
- Geographically displaced mentors
- Mentoring employees
- Mentoring children
- Mentoring as an extension of your job
- Mentoring as a volunteer

The seven case studies presented in this section are:

**Case Study 1:** E-mentoring school students with university mentors to breakdown engineering stereotypes

**Case Study 2:** Face-to-face mentoring within a company for the purpose of employee retention

**Case Study 3:** National, short-term, informal mentoring of women in law to promote personal and career development

**Case Study 4:** Nationwide, formal mentoring of women to promote skill development, within a company setting

**Case Study 5:** Formal mentoring of employees to facilitate chartered status

**Case Study 6:** Multipurpose, company-wide mentoring of young employees

**Case Study 7:** Countrywide mentoring of women in Science, Engineering and Technology

The characteristics of the seven mentoring schemes are outlined in the Table 5.1.

Characteristics of the Documented Schemes		Case Study						
		1	2	3	4	5	6	7
<b>Mentoring media</b>	Face to face		✓	✓	✓	✓	✓	✓
	Email	✓						✓
<b>Structure</b>	Formal	✓	✓		✓	✓	✓	✓
	Informal			✓				
	Small scale	✓	✓		✓			
<b>Size of scheme</b>	Medium scale			✓				✓
	Large scale					✓	✓	
<b>Mentoring situation</b>	Mentoring within the organisation		✓	✓	✓	✓	✓	✓
	Mentoring is external to the organisation	✓						
<b>Duration of relationship</b>	Short term			✓				
	Medium term	✓			✓			✓
	Long term		✓			✓	✓	
<b>Relative location of mentors</b>	Geographically close	✓	✓			✓	✓	
	Geographically dispersed			✓	✓			✓
<b>Target mentees</b>	Working professionals		✓	✓	✓	✓	✓	✓
	School students	✓						
	Females	✓		✓	✓			✓
<b>Target mentors</b>	Working professionals		✓	✓	✓	✓	✓	✓
	University students	✓						
<b>Type of mentoring</b>	Females	✓		✓	✓			✓
	Although voluntary, mentoring forms an extension of the job		✓				✓	
<b>Cost of scheme</b>	Mentoring is on a voluntary basis outside of work	✓		✓	✓			✓
	Low cost	✓		✓				
	Medium cost							
	High cost		✓		✓	✓	✓	✓

**Table 5.1: Characteristics of the Documented Mentoring Schemes**

# Case Study 1

## E-mentoring school students with university mentors to breakdown engineering stereotypes

<b>Purpose:</b>	Expose teenage girls to the normality of females being engineers.
<b>Situation:</b>	External university scheme, where female students are mentoring local schoolgirls.
<b>Style:</b>	Formal.
<b>Duration:</b>	The commitment is for an academic year, communicating fortnightly.
<b>Mentoring media:</b>	Email.
<b>Target group:</b>	Local schoolgirls in years 8 & 9.
<b>Size:</b>	27 mentors and 25 mentees.
<b>Funding:</b>	Funded through the university with Widening Participation funds.

### Background

The Real Email mentoring scheme was launched in December 2002; it is still in its **pilot** implementation stage. The scheme was set up to provide teenage girls with a prolonged exposure to female engineers, to breakdown obstructive engineering stereotypes and to broaden their career horizons. **Email** is used as the mentoring medium as engineering students have high workloads and email provides a flexible form of time commitment. Mentors are committed for the duration of the academic year and are expected to contact their mentee at least fortnightly. Mentors are mainly drawn from undergraduate engineering females at the university, but a few are postgraduates. Mentees are high-achieving female pupils from schools local to the university. The scheme's co-ordinator also performs the role of champion.

The scheme was **launched** with an event held at the university and attended by the selected school students, the school-based co-ordinators, mentors and scheme co-ordinator. The purpose of the **launch** event was to kick-start the mentoring relationship and to give the school students an opportunity to glimpse a university environment. The event consisted of an introduction to the mentoring scheme, a presentation made by a young postgraduate about his work in designing engineering sports equipment and a logo competition. The logo competition enabled the mentor and mentee to meet for the first time and work together on a joint activity, designing a logo for the scheme.

While the mentoring scheme is **email** based, a number of **face-to-face** meetings are planned for the year. These are to encourage the mentoring relationship and to expose the school students to a variety of aspects of engineering and to the university environment. Three different types of activities are planned. Mentors will **visit** the mentees at their schools so that the mentees can show them around. **Visits** by groups of mentees to the university are planned, where the mentees and mentors will engage in a one-hour lab-based activity. This will give the mentees an opportunity to experience some aspects of engineering covered by the university. The third type of meeting is the final event, which is planned for the end of the mentoring relationship. The **final event** will officially bring the mentoring relationship to an end and all mentees will receive gifts and certificates of participation.

**Start-up problems** experienced by the scheme were mainly confined to technical difficulties. The ground rules for the mentoring relationship require the mentees to email from a designated account at school, and the mentors from their university email account. At the beginning of the process, one or two students were unable to receive messages as their email accounts had been set up incorrectly by the schools. These **problems** have proved an immense frustration for all the parties concerned and, although rectified as soon as possible, they have slowed the progress of the scheme.

While not a barrier, unhelpful **attitudes** from colleagues of the mentoring co-ordinator have highlighted the importance of communicating the purpose of the mentoring scheme carefully. The view that the Real Email scheme was a pen-friend scheme for schoolgirls was detrimental to morale.

The method of mentoring by email has also revealed areas of **difficulty**. One particular mentoring relationship has been experiencing problems where the mentee has not responded constructively to the mentor's emails. Since each party only sends an email every fortnight, these problems are difficult to sort out quickly over email. In this case, a meeting was planned to give the pair an opportunity to talk through their expectations and differences.

A further characteristic of e-mentoring is that it is a visible medium if the content of the emails are not kept confidential. This was a **problem** for the Real Email scheme, where one of the mentors was a postgraduate working in industry. While not letting her boss read the emails, the mentor made the mistake of discussing the state of the mentoring relationship with her boss when things were not going well. As mentoring was taking her away from her work, her boss used his knowledge of the faltering relationship to tell her to give up. The state of the relationship could not be denied as the mentoring exchanges were recorded in writing.

### Attracting participants

Participants are **attracted** to the scheme in a number of different ways. **Adverts** were placed on the Women's Engineering Society's (WES) website inviting female undergraduates to volunteer for the scheme. A blanket **email** was sent to every female engineering student at the university, inviting their participation. At the first WES group **meeting** of the year, all of the participants were made aware of the scheme and were encouraged to apply to become mentors.

The **response** to the request for mentors was good with a total of 27 women applying. All those who applied were matched with a mentee, except for two due to a shortage of mentees.

Schools were **recruited** to the mentoring scheme through the county's Mentor Point, which already had links with them. Despite these links, the process of attracting schools was protracted, with a series of letters, faxes, emails and telephone calls being used to communicate with the four schools. Enthusiastic responses were received in particular from careers teachers. Each school invited a small group of high achieving schoolgirls, aged between 11 and 14, to take part in the scheme. A total of 25 volunteered.

At each of the schools, the teacher involved in setting up the scheme took on the role of **external co-ordinator**. For each mentee, the co-ordinators complete an individual referral form, to assist the matching of the mentor and to help influence the direction of the mentoring relationship. The co-ordinators also ensure that parental permission is gained, set up the periods for when the mentees will send and receive their emails, oversee the running of the scheme on the school's side and liaise with the scheme co-ordinator. Email communication between the external co-ordinators and scheme co-ordinator has proved to be very useful especially at the start of the scheme where problems needed to be quickly identified and communicated.

### Training and pairing

Mentees were **profiled** at the same time as they were **inducted** to the mentoring scheme. At the group induction meetings, one per school, each mentee was given a briefing pack. The mentees were introduced to the concept of mentoring and had the purpose of the scheme explained to them. Time was spent identifying the expectations of the pupils and allaying their fears concerning the scheme.

Mentees were asked at the **induction** meeting to fill in a **personal profile**, which asked them about the things they enjoy, what they are good at and what they struggle with. To assist in the **evaluation** of the scheme the mentees were asked to describe and draw an engineer.

Those female engineering students who were interested in becoming **mentors** in the Real Email Scheme attended the first WES group meeting of the year, in addition to its usual members. At the meeting, potential mentors were asked to complete an application form, which also doubled as a **personal profile**. Candidate mentors were asked about their interests, personal qualities and motivations for becoming a mentor. Students volunteering to become mentors were both undergraduate and postgraduate students. They were given **Disclosure** application forms to complete in order that they could be checked by the **Criminal Records Bureau**.

Mentor training was conducted in a single group session attended by all of the candidate mentors. The training took place on a Wednesday afternoon and lasted for four and half-hours. In addition to covering the usual mentor training topics, such as the skills of a mentor, the training focused on aspects of mentoring specific to e-mentoring and the ground rules of the Real Email scheme. The four main **ground rules** of the scheme are:

1. Mentors are to only email their mentee with their university email account and to only email to the mentee's designated school email account
2. Mentors are to be aware that they are representing the university and are to ensure that the content of their emails reflects this
3. Mentors are to keep a paper copy of every email they send and receive. Money is provided to the mentors to cover printing costs
4. Mentors are to seek advice if they have ANY cause for concern in their mentoring relationship.

Leicestershire Mentor Point (one of seven county-wide schemes) conducted the **training** and mentee **inductions** this year. The scheme co-ordinator, having learnt from Mentor Point, intends to conduct these activities herself next year. Although their support is provided free of charge, the co-ordinator feels that by conducting the training next year she can be more flexible in scheduling the training and can make the material more specific to the Real Email scheme.

Leicestershire Mentor Point carried out the process of **matching** each schoolgirl with a female mentor, with input from the scheme's co-ordinator. The pairings were made by hand and were based on the information provided in the **profiles** and on knowledge of individuals' personalities gleaned through contact during induction and training sessions. The similar sizes of mentor pool to mentee pool meant that the matching process was not particularly rigorous and while no pairing was terminated before the end of the mentoring process, it is felt that some matches did not work as well as others.

### Support

Support is provided to the mentors on the scheme in three ways. The scheme's co-ordinator has made it clear that if any of the mentors have any problems or are worried about the type of advice that their mentee has asked them to give, then the mentor are welcome to send her an email or to drop into her office. The co-ordinator has found that the queries that the mentors have had have tended to be about the emails not getting through, and that the students have tended to approach her through **emails**, which takes up very little of her time.

Six weekly lunchtime **get together meals** are planned to give the mentors on the scheme an opportunity to meet together on an informal basis with each other and the co-ordinator in order that they can form an informal support network. The meal times also provide a relaxed environment where mentors can discuss any issues they might be facing which they don't feel the need to directly approach the co-ordinator with.

The final support mechanism, which has yet to be set up, is an **electronic bulletin board** on which the mentors can post discussions about any of the issues that they are facing.

### Monitoring and evaluation

The scheme's progress is monitored by the co-ordinator through regular communication with the external co-ordinators and with mentors. Feedback on the training and induction activities is elicited through feedback forms and is used to improve the provision of these activities.

The results of the feedback gathered showed that the training and induction provided was generally well received and appropriate for the scheme. Some of the student mentors felt that the training session was too long (around four hours) but others felt that a longer session would be beneficial as that would allow more time for discussion. The training course is being restructured to take these comments into account.

Evaluation activities at the end of the first year showed that all participants felt the scheme was enjoyable and worthwhile. The mentors and mentees both commented that they would have liked more contact with each other and greater opportunities to learn about engineering.

The questionnaires completed by the mentees at the start and end of the programme showed that their awareness of engineering had broadened and they could all now identify a 'well-known' engineer, which very few had been able to do at the start of the programme. The external co-ordinators reported that the mentees had shown an increased enthusiasm for wanting to know more about higher education and that their IT and communication skills had improved.

Overall, the first year was a great success but there are several areas which can be improved and will be developed in future years.

### **Role of the co-ordinator**

The main roles of the Real Email mentoring scheme's co-ordinator are to:

1. Secure funding
2. Champion the scheme
3. Maintain contact with external co-ordinators
4. Maintain an open door policy for mentors
5. Monitor the scheme

Many of the activities of the scheme are currently run or supported by Leicestershire Mentor Point. The co-ordinator maintains that: "Mentor Point's help has been invaluable in setting up and running the scheme in its first year, especially as I has been able to use their materials such as mentor training manuals." Having been supported through the first run of the scheme, the co-ordinator intends to take over the tasks of recruiting schools, training and inducting for the next run of the scheme.

When setting up the scheme the co-ordinator identified that she was spending approximately two days a week contacting schools, attending training and arranging publicity. Now the scheme is more established the co-ordinator finds that she is spending less than half a day a week on the scheme, reacting to feedback from mentors and school co-ordinators and arranging visits.

The Real Email mentoring scheme provides an example of a newly established email based mentoring scheme. The fact that it involves university students mentoring school pupils means that there is strong emphasis placed on the safety of the participants both in terms of Criminal Records Bureau checks and in documenting emails to protect against any accusations. The scheme uses female engineering students to mentor high achieving schoolgirls, both to alter their perception of engineering as a male only career and to broaden the girls' horizons to include university as a career option. As such, the mentoring scheme receives its funding through the engineering faculty's widening participation budget. The Real Email scheme embodies a formal but low maintenance mentoring scheme that is suited to situations where there is lots of enthusiasm but the responsibility of setting up the scheme is placed upon one person. The Real Email mentoring scheme highlights how working with an outside organisation, such as Mentor Point, can ease the process of setting up a mentoring programme.

## Case Study 2

### Face-to-face mentoring within a company for the purpose of employee retention

<b>Purpose:</b>	The inclusion and retention of new employees.
<b>Situation:</b>	Internal company scheme, using managers as mentors.
<b>Style:</b>	Formal.
<b>Duration:</b>	The mentoring commitment is two years, with monthly meetings.
<b>Mentoring media:</b>	Face-to-face.
<b>Target group:</b>	New 'high-flying' employees, brought into organisation to be future managers.
<b>Size:</b>	37 mentors and 37 mentees.
<b>Funding:</b>	Internally funded.

#### Background

The market leadership mentoring programme has been running in its current form for three years. The programme was set up to support, integrate and retain new 'market leadership' employees into the organisation. The company recruits MBAs from leading business schools across Europe, who are brought in as potential market leaders and senior executives of the future. On the high expectation of their delivery, the new recruits receive premium salaries and relocation costs and they represent a significant investment by the firm. Mentoring is used to rapidly integrate these 'market leaders' into the organisation, enabling them to access and develop informal networks, thereby increasing the likelihood of them staying in the organisation. Using middle managers as mentors provides the added benefit of reducing middle management hostility to the 'market leaders' who will potentially accelerate past them in their careers.

In its original incarnation, very senior executives in the organisation mentored the 'market leaders'. Unfortunately, while the executives had a lot of experience from which the mentees could benefit, they were largely unobtainable due to their busy schedules. Also, mentees were intimidated by such powerful figures and were reluctant to go to them for advice. As a result, the mentoring scheme was largely ineffectual.

An additional **problem** with the original set-up was the attitude of the middle managers whose distrust of the market leaders was making their integration into the organisation more difficult. This distrust was as a result of the reality that the market leaders were to rapidly 'leap frog' the managers in their careers.

In restructuring the mentoring scheme, the co-ordinator faced **resistance** from the senior executives who did not see why the scheme had to change. Her approach in overcoming this resistance was to amend their understanding, by explaining the benefits to be gained in altering the scheme and to outline their role under the new scheme; a role which demanded less of their time. **Buy-in** was gained when the executives realised the potential of the new scheme.

## Attracting participants

A considered approach is taken by the organisation to the task of **attracting** new mentors to the scheme. Rather than blanket **mailing** everyone to ask if they are interested, the programme co-ordinator first identifies an available pool of potential candidates from the middle managers and asked those around her for their opinion on how receptive these people would be to becoming a mentor. Targeting those who were perceived to be receptive, the co-ordinator arranges for the mentoring scheme's **champion**, the company's vice president, to write to this group of people inviting them to consider the role. His **letter** indicates the level of commitment required to be a mentor but also stresses that there is no obligation.

The typical response rate of those approached is 55 per cent, with 45 per cent replying in the first week and 10 per cent in the second week after the letters are sent out. The high response rate is important to the co-ordinator who believes that it is essential to have a pool of mentors larger than the pool of mentees so that matches do not have to be forced.

## Training and pairing

Before volunteers and mentees are **matched** they are **interviewed** by an independent consultant to identify what they want from a mentoring relationship. This helps to build a **profile** of each participant. A consultant is used to conduct the interviews, the rationale for which is, that because the **interviews** are career focused, people might feel reticent about revealing their career limitations to the programme's co-ordinator. A candidate's responses are recorded in a **profile** document whose cover page lists their personal details and contains a summary of the factors that would facilitate a **match**, and the candidate's concerns or preferences.

Within the company, **matches** between mentor and mentee are made by hand, based upon the results of the **profile** interviews. The company prefers not to use matching **software**, believing that for such a small scheme at least, the personal approach works best. It is also the programme's policy to make sure that mentees are not **paired** with mentors in the same department or work area, which could lead to conflicts of interest.

Unusually, candidate **training** follows the matching process and the training does not take place in a group setting. Once a pair has been matched, they attend **training** together. This is designed to get the relationship up and running and allows the pair to create a plan of action while learning key skills to make the relationship work. Topics covered in the sessions include:

- An overview of mentoring, mentoring roles, responsibilities, and effective characteristics
- Developing skills
- Completing a partnership agreement and creating a development plan.

The training sessions are largely interactive with participants having to complete exercises before and during the sessions. The process of profiling, matching and training typically costs the company £2000 per pair.

## Support

The company provides mentoring **support** in two ways. The programme co-ordinator, a HR employee, is **available** to both mentors and mentees who may have issues with the mentoring process or their individual pairings. The company's mentoring programme also stages quarterly **Learning Forums**. These sessions involve presentations from senior managers and external business school speakers on key business issues. The **forums** are an opportunity for mentors and mentees to mix and for mentees to network with senior management and expand their business knowledge. The **forums** generally follow the structure outlined below:

1. Lunch
2. Networking time
3. Presentation
4. Small group discussions on the issues brought up in the presentation
5. Report ideas from discussion to main group
6. Close event with a motivational team exercise

## Monitoring and evaluation

The programme is constantly **monitored** and **evaluated**. Pairs complete a **questionnaire** every quarter to identify how well the relationship is progressing, whether their developmental goals are being advanced and how the programme could be improved. Participants are also asked to provide **feedback** once they have completed the mentor training.

**Adjustments** have been made to the programme through this monitoring. One **adjustment** has been to increase mentoring commitment from 12 to 24 months. This alteration was made as it was observed that, within this scheme, effective mentoring relationships took time to develop.

Reviews have shown that the 'market leaders' are fitting into the organisation better than the original group, who felt isolated on the old-style scheme. Questionnaires reveal that the mentors are benefiting from the relationships, and the process itself is breaking down barriers between the 'market leaders' and middle management, who now form the mentors on the scheme.

## Role of the co-ordinator

The basic **responsibility** of the mentoring co-ordinator and her team is to ensure that the scheme is appropriate for its audience and to provide support to participants. More specifically the role requires the co-ordinator to facilitate the following functions:

1. Maintain the relevance of the programme to the organisation
2. Recruit and qualify candidates
3. Analyse mentor and mentee profiles to facilitate a match
4. Facilitate orientation sessions (with external facilitators)
5. Provide guidelines, formats and resources for development planning
6. Coach participants in agreement negotiation when requested
7. Contact participants on an agreed schedule to track progress
8. Conduct evaluation and graduation meetings
9. Continuously improve the process of evaluating the scheme

When the scheme, in its present form, was being set up it required more of the programme co-ordinators time than it does now. Currently, the co-ordinator spends eight or nine days recruiting mentors and setting up new mentoring pairs for every new batch of 'market leaders'.

## Summary

This scheme provides an example of an established and formal mentoring programme. The fact that the scheme is internal to the organisation means a strong emphasis is placed upon confidentiality, personal agreements, commitment and mutual career development. The large company investment in the 'market leader' employees means the organisation is willing to invest further in initiatives to retain these employees in the company, which removes the burden from the mentoring scheme of having to justify its existence. The company's high-quality and very personal mentoring scheme embodies a way of structuring a mentoring programme that is highly responsive but very costly.

## Case Study 3

### National, short-term, informal mentoring of women in law to promote personal and career development

<b>Purpose:</b>	To give assistance and guidance to female solicitors at all stages of their career.
<b>Situation:</b>	Run as part of an association, the scheme is open to all female solicitors in the UK.
<b>Style:</b>	Informal.
<b>Duration:</b>	Two in-depth conversations- more if appropriate.
<b>Mentoring media:</b>	Face-to-face or over the telephone.
<b>Target group:</b>	Female solicitors.
<b>Size:</b>	50 mentees a year and 150 mentors on the database.
<b>Funding:</b>	Currently funded by the Law Society's Challenge Fund.

#### Background

In 1999, a veteran member of The Association of Women Solicitors set up an informal mentoring scheme. The scheme was established to give assistance and guidance to female solicitors at all stages of their career. Advice can be sought from a mentor on a variety of issues including:

- Late entry to the profession
- Moving into partnership
- Working as an employed solicitor
- Options for using legal skills outside of the profession
- Continuing professional and personal development
- Juggling the complex demands of home and family
- Career advancement, such as joining the judiciary.

There is a high degree of specialisation within the field of law. As a result, the mentoring scheme has many mentors on its database. The breadth of knowledge represented by the group of mentors invariably means that where a mentee requires advice in a specialised field there will be a mentor available with experience in that area.

Female solicitors volunteer as **mentors** on the scheme. The mentors offer their services on a pro bono basis. They are extremely busy people and are **geographically dispersed** all over the UK. These three factors strongly influence the **structure** of the scheme. The most prominent of these effects is the length of the mentoring relationship, which is only required to last the duration of two meetings. The mentoring relationship is limited to the sharing of the mentor's experiences, giving the mentee an opportunity to talk to someone who has 'been there and done it'. Despite the commitment to a short-term relationship, there are instances on the scheme where pairs have hit it off and continue to meet informally.

Currently the scheme is **funded** by the Law Society's Challenge Fund, which was donated in a lump sum in 1999, at the outset of the scheme. This funding is due to run out and alternative sources of funding are currently being examined by the scheme.

While there has been no **resistance** to the mentoring scheme the association worries that the association itself could be criticised as the equivalent of a boys club for women. However, it prides itself on the valuable work that it does.

### Attracting participants

Under the direction of the previous co-ordinator, mentors who had experiences that they could share and who were willing to help others, were **recruited** to the scheme through a **recruitment** drive at events such as **national conferences**. Since the initial recruitment drive, additional mentors have been **attracted** to the scheme through the more informal method of **networking** with female solicitors and inviting those with experiences not yet covered by the scheme's database to volunteer.

The association produces a **quarterly magazine**, in which the mentoring scheme is able to raise its profile. The publishing of this magazine invariably produces a flurry of interest from solicitors who, once reminded of the existence of the scheme are keen to take part. It is mainly through this newsletter and the association's website that mentees are attracted.

### Training and pairing

When the mentoring scheme was first set up a **training** course was run for the mentors, however this has not been repeated since. With 150 mentors dispersed over the UK, and only about 50 of them being called upon each year, the scheme feels that it would be unrealistic to expect **volunteers** to give up their own time to travel to attend a one day training course. In its place the mentors receive a **leaflet** outlining the scheme. The same **leaflet** is also sent to the mentees. The **leaflet** covers the purpose of the scheme, its ground rules and the types of advice that can be expected to be exchanged in the relationships. The **leaflet** also emphasises the importance of confidentiality in the mentoring relationship and details the types of issues that the scheme is not designed to deal with.

For example:

- The scheme is not intended to be used as a job recruitment agency
- Advice can not be given on employment law, potential mentees are redirected to the appropriate division of the law society
- Potential mentees who are enquiring about returning to the profession are recommended to attend the annual refresher course run by the scheme's association

When mentors apply to the mentoring scheme, their details, such as career speciality and location, are kept on a **database**. Over the course of the year, as mentees approach the scheme looking for particular advice, the scheme's co-ordinator searches the database and identifies a mentor who has experience in the appropriate field. Week by week the co-ordinator does not know which type of mentor will be called upon. Due to the high ratio of mentors to mentees, approximately 3:1, and the number of specialist areas in the profession, there are some mentors whose services have not been called upon. Whilst in most schemes, **unexploited volunteers** would be disappointed, the busy nature of the mentors means that this is not the case.

When a mentee applies to the scheme, they complete a **profile form** that asks them about their career and the type of advice they are seeking e.g. working part time, joining the judiciary. Once a suitable mentor is identified from the **database** the scheme's co-ordinator contacts the mentor and, without revealing the identity of the mentee, goes through the details on the mentee's profile form. The co-ordinator asks the mentor if they feel that they would be able to help that mentee and if they have the time to do so. If the mentors are willing to take on the mentee, the co-ordinator sends the mentor a copy of the profile and leaves the mentor to **contact** the mentee to arrange a meeting. The mentees are warned by the co-ordinator not to expect an immediate response but to contact her if their mentor has not responded within two weeks. Mentors are required to have two in-depth discussions with their mentee, which can take place face-to-face or over the phone.

## Support

Since the scheme is national, mentors are not likely to be willing to travel in order to meet up, so **support** is not provided in terms of mentor get-togethers. In this **informal scheme**, mentors are supported by the scheme's co-ordinator. The co-ordinator is **available** to counsel mentors and is normally called upon in instances where a mentee has been difficult to advise. In these situations, the co-ordinator **reallocates** a new mentor to the mentee.

## Monitoring and evaluation

At the end of its first run, the scheme was **evaluated** through a **mail shot**, sent to everyone who was involved in the scheme. The response rate was good and the responses received were positive. While no formal **evaluation** of the scheme is currently carried out, the co-ordinator asks for feedback in her letters to participants. When people do respond, their **feedback** has always been positive.

## Role of the co-ordinator

The main role of the scheme's co-ordinator is to do the following:

- Facilitate pairings
- Recruit new mentors in specialist areas not yet covered by those on the database
- Identify a new source of funding
- Support mentors
- Chase up mentors who have not yet made contact with their mentee
- Administer the scheme
- Raise profile of scheme to attract mentees

The **time commitment** of the co-ordinator fluctuates hugely. The co-ordinator works on the scheme from home and reacts to people, as they want help. Sometimes she only has one email in a fortnight to deal with and at other times – in particular when the association's quarterly magazine is published – she can spend five hours a week dealing with enquiries for the few weeks after publication.

## Summary

The mentoring scheme for female solicitors provides an extreme example of how situational factors affect the set up of a mentoring scheme. The dispersed location of mentors, their busy professions and voluntary participation on the scheme, mean that the traditional means of training and support are not feasible. By its concentration on the sharing of career based experience and the short nature of the mentoring relationship the scheme avoids many of the difficulties that would arise from its limited means of training, support and evaluation.

## Case Study 4

### Nationwide, formal mentoring of women to promote skill development, within a company setting

<b>Purpose:</b>	To encourage more women into senior management.
<b>Situation:</b>	Internal and external company scheme where senior women managers, are coached and in turn mentor junior women managers.
<b>Style:</b>	Formal.
<b>Duration:</b>	Mentors are coached for seven months and mentor during the last three months of the programme.
<b>Mentoring media:</b>	Face-to-face mentoring.
<b>Target group:</b>	Junior women managers in the company.
<b>Size:</b>	10 mentors and mentees a year.
<b>Funding:</b>	Funding is received through the company's Diversity and Employee Support department

#### Background

The coaching/mentoring programme was set up three years ago and was the brainchild of a group of senior woman managers who wanted to support more women into senior management within their organisation. The scheme has a **two-tiered structure** and is implemented across the company's businesses. The scheme uses professional external coaches to coach a selection of 10 female senior managers each year, who in turn mentor female junior managers.

The external coaches used by the scheme are highly experienced in providing one-to-one coaching to senior executives. All of the coaches have a background in business and have qualifications in counselling and/or psychology. The purpose of the coaching is to support, encourage and challenge the senior managers in achieving the goals that they have set themselves. By taking on a mentee part way through the programme, the senior managers are able to encourage the development of more junior managers and enhance their own managerial skills.

The **commitment** of the senior managers to the programme is seven months. For the first four months, the senior managers are coached on a one-to-one basis. The coaching takes place once a fortnight and a session usually lasts for 90 minutes. Where coach and coachee are geographically apart, video conferencing has been used to facilitate meetings. The agenda for the coaching sessions is determined by the coachee and is meant to focus on anything that affects their performance at work. At the outset of the programme, the senior managers are encouraged to set their own objectives for what they want to get out of the experience. The objective-setting activity assists the evaluation of the scheme and helps the managers to realise how the scheme can benefit them.

For the last three months of the scheme, the senior managers take on a mentee. Mentors are required to meet with their mentee on a fortnightly basis. During this time the mentors continue to meet with their coaches. The focus of these latter coaching sessions is divided between the needs of the coachee and issues related to being a mentor. While the scheme dictates that the mentoring relationship should be maintained for a total of three months, in some cases the mentor and mentees choose to continue mentoring past the required period.

**Difficulties** experienced by the scheme are mainly related to **administrative problems**. Senior managers are very busy and finding a mutually convenient time for 10 managers to attend mentor training is problematic. Managers' work responsibilities and other commitments mean that they are not always able to complete each of the programme's elements in a continuous fashion, highlighting the need for the programme to be flexible. The fact that the programme is limited to 10 senior managers each time means that there is a severe shortage of mentors to satisfy the demand from junior managers. This **problem** has sometimes been exacerbated by a coachee finding that they need to take maternity leave before they are able to attend the mentor training course, which is only run once a year.

Two further **problems** faced by the scheme are gaining **commitment** from the line managers of the mentees and **opposition** to the scheme from male colleagues of the senior managers. Negative comments from male colleagues, resulting from the fact that the scheme positively discriminates towards women, have caused at least one participant to withdraw from the programme. Her situation became untenable when the mentor-training course required her to be out of the office for two days. Prior to this the coachee was able to manage the situation by ensuring that all of her coaching sessions were conducted outside of working hours, but even these steps did not stop her from receiving criticism. It was at the point of becoming a mentor that the manager withdrew from the programme.

### Attracting participants

The coaching/mentoring scheme is **offered** every year to 10 delegates who have attended the annual Senior Women's Development course. The offer of a personal coach is conditional upon the manager subsequently offering to mentor a more junior female manager. Women senior managers value the opportunity that the coaching offers them and as a result are happy to give back to the organisation in the form of mentoring more junior women.

Mentees also recognise the excellent opportunity having a mentor brings. They appreciate that the mentoring is short term and targeted and that their mentors are both trained in this role and are giving of their own precious time. Recognising the benefits of this opportunity, the demand for mentoring is high. Each year a total of 10 mentees are offered a mentor. These mentees are **chosen** by the mentors from a list of delegates who have attended the Women's Development Course.

### Training and pairing

Junior managers who have attended the Women's Development Course are invited to put themselves forward to be mentored. Mentors are given a list of those who have come forward and they choose a manager from the list whom they would be happy to mentor. Mentors invariably choose a mentee who is geographically close, works in a different functional area from them and for whom they have no line of responsibility. Having identified a potential mentee the mentor phones the selected junior manager and offers to mentor them. This particular method of **pairing** is used because it is logistically the easiest way for the scheme to match a mentee to a mentor. However, this method does mean that there are disappointed applicant mentees because of the limited number of mentors.

Mentees receive no formal **induction**. However, mentees are sent a **letter** describing the programme and their mentors are available to answer any questions they may have. Conversely, mentors attend a two-day mentor-**training** workshop. The **training** emphasises the difference between the mentoring offered in this context and the company's work and management coaching. The training prompts the mentors to consider their motives for mentoring, their expected goals and benefits and also the benefits that mentees are likely to get from the process. The senior managers are given a model of mentoring and are exposed to different tools and techniques to help them in their role. Role-play is also used in the training sessions. While specifically concentrating on how to develop a successful mentoring relationship, mentors also receive training in how to conclude the relationship. Subsequently, it becomes the responsibility of the mentor to make their mentee aware of how the mentoring relationship and its termination will be managed.

**Ground rules** for the Coaching/Mentoring Scheme cover a variety of topics including keeping records of each meeting, venue selection for meetings and cancellations. In particular, the scheme outlines the level of confidentiality demanded by the programme and provides clear guidelines for instances where it is expected that such confidences be broken.

Instances of **failed pairings** on the mentoring scheme are non-existent. However, there have been cases where the mentoring relationship has been terminated prematurely. These situations have been prompted by the following:

- Criticism from male colleagues
- Promotion
- Career break due to pregnancy or parental illness

## Support

The levels of **support** provided to the constituents of the scheme vary according to the role of the participant. Coaches are supported through team **meetings** that are held every six weeks. These provide an opportunity for the coaches to improve upon their coaching skills and to receive supervision from a trained psycho-therapist. These meetings provide a forum where coaches can examine together issues faced by their coachees and allow the coaches to discuss aspects of the organisation and programme which need resolving.

Support is provided to the mentors on the scheme through their continued contact with their **coach**. Mentors also receive informal support through regular **get-togethers** with their fellow mentors. However, these meetings are arranged at the discretion of the mentors and are outside of the support provided by the scheme. Mentees on the scheme receive no formal or informal **support** and are unaware of who else in the organisation is being mentored.

## Monitoring and evaluation

The success of the coaching/mentoring scheme is **evaluated** through the measurement of its ability to meet the **objectives** of each of the participants. Both coachees and mentees are asked to identify their objectives at the outset of the process and are asked at the end of the programme to **feedback** how well these **objectives** have been met. These **evaluation forms** also provide the participants with an opportunity to voice any concerns they have with the scheme.

The scheme is further monitored through the attendance of the co-ordinator at the coaches' supervision **meetings**. Her presence at these discussions allows her to identify any issues arising from the scheme and to make appropriate adjustments.

Demonstrating the impact of the programme is important to the scheme and the results of the **evaluation** are documented in the form of an annual report. Benefits of the scheme have been shown to include the enhancement of managerial and interpersonal skills, improved confidence in abilities and reduced levels of stress resulting from an ability to tackle issues that managers would have previously avoided.

Reception to the mentoring scheme is varied across the organisation. Both senior and junior female managers recognise the programme to be a valuable means of personal development and of breaking the glass ceiling in the organisation. Therefore, despite busy schedules there is a high demand for places on this scheme. The diversity department views the programme as a key feature of the business's diversity strategy in supporting women into senior positions and acknowledges the benefits that the programme has for both the participants and the company.

However, within the organisation there is a lack of **support** for the programme from line managers and open hostility from some male senior managers. Support from the company seems to be less than constructive in some instances. One of the issues identified through the evaluation process is the high demand for mentors that is unmet by this programme. Rather than using this information as the impetus to look for alternative means to address this demand for mentoring, the company viewed this information as a negative outcome of the scheme.

### Role of the co-ordinator

The **role** of the co-ordinator of the coaching/mentoring scheme has been to develop the programme and its material. The co-ordinator was responsible for **training** the coaches at the outset of the scheme and she currently conducts the annual mentor **training** workshops. Additional responsibilities include the **administration** of the scheme and its **evaluation**. When the scheme was under development the co-ordinator estimates that she spent one day a week working on the scheme. Now the scheme is in its third year of operation she finds the demands of the scheme on her time are highly variable, with intensive periods coinciding with events, such as mentor training.

### Summary

The coaching/mentoring programme provides an example of an established, high quality, two-tier scheme, which achieves significant benefits despite a relatively short mentoring period. The scheme runs for seven months each year and uses external coaches to coach women senior managers, who in turn mentor female junior managers for a three-month period. The success of this particular mentoring scheme is largely due to the combination of five key factors, these are outlined below:

- The high quality training of the mentors and coaches
- The intensity of the support provided to the mentors and coaches
- The highly focused purpose of the scheme
- The professional setting of the scheme
- The short duration of the mentoring relationship.

Throughout its operation managers, participants and peers have questioned the 'female only' aspect of the programme. While the general consensus is that men would also benefit greatly from the programme, the participants feel that the single sex nature of the scheme enables them to be themselves and including men on the programme would change its feel. Despite its single sex nature the programme does not focus on gender specific issues, rather the work largely concentrates on issues of middle management.

While the scheme has been shown to benefit both the organisation and its participants there is growing unease in Human Resources about being seen to positively discriminate towards women. Ultimately it is Human Resources that decides the future of this highly effective scheme

# Case Study 5

## Formal mentoring of employees to facilitate chartered status

<b>Purpose:</b>	To assist engineering employees in achieving chartered engineer status.
<b>Situation:</b>	Internal company scheme where chartered engineers mentor engineering graduates through the process of becoming chartered.
<b>Style:</b>	Formal.
<b>Duration:</b>	Approximately four years.
<b>Mentoring media:</b>	Face-to-face.
<b>Target group:</b>	Graduate engineers and unchartered engineering employees wishing to become chartered.
<b>Size:</b>	For the Derby-based parts of the company the scheme has 200 mentees.
<b>Funding:</b>	The scheme is funded internally by the company.

### Background

The 'Mentoring Graduate Engineers on Initial Professional Development' scheme within the company is large. The responsibility of running the programme is split between five co-ordinators, who are based in different divisional areas of the company. The scheme was set up to support graduates through the processes of becoming chartered engineers, as required by the professional institutions and the Engineering Council (UK). The provision of mentors also supports the accreditation of the company's graduate training scheme by a number of professional engineering institutions.

Mentors on this scheme are chartered engineers working within the company. The mentors commit to mentoring their mentees for the duration of the chartership process. It is common practice for mentors to keep their mentee for a few years after they have been chartered which means that mentors are usually committed to their mentee for over four years. The frequency of contact during the relationship varies over time and can range from once a month to once a quarter.

When graduate engineers start at the company, they are assigned an early career development adviser and a 'buddy', who helps them get used to the organisation. While the mentoring relationship is designed to assist graduates through the chartership process, it can also touch upon other issues related to career development within the organisation.

Early **problems** were largely limited to **attracting** enough mentors. The problem is more an issue of making chartered engineers aware that there is a need for their services rather than their unwillingness to take part. The fact that the mentoring programme is fully supported by the senior management means there is no resistance to it within the organisation. This implicit support, and the company's view of the programme as a normal employee development activity, means that the scheme's **costs** are monitored within other learning and development activities, and the exact **cost** of the scheme to the company is not known.

## Attracting participants

The **attraction** of mentors to the programmes is done through **raising awareness** of the need for chartered engineers to volunteer as mentors. This is done at **events** such as management **debriefs** and development. **Memos** endorsed by senior management are also circulated to encourage engineers to volunteer.

While mentees on the programme are usually new graduates, the scheme is also offered to unchartered engineers employed by the company. Other mentoring schemes are run by the company to support employees at different levels and in different areas of the business.

## Training and pairing

Candidate mentors attend a **training** course that lasts for one hour and covers the following:

- What is mentoring?
- The role of the mentor
- Benefits of mentoring
- Responsibilities of the mentee
- Qualities of a mentor
- The mentoring contract
- Overview of initial professional development

In addition to focusing on issues of confidentiality, the **mentoring contract** covers the things that the mentor can and will do and things that they can't and will not do in their role. The **mentoring contract** is intended to provide a basis for agreement between the mentor and mentee on the roles of the mentor and it helps to prevent the omission of, or over emphasis of, issues important to the mentoring relationship.

When new graduates start at the company, they receive a two-day **induction** course; which includes the mentoring scheme. Their early career development adviser will explain the scheme further and assist in the allocation of their mentor.

Once trained, the mentor's details are entered into the scheme's **database**. As mentees require a mentor, the co-ordinator searches for mentors who are in the same institution that the mentee wants to gain chartered status through. It is the scheme's **policy** that mentors are in a different business area to the mentee and are not in their line of responsibility. The recommendation of a different business area enables the mentee to gain a wider perspective of the business. It also gives them access to independent advice, and advice that covers disciplines outside the mentee's immediate area of experience.

Mentors on this scheme often have between one and three mentees at different stages of their initial professional development. Where a potential mentor is identified for a new mentee, their co-ordinator contacts the mentor and asks if they would be willing to take on the mentee. Sometimes a mentor will feel that they are unsuitable for the mentee in question. However, if the mentor is happy then the co-ordinator encourages the mentee to contact the mentor to arrange an **initial meeting**. At this meeting, the mentee can talk about his or herself and discuss where they see their career progressing. The meeting gives the pair the opportunity to assess if the match is likely to be suitable. The mentee then communicates back to the co-ordinator whether the partnership is going to proceed.

Once **mentor pairs** have been established, if there are any **problems** within the mentoring relationship, it is usual for the mentee to report such issues to his or her early career development adviser. Where a match is **failing**, the early career development adviser encourages the mentee to discuss this with his or her mentor. If a mentee feels unable to talk directly to their mentor, the co-ordinator may intervene. In these situations, the co-ordinator tactfully tells the mentor that the relationship isn't working and that the mentee would prefer a different mentor. Instances of **failed pairings** are rare and where they have occurred they have usually been for professional reasons.

## Support

**Support** is provided to the mentors in the form of an annual mentors' **forum**. A **speaker** is invited from a professional institution to provide an update of the current issues and requirements of the profession. The **forums** provide an opportunity for the mentors to meet and share their responses to the scheme. An issue identified by the mentors at one forum was that they felt they would benefit from additional help on institutional requirements. In response to this, a **surgery** was set up by one of the local co-ordinators. Despite the apparent demand for such a **surgery**, very few mentors took advantage of the service offered. With respect to the mentees, their early career development advisers **support** them.

## Monitoring and evaluation

The mentoring scheme is not formally **evaluated** nor is the success of the **mentor pairings monitored**. Formal **evaluation** is not felt to be necessary. The scheme is not required to justify its existence or cost because providing mentoring is important to the organisation. Maintaining the accredited status of its graduate-training scheme is extremely important in the engineering graduate recruitment market, and to the professional standing of the company. Any issues of concern are handled locally by the co-ordinators and can be raised at the bi-monthly meetings of the local co-ordinators.

## Role of the co-ordinator

The role of one of the scheme's five co-ordinators is to:

- Be approachable where participants have issues with the scheme or their relationship
- Update the scheme's database
- Inform people about the mentoring forums
- Run mentor training courses
- Meet for an hour once a month with the other co-ordinators to discuss and review progress and concerns

When one of the scheme's co-ordinators took on the role a year ago, she was required to organise a mentor forum. This, in addition to settling into her new role, meant that she was working on the scheme for approximately one day a week. A year into the role the co-ordinator usually spends about one day a month on the scheme, but this amount of time varies depending on training and forum schedules.

## Summary

The 'Mentoring Graduate Engineers on Initial Professional Development' scheme provides an example of a formal and extremely large mentoring scheme that is well supported by the organisation. The stability of this support has in effect removed the usual motivation for monitoring the success and benefits of the scheme. Also, the scheme provides a good example of long term mentoring relationship where the purpose of the mentoring provision is extremely clear-cut.

# Case Study 6

## Multipurpose, company-wide mentoring of young employees

<b>Purpose:</b>	To retain and support young employees in the organisation.
<b>Situation:</b>	An internal company scheme, comprising multiple programmes of mentoring, where more senior employees mentor younger employees.
<b>Style:</b>	Formal.
<b>Duration:</b>	The formal relationship is established for the duration of the young person's formal Development Programme, usually two years, but it can continue beyond this.
<b>Mentoring media:</b>	Face-to-face mentoring.
<b>Target group:</b>	Young people within the organisation who are undertaking formal personal development.
<b>Size:</b>	200 mentees 100 mentors.
<b>Funding:</b>	The scheme is funded internally by the company.

### Background

MBDA was formed in 2002 by the merger of Matra BAe Dynamics, EADS – Aerospatiale Matra Missiles, and Alenia Marconi Systems. MBDA develops and manufactures guided weapons for many of the world's Armies, Navies and Air forces and is seeking to become the world leader in missiles and missile systems. The company has sites across the UK, France and Italy, employing 10,000 employees and has an annual turnover of more than 2 billion Euros. Each of the three national operating companies, of which MBDA UK Ltd is one, leads national and joint international programmes. Within the UK, MBDA has three sites, which are based in Stevenage, Loughton and Bristol.

MBDA (UK) has been mentoring its employees for a number of years now. However, it is only in the last two years that the company has started the process of formalising its mentoring scheme. Mentoring is seen by the company as a way to ensure that its young people are properly trained and supported, thereby retaining their talent. The content of the mentoring relationship varies across the company, according to the type of formal development programme group that it is occurring in. Mentoring is targeted at young people on the company's:

- Engineering scholarships
- Graduate programme
- Undergraduate programme
- Business trainee programme
- Apprenticeship
- Front runner programme for high potential employees

The level of the mentor within the organisation depends upon the type of development programme that the mentee is involved with. Where appropriate to the programme, mentoring is used to enable a mentee to:

- Build their knowledge of the company, projects and functions
- Learn about and develop a broader awareness and understanding of the company's aims and objectives
- Understand what career direction and opportunities are available to them
- Understand the skills and experience portfolio needed and how to achieve it
- Have direct and frequent contact with influential individuals who have taken a personal interest in their careers
- Identify relevant work placements within the company and the group
- Gain support with professional accreditation
- Gain day to day advice and support
- Get increased visibility within the company

In formalising its mentoring programme, MBDA sought best practice from existing schemes. Input to MBDA's mentoring template came from Professional Institutions, such as the IMechE and IEE, the Engineering and Marine Training Authority, and the government's Connexions scheme. As part of MBDA's now formal mentoring scheme mentors are required to undergo **training** and that its mentees are **inducted** in the scheme. The company is implementing these new requirements, but because of the size of the scheme, over two hundred mentees, there are some mentors and mentees already on the scheme who have not yet received training or induction. However, all new entrants to the scheme receive **training** and the backlog of untrained mentors is being cleared.

The size and the breadth of the mentoring scheme mean that its **co-ordination** is divided across the organisation. The Central HR team organises and polices the overall mentoring process and the Client Facing HR teams implement the process in their relevant function area.

### Attracting participants

Through the Formal Personal Development programme, all young people at the company, except summer placement students, are assigned a mentor. Whilst the mentees' **participation** in the mentoring scheme is required, mentors on the scheme are **voluntary** participants. Due to the company's recent focus on improving its mentoring scheme and its renewed appreciation for the importance of mentoring, there is currently a high level interest from employees willing to be mentors.

## Training and pairing

Under its new structure, the mentoring scheme ensures that its mentors and mentees receive **training** or an **induction** to the scheme. The company uses an **external trainer** to train its mentors. Mentors attend two half-day training sessions, at the cost of £1000 for twenty people. The training **focuses** on the roles and responsibilities of a mentor and mentee, mentoring skills, and ground rules for the scheme, in particular confidentiality and its boundaries.

Mentees new to the scheme receive an **induction** to the scheme as part of their young people's development programme. One module of the programme is devoted to understanding the role of the mentee.

Mentors and mentees also receive a **booklet** entitled 'Guidelines for mentoring young people' which explains the benefits, roles and skills of mentoring. For some mentees who started the scheme before it was formalised, this booklet forms their main induction to the scheme.

Mentor and mentee details are held on the scheme's **database** and the relevant Client Facing HR Team conducts the process of **matching** mentor to mentee. **Pairs** are **matched** based on the career needs of the mentee, with consideration given to the needs of the business. Personality **profiles** are not considered necessary to the matching process.

Where a pair is unhappy with the match, their Client Facing HR team is available to assist the pair in sorting the relationship out. Instances of **failed pairings** are unusual. One particular mentoring relationship failed to take off because of the mentor's pressure of work and was subsequently unable to meet with the mentee. In this instance a new mentor was trained and assigned to the mentee.

## Support

**Support** is provided to mentors and mentees in a number of ways. Mentors have a mentor **steering group**, which meets together once a month to compare notes and to make sure that everything is progressing well. Informal mentoring **networks** also exist within the scheme to support mentors; the technical mentors have set up one such network. Central HR is available to support any mentors with problems, and like the mentees, the mentors are issued with a copy of the Guidelines for Mentoring Young People **booklet**.

Mentees are also well supported by the scheme. The mentees regularly **meet** together with an HR advisor who acts as an interface between the mentees and the mentor steering group. Client facing HR is available if the mentees are unhappy with the mentor with whom they have been matched.

## Monitoring and evaluation

The **monitoring** and **evaluation** of the scheme is the one aspect of the scheme that has yet to be formalised. While the Client Facing and Central HR teams are on hand for when a problem is raised by a participant there is no formal **monitoring** of the scheme. Although the scheme is not interested in monitoring the regularity of mentor meetings it is currently looking at ways to evaluate the impact of the scheme. The impetus for this evaluation is in some ways diminished by the scheme having recently achieved accreditation by the Professional Institutions; current feeling within the company is that the scheme is highly valued by the organisation. However, Central HR is keen to implement an **evaluation** process within the next 12 months, both to sustain enthusiasm for the scheme and to ensure that the process can be continuously improved.

## Role of the co-ordinator

Due to the size and organisation of the mentoring scheme, there is no one co-ordinator. Central HR has been responsible for developing and co-ordinating the formalisation of the scheme, including the development of the scheme's guideline booklet. The co-ordination of the mentoring process in each functional area of the business is the responsibility of the relevant Client Facing HR team. An external party conducts mentor training and mentee induction is carried out as part of the Young Person Development Programme, whether that is the graduate, apprentice or scholarship programme.

## Summary

MBDA mentoring scheme provides an example of a company-wide mentoring scheme, which offers mentoring to its young people at different levels of progression in the company and which tailors the process to suit the needs of these different groups. The scheme illustrates the ability of an organisation to formalise a previously ad hoc mentoring scheme and shows that the implementation of this formalisation is a gradual process.

The company first researched good practice from existing schemes before developing a mentoring process, based on good practice, which would be suited to them. This combined with the company's desire and accomplishment of having a mentoring scheme accredited by the Profession Institutions show a huge commitment to the mentoring process, which in turned has generated enthusiasm from mentors and mentees.

Although to date the evaluation of the scheme has only been in the form of a few informal feedback emails, the impact of the scheme is perceived to be very positive. The future formalisation of the evaluation process is likely to reveal results that will help to maintain enthusiasm and support for the mentoring process.

# Case Study 7

## Nationwide mentoring of women in Science, Engineering and Technology (SET)

<b>Purpose:</b>	To support and make working in SET a better experience for women.
<b>Situation:</b>	A countrywide mentoring scheme, where more experienced women in SET mentor women in SET.
<b>Style:</b>	Informal.
<b>Duration:</b>	Pairs are committed until they feel that it is appropriate for the relationship to end.
<b>Mentoring media:</b>	Face-to-face mentoring supplemented with email and phone calls.
<b>Target group:</b>	Women working in Science, Engineering, Technology or similar areas.
<b>Size:</b>	60 pairs.
<b>Funding:</b>	Funded mainly through the DTI but also sponsored by industry.

### Background

The MentorSet mentoring scheme is a pilot scheme, which is jointly run by AWiSE (Association of Women in Science and Engineering) and WES (Women's Engineering Society), with WES forming the lead contractor. The scheme targets women working in SET and aims both to support them and to make the experience of working in SET better. Funding for the scheme was received in March 2003 but the actual mentoring process began in October 2003. The scheme is funded by the DTI but is also sponsored by a number of companies in industry including Ford, Astra Zeneca, Alstom, MBDA, Quantis and HSBC. Sponsors typically support the scheme by providing places on their mentor training courses to MentorSET mentors.

A number of problems have been encountered by the scheme due to its principle source of funding. The contract between the scheme and the DTI has been found to be inappropriate with unrealistic time demands, from the DTI, for a voluntary organisation with part-time scheme managers. The inappropriateness of the contract is largely as a result of using a consultant to help adapt the DTI's standard contract, who was inexperienced in working with voluntary organisations. Additional problems due to working with the DTI include the receipt of funding near the end of the financial year, but before the launch of the scheme. This meant that the money needed to be spent within a short time frame to ensure that the following year's budget was not reduced. The principle cost of the scheme is the manager's fee of £1700 a month. The DTI have agreed to fund the scheme for three years, with the scheme aiming to find alternative sources of funding to continue into the fourth and subsequent years.

Despite the scheme solely targeting women, the scheme has received remarkably little opposition. One possible explanation for this is that it operates outside of the normal male structures, so that they (the males) may be largely unaware of it.

The ground rules for this mentoring scheme are unusual in that the individual mentor pairs decide the level of confidentiality, frequency of meeting and whether to keep records of their meetings. One of the few stipulations set by the scheme is that individuals should not be matched with someone with whom there would be a conflict of interest or with someone whom they know in another capacity. Examples include mentors who work for a competitor's company or mentors who are the mentee's line manager.

### **Attracting participants**

Mentors are recruited to the scheme through advertising within relevant organisations, through specialist press and on websites such as the Equalitec website. Leaflets form part of the publicity. One particular group of target mentees were found to be difficult to reach, these being women returners. Identifying women who had or were taking career breaks was also problematic, with the scheme having to rely on the records of the professional institutions, and WES and AWiSE.

### **Training and pairing and support**

The scheme's sponsors are meant to support the scheme through providing places for MentorSET mentors on their own mentor training courses. However, at the time of recruiting the first mentors and mentees onto the scheme, none of the sponsoring companies were running courses. In view of this the scheme decided that in this instance it was necessary to arrange their on bespoke training. The scheme had difficulties in identifying a trainer who was willing to work with senior women. Many of the trainers approached had experience training mentors for schemes involving mentoring children and the scheme did not feel that they had the confidence or experience to run a successful training session that matched the scheme's needs. The costs of the trainer used to train MentorSET mentors and mentees was £500 for the development of the course and £500 for the training day. Any subsequent training sessions will cost the scheme £500 per day.

The mentor-training course was run over the course of a single day, ending at four o'clock, with the opportunity for the participants to mix informally after the formal training had concluded. The scheme focused mainly on the softer side of mentoring, such as active listening. Whilst participants were content with the training on the day, feedback after the event indicated that some participants felt uncomfortable participating in the role playing exercises. Mentee training tended to focus on managing mentee expectations for the mentoring relationship. Both mentors and mentees were provided with a booklet that outlined guidelines and advice for the participants. Included within the booklet is advice for participants on how to end the relationship.

MentorSET advises that participants be aware of when the relationship is coming to a natural conclusion e.g. where goals are met, and that they implement steps to conclude the mentoring relationship. If desired, pairs are able to continue contact as friends outside of the realms of the scheme.

All applicants to the scheme are required to fill in a profile form. Each mentee applicant is asked to identify areas of importance in their life and work circumstances in which they would like their matched partner to have some experience. The scheme then aims to match pairs based on this information. Where a pairing does not work, the scheme encourages its mentors to tactfully break off the relationship. It is advised that the scheme manager is informed and provided with feedback as to why a pairing did not work. Where participants are uncomfortable in approaching their partner to end the relationship, the scheme manager is available to facilitate this role. Support is provided to the scheme's participants through the unrestricted availability of the manager by email and through day events held around the country, allowing participants the opportunity to meet and network informally.

### **Monitoring and evaluation**

Formal evaluation processes for the scheme have yet to be decided. Currently, there is potential to involve an external evaluator. Despite the delay in evaluating the scheme, the progress of the individual aspects of the scheme is monitored through feedback from the participants. Mentees are asked in the guideline booklet to keep the scheme informed of their progress. On the basis of this feedback, the scheme's co-ordinator believes that there have been over sixty successful matches in the first year of the scheme.

### **Role of the co-ordinator**

The role of scheme champion is facilitated by the President of WES, who is also the line manager for the scheme's co-ordinator and liases with the scheme's Steering Committee. The scheme's co-ordinator is responsible for the day-to-day running of the scheme except for the bookkeeping, which is the responsibility of one of the WES/AWiSE administrators. The scheme's co-ordinator works from home on a part-time basis and will be paid £80,000 over three years.

### **Summary**

The MentorSET Scheme provides an example of a countrywide scheme, which targets women in traditionally male dominated careers to provide support and to improve women's experience of working in SET. The scheme illustrates that in some instances participants are willing to give up their own time to attend mentor training and that get-together support can be provided regionally to overcome the issue of geographic displacement.

## Section 6: UK Mentoring Schemes

A CD-ROM has been provided which documents mentoring schemes in the UK. The attributes of each scheme, such as the scheme's aims and targeted mentees, are recorded to provide the user with the main aspects of the scheme. The schemes have been divided up into three categories based upon their setting i.e. educationally-based, community-based or industry-based. Specific attributes of a scheme, such as its media, are highlighted and contact details have been provided where possible. This information should be used to generate awareness of the breath of mentoring applications in the UK and to provide the potential for networking between similar schemes.

### 6.1: Observations drawn from documented mentoring schemes

The following observations have been drawn from a series of in depth case studies and the schemes surveyed in this document.

There appears to be confusion amongst schemes as to what constitutes mentoring. Many schemes, which advertise their activities as mentoring, are actually conducting tutoring. Universities running weeklong activities on campus for school students are inappropriately using the term mentor to describe university students who are on hand to answer participants' questions. More difficult to classify are those schemes that 'mentor' for an extremely short period of time.

A study of successful mentoring schemes reveals ten elements that influence their effectiveness. The emphasis placed upon each of these elements by a successful scheme depends upon the source of mentors, purpose, and situation of the scheme. These ten elements are:

1. Defining the scope of the mentoring programme
2. Obtaining buy-in for the scheme, including the recruitment of participants
3. Piloting the scheme
4. Planning the implementation of the scheme
5. Matching mentor to mentee
6. Training mentors
7. Inducting mentees
8. Supporting participants
9. Content of the mentoring meetings
10. Monitoring and evaluating the scheme.

In the UK, mentoring is applied in schools, universities, companies and in the community. Whilst mentoring can be used for a variety of reasons, the schemes surveyed tended to use mentoring for the following purposes:

1. Retention
2. Personal/career development
3. Support provision during a period of transition
4. To raise aspiration, confidence and achievement
5. To raise the profile of subjects to widen career choice.

Of those surveyed, very few mentoring schemes pay their mentors. Whilst the majority of schemes rely on volunteers to act as mentors, there is a subtle difference between volunteer mentors in schemes set in a work environment and those that are not. Outside of the work setting, volunteer mentors are felt to be giving their time on a pro bono basis and as such the schemes recognise that there is a limitation as to how much can be expected from a mentor. This affects the organisation and duration of such things as mentor training and support activities.

Where mentoring is carried out within the confines of a company setting, mentors, although volunteering for this role, are expected to perform this function as if it were part of their job. In this respect, it is easy for a company to demand mentors attend in depth training, regular support activities and feedback sessions.




The duration of the mentoring relationship varies between schemes. Some of the schemes appear to be more formal, where contact is sufficient only for the transferral of the mentor's experience. In other schemes, the mentoring relationship lasts for several years. These longer relationships usually begin with the mentoring of a new employee in an organisation and are continued through and beyond career goals, such as obtaining chartered status from a professional institution. A highly-focused short term mentoring scheme can be as effective as a long term one, although the suitability of the duration depends upon the situation.

Email as a medium for mentoring, is fast growing in popularity in the UK. Like reverse mentoring (where people lower in the organisation mentor their superiors to keep them in touch with on the ground issues), e-mentoring originated in the USA. Increasing numbers of mentoring schemes are using e-mentoring where time, distance and flexibility would normally preclude face-to-face mentoring. Only one instance of reverse mentoring has been identified in the UK survey; it is an unusual practice for the mentee to be at a higher level in an organisation than the mentor. However, reverse mentoring does give the mentee unprecedented access to insights into the environment experienced by the junior mentor. Only a small proportion of mentoring initiatives identified in the report use peers to mentor mentees, although this is a growing area of interest particularly in schools.

There does appear to be an increasing use of mentoring as a means to attract, recruit and retain certain target groups. In particular, mentoring is being applied both in academia and industry to attract, recruit and retain women in Science Engineering and Technology (SET, where SET includes mathematics and computing) subjects.

## 6.2: Directory of current UK mentoring initiatives

This directory has been compiled in order to understand the current mentoring trends in the UK. Within the directory, the aims and targeted groups are recorded for each mentoring scheme and where possible further background information and contact details are provided. Where appropriate the descriptions of a scheme have been taken directly from its promotional material to more accurately reflect its aim. The attributes of each mentoring scheme are identified according to the targeted group, the setting in which the mentoring occurs, the aims or target of the scheme and the field. Three icons are used to identify those schemes that use email as their mentoring medium.

-  – E-mentoring schemes
-  – Peer mentoring schemes
-  – Schemes targeting females

At the head of each scheme's details, the attributes of the scheme have been highlighted in bold. To facilitate the identification of relevant schemes the mentoring initiatives in the directory have been first organised into categories detailing the setting of the scheme – whether it is an education, community or organisational based scheme, and then within these categories, the schemes have been sorted into regions.

Schemes included in this directory are those that demonstrate activities that comply with the report's definition of mentoring:

*Mentoring is an off line, one-to-one relationship, between a more experienced person and a less experienced person, for personal or career development, over a period of time.*

# Section 7: Resources

## Introduction

Section 7 provides resources to support the application of the mentoring good practice guidelines outlined in section 2 and the scheme specific considerations outlined in Section 3. These resources have been provided to reduce the preliminary work required in setting up a new scheme. The matrix over the page identifies the guidelines that a resource is relevant to. Where an individual resource is of particular relevance to an area of application, such as mentoring in schools, the appropriate icon is displayed in the top right hand corner of the resource.

### Resources and their relevant guidelines

Resource	Section	2.1 Programme scope	2.2 Buy-in and recruitment	2.3 Pilot scheme	2.4 Matching pairs	2.5 Mentor training	2.6 Mentee induction	2.7 Starting and concluding	2.8 Mentor support	2.9 Mentoring meetings	2.10 Monitoring & evaluation	3.1 Schools	3.2 Universities	3.3 Companies	3.4 Email	4 Avoiding pitfalls
Publicity	7.1		✓													
Mentoring brochure	7.2		✓													
Useful organisations to recruit schools	7.3		✓									✓				
Items to discuss with schools	7.4		✓									✓				
Academic year planner and completed example	7.5		✓									✓				
Survey form	7.6		✓			✓						✓				
Checklist for planning and running an event	7.7							✓								
Refreshments	7.8					✓		✓				✓				
Transportation to events	7.9					✓		✓				✓				
Producing certificates	7.10							✓				✓				
Examples of mentor and mentee profile forms	7.11															
Suggested structure for a mentor training session	7.12				✓											
Training session checklist	7.13					✓										
Mentor training presentation	7.14					✓										
Mentors training manual	7.15					✓										
Mentor training feedback form	7.16					✓					✓					
Mentee induction pack	7.17						✓									
List of typical (younger) mentee expectations and fears	7.18						✓					✓				
Ideas for mentor get-togethers	7.19								✓							
Mentee and mentor mentoring agreements	7.20					✓				✓				✓		
Ideas for your first few sessions or emails	7.21															
Structuring mentoring sessions	7.22									✓						✓
Session record form	7.23					✓				✓						
Mentoring appointment card	7.24									✓						
Examples of evaluation forms	7.25										✓					
Road map for development/tracking mentee progress	7.26										✓					✓

## 7.1 Publicity

### Introduction

Getting publicity for your scheme activities, especially its launch and final events, is an important part of generating support for the mentoring process. Publicity helps raise the profile of the scheme and that of the providing organisation. Where mentees are external to the organisation, publicity can help to attract potential mentees for the second run of the mentoring scheme.

### Getting publicity

Generating publicity for your activities requires preparation. There are a number of aspects to consider when devising a good publicity plan.

Firstly, find out what publicity/marketing sections there are within your institution or organisation. It is possible that your department has its own publicity or marketing person within it, working to advertise work and opportunities within the department. Places such as universities will almost certainly have an external relations office or a publicity office, which will have contacts with local and national newspapers as well as local television news teams.

Once you know how publicity and marketing are organised within your organisation, approach a member of this section and discuss a plan of action with them. In some cases they may ask for details of the activity and produce a bulletin which can be sent to all of the news desks with which they have contacts. Alternatively, they may ask you to produce a draft copy of the bulletin and will make appropriate alterations to it before distributing it. By using the marketing team to advertise your activity, you can increase the number and breadth of people who know about your scheme.

Utilising your organisation's/university's marketing department may not always be possible. In this instance, it is necessary to organise your publicity yourself. It is suggested that you write a brief bulletin describing the activity or scheme and who will be taking part. Send the bulletin to a variety of news desks in your area.

When writing your own bulletin it can be useful to ask the press office or public relations office for a list of media contacts in the local area, this will reduce the amount of investigative work you need to do to find out who to send your bulletin to. Writing the news bulletin sounds simple enough but to get the newspaper's attention it needs to be gripping. The following are a few hints for writing your own news bulletin:

- Provide a catchy title** It may sound simple but the difference between a bulletin being read and discarded could come down to the title of the bulletin. Try to make the title (headline) short and catchy and, if possible, as descriptive of the activity as possible. For example, for an activity where local school students build rockets to see how high they can go, the title may read 'Local School Children Blast Off'.
- Content** Ensure the first paragraph of the bulletin contains all the basic information about the story – who will do it, when, where, and what is happening. Use the rest of the bulletin to expand on this information. This method will enable the reader to understand exactly what is happening and why and will give them a good background for reading the remaining information.
- Contact details** Put your name and/or contact details in the bulletin to enable other interested parties to contact you regarding further information or even the possibility of taking part next year.
- Photo opportunity** It is also extremely useful to mention at the end of the news bulletin that the event will be a good 'photo opportunity'. Being able to include a photo with the news bulletin will make the press more likely to cover the event.

## Planning publicity

Simple things, such as determining the dates for the release of information and how and where this information will be released can help to organise your publicity and to ensure that is not neglected. Remember, if you wish to have a photographer attending and children are involved, you must make sure that you (or their school) acquire parental permission for photos to be taken which include their children.

## 7.2 Mentoring brochure

A brochure template is provided to help you in your recruitment activities. Fill in the gaps in the brochure with information about your scheme. You can also adapt other aspects of it to make it more relevant to your scheme. Make sure you delete the instructions on the template and photocopy the two pages, when complete, onto a single sheet to fold and handout at recruitment activities.

## How to find out more

[Insert information about your scheme's website and recruitment activities you intend to run.]

**If you have any questions please contact the scheme co-ordinator**

[Enter relevant information]

**Name:**

**Telephone:**

**Email:**

# Mentoring

[Add logo]

[Add Title]

## What is mentoring?

Mentoring is a confidential relationship where the mentor helps the mentee, in their personal or career development, by sharing their experiences and enabling the mentee to take responsibility for their own development.

## The scheme's aim

[Insert information about your scheme and its aim.]

## Who can participate?

[Insert information about the type of people you want to volunteer to be mentors and mentees.]

## What is involved?

[Insert information about the participants commitment to the scheme, how often and how regularly participant will meet, the training process and the launch events.]

## What are the benefits?

[Delete benefits which do not apply to your scheme]

### Benefits for the mentee:

- Improved self-confidence and self-esteem
- Increased motivation
- Broadened horizons and experience
- Raised achievements and aspirations
- Improved performance
- Increased job satisfaction
- Networking opportunities
- Establish a balance between life and work
- Increased career mobility and career opportunities
- Opportunity to demonstrate strengths and explore potential
- Develop visibility within or outside an organisation
- Challenged to use talents and share expertise

### Benefits for the mentor:

- Enhanced coaching, counselling listening and modelling skills
- Sense of being needed and valued
- Opportunity to put something back into the community or to contribute something to others in organisation
- Gain additional recognition and respect
- Increased personal satisfaction
- Opportunity to exercise creativity and best practice
- Learn new perspective and approaches
- Extended professional/community networks
- Experience in dealing with challenging situations
- A new focus and interest
- Demonstrate expertise and share knowledge and skills
- Can be used as experience on a CV

## 7.3 Useful organisations to recruit schools

The following are contact details of organisations that maybe able to help you in your drive to recruit local schools to your mentoring scheme.

Organisation	Contact Details	Brief Description
Local Education Authority (LEA)	<a href="http://www.dfes.gov.uk/leas/">http://www.dfes.gov.uk/leas/</a>	This website contains a searchable database of all LEAs. Your local LEA advisor should be able to give you an appropriate contact for each of your local schools.
SETNET	<a href="http://www.setnet.org">http://www.setnet.org</a>	SETNET is responsible for the local SETPOINTS across the country. Your local Set Point should already have links into schools and are happy to help any initiative designed to raise the profile of engineering.
Mentor Point	<p>Kensington &amp; Chelsea Mentor Point Kensington and Chelsea Volunteer Bureau Tel: 020 8960 3722 Email: MentorPoint.London@voluntarywork.org.uk</p> <p>Birmingham Mentor Access Point Tel: 0121 6162791 Email: mentor@a.point.ac</p> <p>Salford Business Education Partnership Salford and Wythenshawe Mentor Point Tel: 0161 787 8500 Email: mail@salfordbep.co.uk</p> <p>Leicestershire Mentor Point Consortium for Education Business Links Tel: 0116 240 7000 Email: gillian.mullen@leics-ebc.org.uk</p> <p>Cumbria Mentor Point Cumbria Mentoring Consortium Tel: 01228 597 600 Email: info@connexionscumbria.co.uk</p> <p>Lancashire Mentor Point Education Business Partnership Link Ltd Tel: 01772 622 030 Email: lesleyd@ebplink.co.uk</p> <p>Sandwell Mentor Point Sandwell Education Business Partnership Tel: 0121 569 2350</p>	There are seven Mentor Points located across the country. Mentor Points have been set up to co-ordinate mentoring initiatives locally and already have useful networks in schools that you can utilise.

## 7.4 Items to discuss with schools

When trying to recruit schools to participate in your scheme, it is helpful to plan what you wish to discuss with the school. The following is provided to give you an idea of what needs to be discussed. Additional space has been provided for you to both make notes on what exactly you intend to tell the schools and for recording other items you wish to discuss.

Items to discuss	Notes
1. The purpose of the mentoring scheme.	
2. The benefits of the scheme to all parties involved.	
3. What the school's participation would entail.	
4. Who at the school will be responsible for managing the scheme's activities within the school and will liaise with the scheme's co-ordinator? <i>Identify an external co-ordinator.</i>	
5. How will the school identify a group of students whom they feel would benefit from participating in the scheme?	
6. Discuss arrangements for recruiting these students and obtaining parental permission for their participation.	
7. Discuss where in the school's timetable it would be best for the mentoring to occur.	
8. Discuss procedures and arrangements for where and when mentees can be inducted.	

9. Discuss procedures and arrangements for where and when mentors and mentees should meet/email.	
10. If the scheme is to use email, discuss what the arrangements will be for the students to access their email.	

**Other items to discuss**

11. Discuss rules, and whether or not these are to be signed by the participants.	
12. Discuss costs and who will provide the funding for the various activities within the scheme.	
13.	
14.	
15.	

## 7.5 Academic year planner and completed example

Crucial to the success of a university-based mentoring scheme is the timing of its events and activities. It is important to be aware of students' timetables and to organise support meetings or training activities away from coursework deadlines, exams and vacations to increase attendance. An academic year planner and completed example has been provided to help you to plan your events to avoid these times.

### Example

	Academic programme	Mentoring scheme events
<b>Semester 1</b>	Fresher's Week	
Week 1		Recruitment activities
Week 2		
Week 3		Training event
Week 4		Launch event
Week 5		Mentoring session 1
Week 6		
Week 7		Mentoring session 2
Week 8	Coursework deadline	
Week 9		Mentoring session 3
Week 10		Mentoring session 4
Week 11	Coursework deadline	
<b>Christmas</b>		
Week 12		Mentoring session 5
Week 13	Exams	
Week 14	Exams	
Week 15	Presentations	
<b>Semester 2</b>		
Week 1		Session 6: Group activity
Week 2		
Week 3		Mentoring session 7
Week 4		
Week 5		Mentoring session 8
Week 6		
Week 7		Mentoring session 9
Week 8	Coursework deadline	
<b>Easter</b>		
Week 9		Mentoring session 10
Week 10		
Week 11	Dissertation deadline	
Week 12	Coursework deadline	
Week 13	Exams	
Week 14	Exams	
Week 15		Final event



## 7.6 Survey form

When recruiting students as mentors to your scheme it may be worth polling candidate mentors to identify the days and times when they would be most likely able to attend mentor training. The following is a survey form that has been designed to help you do this.

To help in deciding when to run the mentor training, please indicate on the table below the days and times when you would likely be available to attend training. Please tick the relevant boxes.							
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Morning</b>							
<b>Lunchtime</b>							
<b>Afternoon</b>							
<b>Evening</b>							
Comments:							

To help in deciding when to run the mentor training, please indicate on the table below the days and times when you would likely be available to attend training. Please tick the relevant boxes.							
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Morning</b>							
<b>Lunchtime</b>							
<b>Afternoon</b>							
<b>Evening</b>							
Comments:							

To help in deciding when to run the mentor training, please indicate on the table below the days and times when you would likely be available to attend training. Please tick the relevant boxes.							
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Morning</b>							
<b>Lunchtime</b>							
<b>Afternoon</b>							
<b>Evening</b>							
Comments:							

## 7.7 Checklist for planning and running an event

This page has been designed to assist you with the organisation of a launch or final event. Use the second column to write expected completion dates or times for each task and check them off in column three as you complete them. Not all of the tasks will be relevant to your scheme so delete them as necessary and add any others which are not included.

Task	Completion date/time	Done
<b>Pre event tasks</b>		
Timing		
Plan outline of day		
Book room		
Book transportation		
Book speaker		
Book refreshments		
Press/publicity		
Make certificates		
Choose and buy prizes		
Make goodie bags		
Arrange activities		
Send out reminders		
<b>On the day</b>		
Room set-up		
Corridor directions		
Refreshments		
Security		

## 7.8 Refreshments

Whether you are conducting an event that takes up a full day or only a morning or afternoon, it is suggested that you provide refreshments to your participants.

As with all things, the style of your refreshments will vary according to the participants. Teas and coffees are more suited to adult orientated events, while 'fruit shoots' and squashes are suited to events orientated towards children. Water and fruit juices can be provided to both sorts of participants.

While not strictly necessary it can be a nice touch to provide snack food as well as drinks. This can take the form of biscuits, snack bars, fruit, cheese and biscuits, pastries etc. Keep in mind when ordering this food the dietary needs of your participants. It is a good idea to provide chocolate and nut-free, options as well as drinks and confectionery free from artificial colours and sweeteners.

It is advisable to place refreshments in an easily accessible location in the room that is also out of the way of your main activity in order to reduce the risk of accidental spills. Where children are involved, try to discourage them from walking around with their food.

It is suggested that you order slightly more food and drink than you think you will need. This ensures that there is not a problem if more people attend the event than was expected.

## 7.9 Transportation to events

### Introduction

Transportation is a big issue for schools as the cost of hiring a coach or mini bus to bring them to an event may not be feasible for their relatively small budgets. Offering to cover some or all of the cost of transportation can make the difference in a school deciding to attend an event. If you are organising transport, there are a number of ways this can be done.

### Organising transport

- a) Schools organise/you pay  
You can ask the school to organise their own transport and to send an invoice to you for payment.
- b) You organise/you pay  
Sometimes it is simpler for you to organise the transportation and to inform the school of the arrangements. This ensures that the correct timings are kept to.

### Methods of transportation

- a) School's own transport  
Many schools have their own transport, e.g. school mini bus, so it may be possible for the teacher to bring their students along using this. However, there may be a problem if a large number of pupils are attending or if a teacher with an appropriate driving licence is not available to drive. If this method is used you could offer petrol expenses.
- b) Local mini cab firm  
If there are a small number of pupils attending from one school, a local mini cab firm could be used. Many firms have a mini bus (suitable to seat 8 or 12) which can be hired. It should be noted, however, that these are often used for school runs and while they may be able to take the pupils to the event, they may not be able to collect them unless your event finishes well in advance of the end of the school day.
- c) Local coach company  
Using a local coach company may be the best way to bring participants to and from your event. Schools close together may even be able to share a coach. As coach companies are often used for 'school runs' it may be helpful to ask the teachers which company, if any, are used for their school runs and then approach them. Using the same company will ensure all pupils are returned to school at the end of the day before the coach leaves for the school run home.

## 7.10 Producing certificates

### Description

Certificates are a great way to acknowledge the effort of younger mentors and mentees. Schools might also appreciate a certificate to hang in their reception to advertise their participation in a worthwhile endeavour. This in turn will raise the profile of your scheme.

### Things to consider

A limited budget does not mean you cannot provide certificates recognising participation. The following are suggestions on how to produce official looking certificates at minimum cost.

1. Special fonts - using fonts other than Arial or Times New Roman can improve the look of a certificate. Make sure that the script you use is attractive but also clearly readable.
2. Colour combinations - making certificates with more colours than black and white is a good way to make the certificate stand out and look important. Using colours specific to the scheme will relate the certificate to the mentoring scheme.
3. Quality paper or card - using a higher quality paper or card will improve the look of the certificate as well as reducing the likelihood of damage when on the way home.
4. Special paper or card - using special paper or card, e.g. coloured, marbled etc will add to the importance of the certificate.
5. Symbols and logos - using symbols or logos e.g. rosettes can improve the overall look of the certificate.
6. Logo - including the scheme's and organisation's logo will increase authenticity. However, you must check with the relevant source before using the organisation's logo.
7. Signatory - having an important signatory at the bottom of the certificate will increase its importance.

### Getting help

If you can get certificates professionally designed and printed, remember these few pointers:

- a) Be clear about what you want, it may help to take a rough sketch of the design you would like, giving the designer something to work from.
- b) Make sure you check the design including spelling, logos etc before it goes to print.
- c) Get a sample copy. All printers will print out a colour sample for you to check.

NB: Make sure that there are enough certificates to cover all contingencies e.g. more people taking part than expected, more than one winner of a prize or award etc.

## 7.11 Examples of mentor and mentee profile forms

The types of questions that you will ask your candidate mentors and mentees will depend upon your scheme and how you wish to match mentoring partners. However, examples of two mentor and mentee profile forms have been provided to give you an idea of the types of questions you can ask potential participants.

# Mentor Profile Form

Name \_\_\_\_\_

Job title/ Degree Course/Class \_\_\_\_\_

Organisation/ Department/School \_\_\_\_\_

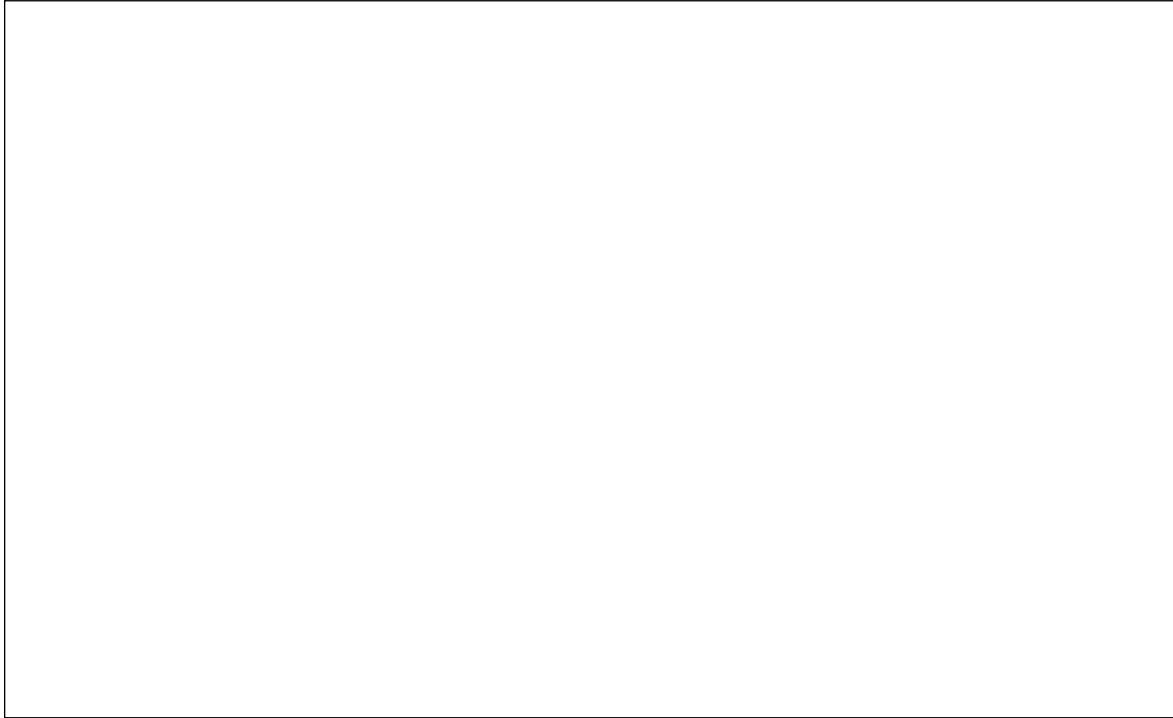
Tell me about yourself and the types of things that I would learn from reading your CV (e.g. have you worked abroad, have you done a year in industry?)

Tell me some things about yourself that I wouldn't learn from reading your CV (e.g. interests, hobbies, family background, etc).

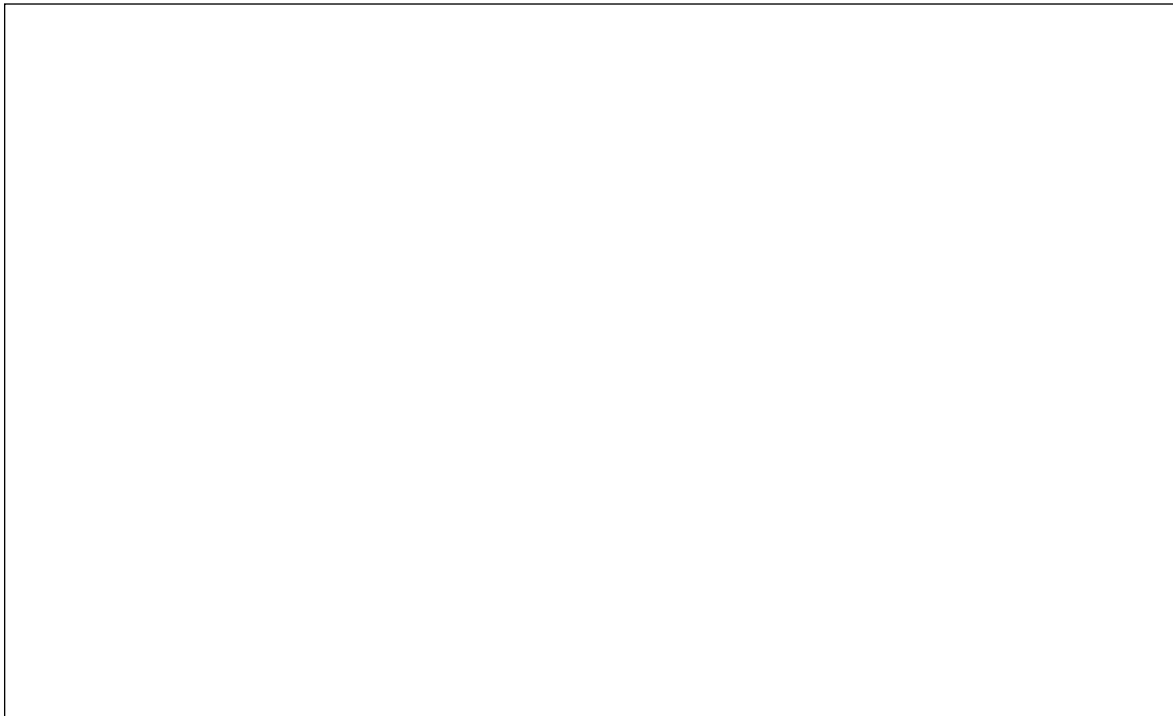
What adjectives describe you best? (Select a maximum of five).

- |                    |                 |
|--------------------|-----------------|
| Accepting          | Enthusiastic    |
| Action-orientated  | Even-tempered   |
| Adaptable          | Good Listener   |
| Analytical         | Independent     |
| Assertive          | Logical         |
| Confident          | Optimistic      |
| Considerate        | Patient         |
| Creative           | Pragmatic       |
| Decisive           | Respectful      |
| Deliberate         | Responsible     |
| Dependable         | Sincere         |
| Detail-conscious   | Spontaneous     |
| Diplomatic         | Task-orientated |
| Direct Disciplined | Trusting        |
| Emotional          | Other.....      |

Based on your experiences, key competencies and personal strengths, how could you best help someone?  
(Include experiences and skill sets e.g. motivating others, managing conflict, analysis and problem solving etc.)



Do you have any closing thoughts relative to the match?



# Mentor Profile Form

Name \_\_\_\_\_

Job Title/ Degree Course/ Class \_\_\_\_\_

Organisation/ Department/ School \_\_\_\_\_

Tell me about yourself and the types of things that I would learn from reading your CV (e.g. have you worked abroad. Have you done a year in industry?)

Tell me some thing about yourself that I wouldn't learn from reading your CV (e.g. interests, hobbies, family background, etc).

What adjectives describe you best? (Select a maximum of five).

- |                    |                 |
|--------------------|-----------------|
| Accepting          | Enthusiastic    |
| Action-orientated  | Even-tempered   |
| Adaptable          | Good Listener   |
| Analytical         | Independent     |
| Assertive          | Logical         |
| Confident          | Optimistic      |
| Considerate        | Patient         |
| Creative           | Pragmatic       |
| Decisive           | Respectful      |
| Deliberate         | Responsible     |
| Dependable         | Sincere         |
| Detail-conscious   | Spontaneous     |
| Diplomatic         | Task-orientated |
| Direct Disciplined | Trusting        |
| Emotional          | Other.....      |

What are your short and mid term personal and career goals? (For example, what type of experiences do you hope to have?)

What are some specific issues or developmental areas that you would like to discuss with your mentor?

Based on your developmental needs, describe your perfect mentor (experience/ background, skills, values etc). Indicate your top three criteria.

Do you have any closing thoughts relative to the match?



# Loughborough University Real Email Project

## Mentor Profile

### Confidential



Please complete both sides of this form so that we have sufficient information to help us make the best mentor/mentee match possible. Thank you.

Name (first and last names in full): \_\_\_\_\_

Current Status (circle all that apply): Undergraduate/Postgraduate/Research/Other (please specify)

Please give brief details about your course or job role): \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: Male  Female

Ethnic group (please tick the box which best describes you):

White – British	<input type="checkbox"/>	Asian or Asian British – Pakistani	<input type="checkbox"/>
White – Irish	<input type="checkbox"/>	Asian or Asian British – Bangladeshi	<input type="checkbox"/>
White – Other	<input type="checkbox"/>	Asian or Asian British – other	<input type="checkbox"/>
Mixed – white and black Caribbean	<input type="checkbox"/>	Black or black British – Caribbean	<input type="checkbox"/>
Mixed – white and black African	<input type="checkbox"/>	Black or black British – African	<input type="checkbox"/>
Mixed – white and Asian	<input type="checkbox"/>	Black or black British – other	<input type="checkbox"/>
Mixed – other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Asian or Asian British – Indian	<input type="checkbox"/>	Other	<input type="checkbox"/>

Individual requirements: To ensure people with disabilities can take part fully in the project, please give details of any special arrangements you might need, for example - access to premises etc:

Please specify: \_\_\_\_\_

*Personal Contact details*

Address: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_ Postcode: \_\_\_\_\_

Tel No: \_\_\_\_\_ Mobile: \_\_\_\_\_

E-mail: \_\_\_\_\_

*Please continue to complete the other side*

Education (Qualifications achieved and working towards): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interests, hobbies, skills, talents, sports, 'pet hates', favourite things etc. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How would you describe yourself (qualities, personality etc)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you hope to gain by becoming a mentor?

Anticipated benefits:

Please tick all those appropriate:

Improved communication skills

Improved self-confidence

Enhanced career opportunities

Something to put on your CV

Sense of achievement

Sense of 'giving something back'

Improved understanding of young(er) people

Enhanced understanding of the education system

Improved understanding of Social issues

Company profile raised

Other

If other, please specify: \_\_\_\_\_

Any other information that you feel would help us in our matching process?

\_\_\_\_\_

I give consent for a check through the Criminal Records Bureau in connection with this application:-

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

**Thank you for completing this form. Please return to:**

*Lesley Davis, Real-Email Project Co-ordinator, Dept. of Mechanical and Manufacturing Engineering  
Tel: 01509 227669, E-mail: l.davis@lboro.ac.uk*



# Loughborough University Real Email Project

## Mentee Profile

### Confidential



What you would like your mentor to know about you? Please be as honest as possible.

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Your email address at school: \_\_\_\_\_

To ensure people with disabilities can take part fully in the project, please give details of any special arrangements you might need, for example – disabled access to premises etc:

\_\_\_\_\_

Which subjects do you enjoy at school and why? \_\_\_\_\_

\_\_\_\_\_

What are your three favourite things and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your least favourite thing and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What 10 things would you take if you were spending 3 months on a desert island? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What clubs, hobbies and leisure activities do you take part in? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What kind of job do you think you would really enjoy and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What help do you think you would like from a mentor? e.g. someone to talk things over with, etc

\_\_\_\_\_

\_\_\_\_\_

*Please continue to complete the other side*

Ethnic group (please tick the box which best describes you):

White – British	<input type="checkbox"/>	Asian or Asian British – Pakistani	<input type="checkbox"/>
White – Irish	<input type="checkbox"/>	Asian or Asian British – Bangladeshi	<input type="checkbox"/>
White – Other	<input type="checkbox"/>	Asian or Asian British – other	<input type="checkbox"/>
Mixed – white and black Caribbean	<input type="checkbox"/>	Black or black British – Caribbean	<input type="checkbox"/>
Mixed – white and black African	<input type="checkbox"/>	Black or black British – African	<input type="checkbox"/>
Mixed – white and Asian	<input type="checkbox"/>	Black or black British – other	<input type="checkbox"/>
Mixed – other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Asian or Asian British – Indian	<input type="checkbox"/>	Other	<input type="checkbox"/>

### Mentee Self Assessment – Start of Mentoring

**On a scale of 0 - 5, please circle the number that most accurately reflects where you are at the moment in the following areas:**

	No Good	Not very good	Not bad	Quite good	Very good	Excellent	Any further comments:
Being confident	0	1	2	3	4	5	
Having good communication skills	0	1	2	3	4	5	
Getting on with younger people	0	1	2	3	4	5	
Getting on with older people	0	1	2	3	4	5	
Working in a group (part of a team)	0	1	2	3	4	5	
Being competitive (do you like to win?)	0	1	2	3	4	5	
Working on your own	0	1	2	3	4	5	
Setting goals/targets/deadlines	0	1	2	3	4	5	
Achieving goals/targets/deadlines	0	1	2	3	4	5	
Having good ideas	0	1	2	3	4	5	
Expressing your opinion	0	1	2	3	4	5	
Feeling enthusiastic about life	0	1	2	3	4	5	
Finding time for you're your interests	0	1	2	3	4	5	
Knowing what you want	0	1	2	3	4	5	
Knowing how to get what you want	0	1	2	3	4	5	
Helping other people	0	1	2	3	4	5	
Keen to get qualifications	0	1	2	3	4	5	
Being interested in your appearance	0	1	2	3	4	5	
Behaving in an acceptable way	0	1	2	3	4	5	
Having a good, positive attitude	0	1	2	3	4	5	
Finding time for hobbies/leisure	0	1	2	3	4	5	
Attending meetings/appointment on time	0	1	2	3	4	5	

Signed: \_\_\_\_\_ Today's Date: \_\_\_\_\_



## 7.12 Suggested structure for a mentor training session

The following is only a suggestion for how you might want to structure your mentor training session. You may find it more appropriate to develop your own structure. Use the third column to make any notes for yourself.

Task	Completion date/time	Done
If you are not conducting own session arrange for a trainer		
Check with trainer (if using) the items you will be responsible for organising		
Organise venue		
Invite mentors		
Organise refreshments		
Complete scheme overview hand out		
Adapt mentoring presentation to make it scheme specific		
Book presentation equipment		
Reconfirm with trainer (if using)		
Remind mentors about the session		
Ensure there is copy of the handbook and overview handout for every participant		
Make copies of feedback form		
Ensure presentation equipment is working		
Set up room		
Provide pens and large paper for group exercises		

## 7.13 Training session checklist

This page has been designed to assist you in the organisation of a training session. Although all the aspects are important, not all of them will be relevant to your scheme. Please feel free to cross out any item that is not applicable or add others.

Use the second column to write expected completion dates or times for each task and then check them off in column three as you complete them.

	Activity	Notes
1	If appropriate get everyone to wear name badges.	
2	Give everyone a copy of: the Mentor Training Manual, the scheme overview handout, and the feedback form.	
3	Talk through the overview handout. Introduce the scheme, its purpose, target audience and generally, how it is going to work.	
4	Work through the training manual. Define mentoring; discuss the stages of a mentoring relationship, roles and responsibilities, and characteristics and skills. If appropriate, discuss e-mentoring.	
5	Get the mentors to do the three exercises in the manual.	
6	Discuss mentors' fears and expectations as a group. Write down for everyone to see what people have said and your response to these expectations.	
7	From manual, adding any scheme specific ones, discuss health and safety issues and pitfalls likely to be encountered.	
8	Referring to scheme overview handout, discuss the scheme's procedures, ground rules, and where to go with problems.	
9	Go through the tips for the first few mentoring sessions.	
10	Allow time for a questions and answers session.	
11	If appropriate to the scheme, get participants to sign a mentoring agreement.	
12	If this is the last opportunity to see mentors before sessions begin give them a copy of the following resources: ideas for first few sessions, an appointment card, session record form and folder, and ideas for structuring a mentoring session.	
13	Get participants to complete and hand in a training feedback form.	

## 7.14 Mentor training presentation

To help those intending to run mentor training for the first time, a pre-prepared presentation and an accompanying manual have been provided. The notes on the presentation refer you to the relevant sections of the mentoring training manual at 7.15. Use the template on the CD to add information and notes that are specific to your scheme.

## 7.15 Mentor training manual

To help those intending to run mentor training for the first time, a pre-prepared manual has been provided.

## 7.16 Mentor training feedback form

Provided is a training feedback form for you to photocopy and give to your mentors at the end of the training session. Use the completed feedback forms to identify areas in the training which can be improved.

# Training Feedback Form

1. What did you want to get out of the mentor training?

2. Was this objective met and how?

3. What type of information would you have liked more of?

4. What aspects of the training could have been improved?

5. What were the most valuable aspects of the training for you?

6. What was the least valuable aspect of the training for you?

7. Are there any other comments you would like to make?

8. Name (optional)

9. Email address (optional)

## 7.17 Mentee Induction Pack

To help those intending to run mentee induction for the first time, a pre-prepared manual has been provided.



## 7.18 List of typical (younger) mentee expectations and fears

### Common expectations

1. It will help me to improve my grades
2. It will improve my computer skills
3. It will help me with my homework
4. My mentor will give me advice if I need it
5. I will have someone to talk to, they will listen to me
6. I will learn more about different types of jobs
7. It will help me to decide what career I want
8. It will be enjoyable
9. It will help me with my revision
10. It will help me with things outside of school/college
11. It will improve my language skills
12. My mentor will keep what I say in confidence
13. My mentor will share their experiences with me

### Common Fears

1. It will be a waste of time
2. I might not get on with my mentor
3. What if I can't think of anything to say?
4. How will what we discuss be kept confidential?
5. What do I do if my mentor doesn't listen to me?
6. What if I don't like my mentor?
7. I might not be able to be released from lessons.
8. What if I have problems emailing or accessing the computer?
9. What if I don't like it and want to stop?
10. My language skills are not very good
11. It will be like having another parent
12. How will the mentoring get started?

## 7.19 Ideas for mentor get-togethers

### Suggestion 1

Hold an informal lunch time get-together where mentors are provided with a buffet lunch. Leave this session unstructured and use it as an opportunity for the mentors to mingle, to talk to each other, to share their experiences and to approach the co-ordinator with any problems or queries.

### Suggestion 2

Arrange a structured meeting attended by the mentors and co-ordinator. Set an agenda where mentors can raise issues and discuss them in a group setting. Depending on the length of the meeting it may be appropriate to provide refreshments.

### Suggestion 3

Arrange a structured get-together where an outside speaker, relevant to the aims of the scheme, to speaks to the group on a topic of interest to the mentors. Structure a teas and coffees session at the end of the session for mentors to informally mix and share experiences.

### Suggestion 4

Similar to the informal lunchtime get-togethers, arrange informal meetings at a local pub or coffee house, either at lunchtime or after work.

## 7.20 Mentee and mentor mentoring agreement forms

The following pages provide forms for mentors and mentees to signify their agreement with the scheme's ground rules, in particular their agreement to comply with the schemes stance on confidentiality. These forms, if relevant, should be supplied to mentors and mentees at the end of their training/induction sessions.

# Mentee Mentoring Agreement

I am voluntarily entering into a mentoring relationship. As a mentee on the scheme I agree to and support the following:

I agree to keep the content of my conversations with my mentor confidential, during and after the completion of the mentoring relationship.

I agree to approach the scheme's co-ordinator if I am unhappy with my mentor.

I agree to review, with my mentor, at the end of the formal programme whether we wish to continue mentoring informally.

I commit to attending/emailing in my mentoring sessions with my mentor on a \_\_\_\_\_ (e.g. fortnightly) basis.

I commit to follow-up and record my personal growth and development during this relationship.

I commit to driving the content of my mentoring sessions.

I am open to feedback from my mentor.

I commit to proactively preparing for each mentoring session and completing the actions agreed at the end of each meeting.

I commit to providing direct, respectful and honest feedback to my mentor

I agree to hold myself accountable for my own personal/career development

I take responsibility for all decisions I take as a result of the mentoring process

I understand that, though my mentor will keep my emails confidential, email is not a secure medium.

Agreed to and accepted by \_\_\_\_\_

Date \_\_\_\_\_

# Mentor Mentoring Agreement

I am voluntarily entering into a mentoring relationship. As a mentor on the scheme I agree to and support the following:

I agree to keep the content of my conversations with my mentee confidential, during and after the completion of the mentoring relationship.

I agree to approach the scheme's co-ordinator if I become aware of anything illegal or which contravenes the mentoring scheme's guidelines.

I commit to working with my mentee for the stipulated duration of the mentoring programme.

I agree to review, with my mentee, at the end of the formal programme whether we wish to continue mentoring informally.

I commit to making myself available for mentoring sessions with my mentee on a \_\_\_\_\_ (e.g. fortnightly) basis.

I commit to providing direct, respectful and honest feedback to my mentee.

I understand that, though my mentee will keep my emails confidential, email is not a secure medium.

Agreed to and accepted by \_\_\_\_\_

Date \_\_\_\_\_

## 7.21 Ideas for your first few sessions or emails

It can sometimes be difficult to know what to talk/write about in your first few sessions with your mentee. A selection of possible topics is provided below. Their appropriateness will depend upon the situation, so choose those that are most relevant to you and your scheme.

### Write or talk about:

- ❖ Your job/school/university
- ❖ Hobbies
- ❖ Your career aspirations or experiences
- ❖ Your family, pets etc
- ❖ What you watch on television or a recent film you have seen
- ❖ Your latest or planned holiday.

### In your first session:

1. Be yourself.
2. Talk about yourself, your job and your interests, encourage your mentee to do the same
3. Spend some time just chatting about all different sorts of things.  
See if there is anything you have in common.
4. Be prepared do to most of the leading in your first session.
5. Ask the mentee questions about themselves.
6. Discuss why you are both on this mentoring scheme.
7. Go through the exercises with your mentee, what are their expectations and goals?
8. Go over the scheme's ground rules so that you both agree and understand them.
9. End on a positive note.

### In your second session:

1. Recap the last session, how did the mentee feel about it?
2. Discuss what you have both done in the interim.
3. Continue being yourself and looking for common ground.
4. Keep asking open questions and encourage conversation.
5. Remember the tips for asking questions and remember not to pass judgement on their answers.
6. Discuss what can be done to start progressing the mentee's aims and decide what short terms goals the mentee can start working towards.
7. Remember to give feedback to each other at the end of each session.

## 7.22 Structuring mentoring sessions

### Long term structure of process

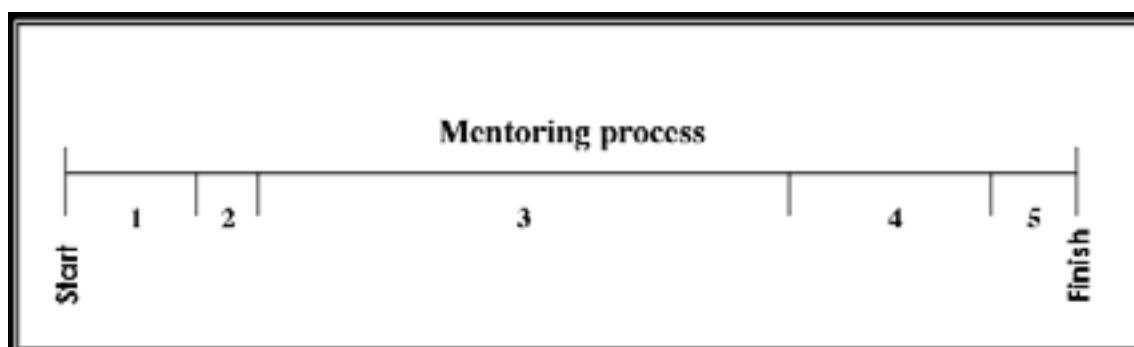


Figure 1 Stages of the mentoring process

Figure 1 shows the stages of the mentoring process and roughly the proportion of the process that a relationship remains in each stage.

#### Stage 1

Mentor and mentee should spend their first few sessions getting to know each other and building rapport. The pair should share their expectations of each other and come to an agreement on which expectations are realistic.

#### Stage 2

Early on in the mentoring process, the mentor should work with the mentee to identify the mentee's goals for the mentoring process. A plan of action should be drawn up and milestones identified.

#### Stage 3

The majority of the mentoring process should be spent helping the mentee to progress towards his or her goals. In these sessions spend time talking about what each other has been doing, share experiences and encourage a deeper perspective. Pick up on things that your mentee says, which may have a bearing on their goals but which they themselves may not be able to identify.

## Stage 4

In the latter stages of the mentoring process, encourage your mentee towards more long-term goals. Assist them in developing independence and assertiveness.

## Stage 5

In your final few sessions, review the plan of action that your mentee is to continue after the mentoring relationship has ended. Help your mentee to prepare for the end of the mentoring relationship and reinforce his or her achievements.

## Session structure

Below is a suggested structure for each mentoring session:

1. Recap the previous session.
2. See how the mentee felt about the last session
3. See if both parties have completed the actions that they agreed to at the last session.
4. Discuss what each of you has been doing. Ask open questions. Discuss pertinent issues and ways forward.
5. Discuss and agree actions to be carried out before the next session.
6. Give and receive feedback.
7. End on a positive note.

(Regularly check and record progress against agreed aims.)

## 7.23 Session record form

It is good practice for mentors and mentees to keep a record of their sessions together. These records can provide a point of reference when planning later sessions, assist the tracking of progress and can provide evidence of discussions where any problems are encountered. A template has been provided, which can be photocopied and provided to your mentors. It can be constructive if mentors give a copy of the completed form to their mentee at the end of each session.

# Session Record Form

Form Completed by: \_\_\_\_\_

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

Outline of Discussion

Feedback Given

Agreed actions	Responsibility	Date for completion

Plans for the next meeting

Further notes

## 7.24 Mentoring appointment card

Where mentoring meetings are not held at a fixed time or place, it can be useful for the mentor and mentee to have a mentoring appointment card so that they can record the agreed time for their next meeting. The following pages provide the front and back of two mentoring appointment cards. Photocopy these onto a single sheet and cut into two before distributing them to the scheme's participants.





## 7.25 Examples of Evaluation Forms

Evaluation strategies can vary between schemes according to individual measures of success. Samples of the types of questions used on different evaluation forms have been provided to give you an indication of this variety.

The first evaluation form is used at the beginning and end of the mentoring process to identify the mentees' perceptions of engineering. The mentoring scheme aims to breakdown unhelpful engineering stereotypes by mentoring school children. It measures its success by documenting the change in the mentees' understanding of who can be an engineer and what an engineer does.

The second set of evaluation forms is used by a scheme that aims to include and retain new employees into its organisation. The twelve-month long scheme is monitored after three and twelve months. The three-month check is solely concerned with how well the mentoring process is going, whereas the twelve month check monitors the progress of the process and the participants' perceived benefits from being involved in the scheme.

The third set of evaluation forms is used by a scheme mentoring managers within its organisation. At the outset of the mentoring process the participants are asked to identify their goals for the process. At the end of the mentoring process the mentees are asked again about their goals and how well they have been met; mentees are also given the opportunity to give feedback about the mentoring scheme itself.

# Evaluation Form: Example 1

Name (first and last names in full): \_\_\_\_\_

Name of School: \_\_\_\_\_

Age: \_\_\_\_\_ Today's date: \_\_\_\_\_

1. Describe an engineer.

2. What does an engineer do?

3. Name a famous engineer.

4. Are any of your family members or friends engineers? If so, who are they and what do they do?

5. On the back of this form, please draw a picture of what you think an engineer might look like (it could be just the face if you wish).

# Evaluation Form: Example 2

## Three Month Check

1. How is your partnership working? \_\_\_\_\_
2. How many times have you met (in person or by phone)? \_\_\_\_\_
3. Have you confirmed what you are going to work on? \_\_\_\_\_
4. What additional meetings have been scheduled? \_\_\_\_\_
5. What additional support, if any, do you need from the organisation? \_\_\_\_\_  
\_\_\_\_\_
6. At this time, how would you rate the partnership on a scale of 1-5? \_\_\_\_\_  
(1=poor, 3=average, 5=excellent).

## Twelve Month Check

Please indicate whether you are a mentor or a mentee \_\_\_\_\_

Please read the following statements and indicate your level of agreement with each statement by marking, on a scale of 1-5, how strongly you agree or disagree with each statement.

- |   |                          |
|---|--------------------------|
| 1. My partner and I have achieved a high level of trust.  | <input type="checkbox"/> |
| 2. The partnership has met my expectations.   | <input type="checkbox"/> |
| 3. My partner and I frequently give and accept feedback.  | <input type="checkbox"/> |
| 4. The training sessions helped us get our relationship off to a faster start.                          | <input type="checkbox"/> |
| 5. Training gave us the structure we needed while allowing us freedom to direct our own partnership.    | <input type="checkbox"/> |
| 6. We have been meeting on a regular basis.   | <input type="checkbox"/> |
| 7. We devote the necessary time, energy and effort to our partnership.                                  | <input type="checkbox"/> |
| 8. I am progressing towards the developmental goals I set for myself.                                   | <input type="checkbox"/> |
| 9. Feedback I received from my partner is useful in my current position.                                | <input type="checkbox"/> |
| 10. I am developing skills and talents that would be difficult to gain outside of the mentoring scheme. | <input type="checkbox"/> |
| 11. Our partnership expands the way I look at organisational issues.                                    | <input type="checkbox"/> |

My overall thoughts about the mentoring scheme are:

My suggestions for improving the scheme are:

# Evaluation Form: Example 3

## Pre-scheme evaluation form

1. Name: \_\_\_\_\_
2. What are your objectives at the start of this programme? (These might include both personal and professional goals.) \_\_\_\_\_  
\_\_\_\_\_
3. On a scale of 1 – 6 (1 = not at all, 6 = fully) how achievable do you consider each of these objectives?
4. On a percentage basis, what proportion of each objective do you anticipate achieving within the time-scale of the mentoring process?

## Post scheme evaluation form

1. Name: \_\_\_\_\_
2. At the start of this mentoring process you identified your objectives, what were they?  
\_\_\_\_\_  
\_\_\_\_\_
3. To what extent have you achieved the objectives that you set yourself during the programme?  
Please score each objective on the scale of 1 – 6 (1 = not at all, 6 = fully).  
\_\_\_\_\_
4. If your objectives changed during the programme, what caused you to change them?  
\_\_\_\_\_  
\_\_\_\_\_
5. What changes have you made through the mentoring process?  
\_\_\_\_\_  
\_\_\_\_\_
6. What are you doing differently?  
\_\_\_\_\_  
\_\_\_\_\_
7. What changes do you think your manager would have noticed?  
\_\_\_\_\_  
\_\_\_\_\_
8. What changes do you think your reports would have noticed?  
\_\_\_\_\_  
\_\_\_\_\_
9. Do you think the programme has had a positive effect on your performance?  
\_\_\_\_\_  
\_\_\_\_\_

10. If yes, in what ways?

---

---

11. Has the programme had any effect on the way you feel about: your work, your career, yourself, the organisation? If yes, is it a positive or a negative effect?

---

---

12. What have you found most valuable about the scheme?

---

---

13. Was there anything you found unhelpful about the programme?

---

---

14. Overall, how beneficial have you found this programme (1 = not at all, 6 = extremely beneficial)?

---

---

15. What additional training/support/resources/information do you feel you need in order to continue your development?

---

---

16. What, if any, follow up would you recommend to this scheme?

---

---

17. What changes/additions would you suggest for future iterations of the scheme?

---

---

18. What has been most helpful about your mentor?

---

---

19. Was there anything you found unhelpful about your mentor?

---

---

20. Was your mentor male or female? What influences, if any, might this have had on the mentoring?

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## 7.26 Road map for development/tracking mentee progress

At the outset of the mentoring relationship, it is advised that mentees be encouraged to set themselves goals for the mentoring process. Alternatively, it is sometimes appropriate to provide them with a road map of skills or competencies that they need to develop over the course of the mentoring. A road map is particularly relevant to employees in a firm where the company would like their employees to possess certain skills. Throughout the mentoring relationship the road map can be referred to so that the mentor and mentee know what they need to concentrate on; the form can also be used to track the progress of the mentee in obtaining these skills.

Examples of different types of skills-maps are provided. Decide which one is most relevant to your scheme and adapt it to suit.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Development Required	Target Dates	Resources Required	Status/Progress/Comments

**Example Goal/Progress Form for Mentees to Develop Ten Leadership Behaviours**

Development Required	Target Dates	Resources Required	Status/Progress/Comments
Business acumen			
Innovation and technical experience			
Commitment to quality			
Courage			
Drive for results			
Demands the truth			
Drives diversity			
Develops employees and teams			
Connects with customers			
Community commitment			



Name: \_\_\_\_\_

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

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

<b>Skill/Ability/Competence</b>	<b>Not Good</b>	<b>Not Very Good</b>	<b>Quite Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Targeting</b>	<b>Target Dates</b>	<b>Resources Required</b>	<b>Status/Progress/Comments</b>
Being Confident						✓			
Having good communication skills			✓						
Getting on with younger people			✓						
Getting on with older people				✓					
Working in a group			✓			✓			
Being competitive	✓					✓			
Working on my own				✓					
Setting goals/targets/deadlines			✓						
Achieving goals/targets/deadlines			✓						
Having good ideas			✓						
Expressing my opinion		✓				✓			
Feeling enthusiastic about life					✓				
Finding time for my interests					✓				
Knowing what I want	✓					✓			
Knowing how to get what I want	✓					✓			
Helping other people					✓				
Being keen to get qualifications					✓				
Being interested in my appearance				✓					
Behaving in an acceptable way				✓					
Having a good, positive attitude				✓					
Attending meetings/appointments on time				✓					

## Section 8: Further References

### Introduction

Section 8 provides books and websites which may be of interest to mentors, mentees and those looking to become scheme co-ordinators.

### Useful websites

<a href="http://www.clutterbuckassociates.com/">http://www.clutterbuckassociates.com/</a>	This British consulting firm helps corporate and community clients design and sustain mentoring schemes. The firm also provides training for mentors and mentees.
<a href="http://www.coachingnetwork.org.uk/">http://www.coachingnetwork.org.uk/</a>	The site contains information about coaching and mentoring, including definitions and information about resources.
<a href="http://www.mentoringgroup.com">http://www.mentoringgroup.com</a>	An American website providing tips for running mentoring schemes and access to mentoring materials.
<a href="http://www.mentoring.org">http://www.mentoring.org</a>	The national mentoring partnership's website provides advice on running different types of mentoring schemes and resources on how to set up a successful scheme.
<a href="http://www.mentornet.net">http://www.mentornet.net</a>	An e-mentoring network for women in engineering and science.
<a href="http://www.mentorsforum.co.uk">http://www.mentorsforum.co.uk</a>	The forum is an interactive site, looking not only at individual mentoring schemes but also studying mentoring as a subject.
<a href="http://www.mentors.org.uk">http://www.mentors.org.uk</a>	The big brothers and sisters website gives statistical evidence which supports the benefits obtained through mentoring.
<a href="http://www.mentoringknowledgebase.com">http://www.mentoringknowledgebase.com</a>	The site provides information about supporting young people through local schemes. Also provides lots of useful information and good practice.
<a href="http://www.nmn.org.uk">http://www.nmn.org.uk</a>	The UK's national mentoring network website
<a href="http://www.peer.ca/Docs.html">http://www.peer.ca/Docs.html</a>	Directory of published books and articles on mentoring.

## Useful books

### **The Mentoring Pocketbook**

*Geof Alred, Bob Garvey and Richard Smith, 2000*

Publisher: Management Pocketbooks; ISBN: 1870471563

Proven tips, tools, and techniques for mentors and mentees to maximize the benefits of mentoring.

### **Coaching and Mentoring for Dummies**

*Marty Brounstein, 2000*

Publisher: John Wiley & Sons Inc; ISBN: 0764552236

Valuable tips and lists to help managers improve their coaching and mentoring activities.

### **Mentoring for Resiliency: Setting Up Programs for Moving Youth from Stressed to Success**

*Nan Henderson, Bonnie Benard, Nancy Sharp-Light (Editors), 2000*

Publisher: Resiliency in Action; ISBN: 0966939417

The “why” of mentoring. The book distinguishes clearly between mentoring that has value for youth versus other types of well-meaning approaches.

### **Mentoring Heroes: 52 Fabulous Women's Paths to Success and the Mentors Who Empowered Them**

*Mary K. Doyle, 2000*

Publisher: 3e Press; ISBN: 096774492X

Fifty-two women tell their stories about how they attained excellence in both professional and personal development through the support and guidance of mentors.

### **Learning from Other Women: How to benefit from the Knowledge, Experience, and Wisdom of Female Mentors**

*Carolyn Duff, 1999*

Publisher: Amacom; ISBN: 0814404553

The book draws on the experiences of 200 career women to create a guide to female mentoring. Tips include how to connect with a mentor, how to choose the right person in an organisation, and how to nurture the mentoring relationship.

### **Coaching: Evoking Excellence in Others**

*James Flaherty, 1998*

Publisher: Butterworth-Heinemann; ISBN: 0750699035

The book probes the philosophical underpinnings of coaching.

**Women Who Could...And Did: Lives of 26 Exemplary Artists and Scientists**

*Karma Kitaj, 2002*

Publisher: Huckle Hill Pr; ISBN: 0971595720

Life stories of women that act as “paper mentors” to other women struggling with similar issues, experiences and lack of access to true mentors.

**Mentoring: How to Develop Successful Mentor Behaviours (3rd Edition)**

*Gordon F. Shea, 2001*

Publisher: Crisp Publications Inc; ISBN 1560526424

To-the-point writing with specific and practical details.

**Making the Most of Being Mentored: How to Grow from a Mentoring Relationship**

*Gordon F. Shea, 1999*

Publisher: Crisp Publications Inc; ISBN 1560525460

The book explores how a mentoring relationship can be beneficial to the mentee, the mentor, and the organisation and provides a number of ideas on how mentees can manage their own personal development and career growth.

**Cracking It: Helping Women to Succeed in Science, Engineering and Technology**

*Josephine Warrior, 1997*

Publisher: Training Publications Ltd; ISBN: 1840190000

A book about helping women to succeed in SET, with a section on mentoring.

**The Mentoring Manual**

*Mike Whittaker and Ann Cartwright, 2000*

Publisher: Gower Publishing Limited; ISBN: 0566081474

The book focuses on understanding mentoring, selling the idea to others, identifying mentoring style, building mentor skills, initiating and sustaining programs, and evaluating outcomes.

**The Mentor's Guide: Facilitating Effective Learning Relationships**

*Lois J. Zachary, 2000*

Publisher: Jossey Bass Wiley; ISBN: 0787947423

This book focuses on mentoring as a learning partnership and covers topics such as distance-mentoring, time management, mentor preparation, goal-setting, and receiving feedback from mentees. Includes exercises and activities to help strengthen both knowledge and skill as a mentor or mentor programme developer.

**Further information**

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