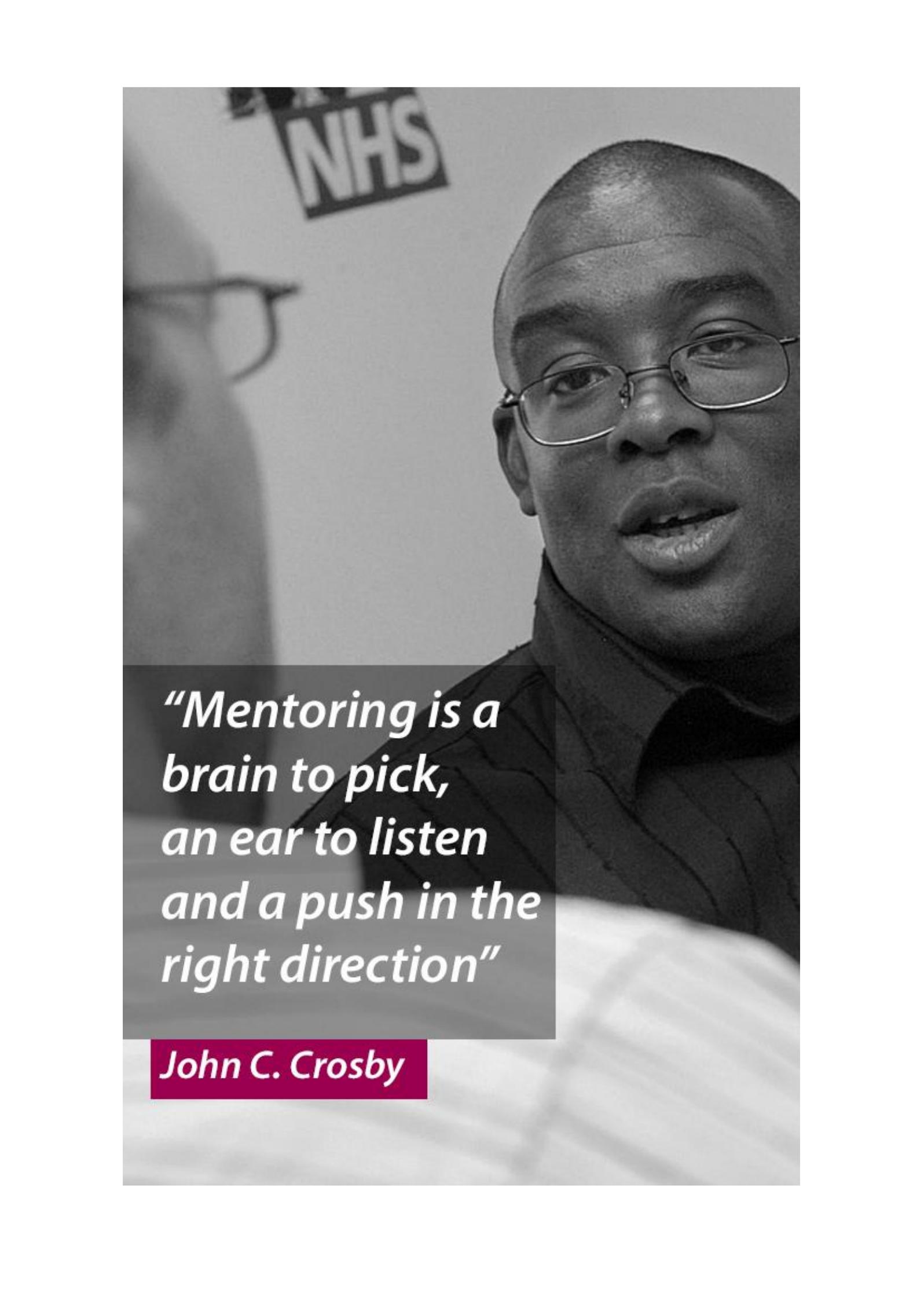




A Guide to...

Mentoring



*“Mentoring is a
brain to pick,
an ear to listen
and a push in the
right direction”*

John C. Crosby

Purpose of the guide

This guide has been developed to provide prospective mentors and mentees with an understanding of the types, purpose and benefits of mentoring to people, teams and organisations.

NHS England is committed to creating the culture and conditions for all employees to reach their potential and make the best contribution they can to improving outcomes for patients. To achieve this we have developed a range of development and support offerings for staff one of which is mentoring. Mentoring is a central component of NHS England’s drive to create, sustain and develop a diverse workforce in which talented people maximise their potential and their contribution to the communities they serve.

If you have any feedback on this guide or mentoring in general please contact:

Melanie Lloyd

Head of People and Organisation Development (Midlands and East)

melanie.lloyd@nhs.net

Contents

What is mentoring?	2
How mentoring differs from coaching and counselling	2
Mentor	3
Mentee	4
Reciprocal Mentoring	5
The Mentoring Relationship	6
The Benefits of Mentoring.....	7
Research Studies.....	7
Annex A – Mentoring Contract.....	9
Guidance.....	

What is mentoring?

Mentoring is a dynamic, supportive relationship between two individuals which exists to develop the mentee either within their current role or for the future. Mentoring differs from coaching in that it takes a holistic view of the mentee, is an on-going relationship and the agenda is usually set by the mentee with the mentor providing support and guidance.

In addition to traditional forms of mentoring in which more junior members of staff seek the advice and support of more senior individuals NHS England would also like to encourage staff to consider reciprocal mentoring.

Reciprocal mentoring is a great way to enhance the awareness, breadth and learning of individuals. It is a genuine learning exchange, a two-way relationship established between individuals that come from diverse organisational, professional, generational and/or cultural backgrounds. This two-way relationship is not based on seniority or status; it is entirely driven by the individuals involved to meet the specific learning needs of both parties.

How mentoring differs from coaching and counselling

Coaching	Mentoring	Counselling
Narrower focus	Holistic view of the whole person rather than a focus upon particular issues	Broader focus and greater depth
Forward focus	Forward focus	Looks to the past
The goal is to improve an individual's performance at work	The goal is usually to support a person in their career and personal development	Goal is to help people understand the root causes of longstanding problems/issues (may address psycho-social as well as performance issues)
A short term intervention	On-going relationship that can last for a long period of time	A short term intervention, but can last for longer time periods due to the breadth of issues to be addressed
The agenda is generally agreed by the individual and the coach	The agenda is usually set by the mentee with the mentor	The agenda is typically set by the individual but in agreement/consultation with the organisation

Mentor

Your role as a mentor

As a mentor you will play a key role in helping people achieve their potential. Your role as a mentor is to:

- Help mentees manage their learning and career development;
- Challenge and support mentees to consider opportunities and challenges;
- Ask probing and stimulating questions to identify personal strengths and weaknesses;
- Help mentees believe in themselves and boost confidence;
- Talk about the big picture and provide guidance that mentees may otherwise not consider;
- Provide clarity and answer questions where requested;
- Share personal stories and learning;
- Act as a sounding board when mentees have major decisions to make and need to talk them through;
- Act as a gateway to other people and knowledge.

Characteristics of an effective mentor

- Interested in helping others develop
- Willing to commit the time and share experiences and knowledge
- Good at listening, challenging and supporting
- Non-judgemental
- Comfortable at giving honest, constructive feedback
- Knowledge of the operating environment, challenges and opportunities
- Demonstrates the values and behaviours of the organisation

Mentor expectations

- Commit to meeting/talking to your mentee(s) on a regular basis
- Help your mentee(s) challenge their thinking and achieve their potential
- Share skills, knowledge, experiences and resources
- Serve as a role model
- Respect the mentoring contract and maintain confidentiality
- Follow The European Mentoring and Coaching Council (EMCC) Code of Ethics (<http://www.emccouncil.org/src/ultimo/models/Download/4.pdf>)
- Commit to continuous professional development.

Mentor assurance and development

- All of our mentors have a formal mentoring qualification, training and/or experience.
- Individuals who are new to mentoring are able to qualify for inclusion on the mentoring register by joining our in-house development programme.
- Approved mentors are provided with access to supervision and on-going development opportunities.

Mentee

Your role as a mentee

As a mentee you will have access to a member of staff who is willing to give their time and share their expertise and/or knowledge to support your development.

Your role as a mentee is to use your time with your mentor to best effect. Be clear what you are seeking advice on, be prepared for discussions and stay connected.

Characteristics of an effective mentee

- Wants to develop his/her career
- Takes personal responsibility for development
- Has drive and determination
- Delivers on commitments
- Open to feedback
- Confident in interactions with others and able to ask clarifying questions.

Mentee expectations

- Be proactive
- Identify what you would like to achieve through mentoring
- Be specific about your needs and what you would like your mentor to provide
- Respect the mentoring contract
- Take the initiative in organising meetings and agreeing agendas
- Be receptive to feedback
- Accept responsibility for your development and progression
- Keep in touch with your mentor
- Contribute to the on-going evaluation of the mentoring programme.

Examples of mentees needs

- Career development
- Identification of insights and opportunities
- Expand knowledge and networks
- Explore strengths and development needs
- Focus on values and behaviours
- Handling difficult relationships
- Challenge ideas and proposals.

Reciprocal Mentoring

This two-way relationship is not based on seniority or status; it is entirely driven by the individuals involved to meet the specific learning needs of both parties.

In many organisations reciprocal mentoring involves the development of a mentoring relationship between individuals from different:

- cultural backgrounds;
- generations;
- professional specialisms and/or;
- sectors.

In each of these relationships people trade experience, knowledge and skills for mutual benefit e.g. an experienced manager shares knowledge of networking with a member of staff who lacks this knowledge but is skilled in the use of social media.

Reciprocal mentoring may also be used by staff at the same level of an organisation and in similar roles that operate across different geographical areas or client groups. In such situations it may be useful to share experiences, jointly problem solve and initiate improvements.

Roles

In a reciprocal mentoring relationship participants will take on both the role of mentee and mentor. To ensure both parties get maximum benefit from the relationship participants are required to either:

- have a mentoring qualification;
- have recognised mentoring experience,
- or to engage in the development activities outlined in the '*I would like to become a mentor*' section of NHS England's intranet.

The Mentoring Relationship

Is mentoring the right way forward?

To ascertain if mentoring is for you it is suggested that you review this guide and complete the associated e-learning module (available from Dec 2014).

If you decide you want to go ahead

Ensure the mentoring activity is agreed with your line manager and captured in your personal development plan.

Identifying a mentor

- Review the mentor biographies on the Learning Management System (LMS). For reciprocal mentoring either select an existing biography or arrange for your own details to be made available on the system.
- Identify a mentor that fits your criteria.
- Make initial contact via e-mail outlining what you would like to achieve through mentoring.
- If the email contact is successful an introductory meeting should be arranged to discuss the mentoring contract (annex A) and establish rapport. It is recommended that the initial meeting is conducted in person.
- Following the initial meeting both parties should confirm if they want to progress with the mentoring relationship.

Establishing the relationship

- To establish ground rules and agree ways of working complete the mentoring contract (Annex A).
- It is recommended that you make contact on a quarterly basis as a minimum and that at least one meeting a year is in person
- Consider making contact at least a week before a meeting to update on agreed actions and identify topics for discussion.

Maintaining the relationship

- Agree preferred ways of keeping in touch between formal meetings.
- Check the balance of challenge and support.
- Treat the relationship with respect and confidentiality.
- Be realistic.

Ending the relationship

Mentoring relationship come to an end for a variety of reasons. If the relationship has achieved its objective or it is not working be honest and feedback in a respectful manner.

Evaluation of the Service

At the end of a mentoring relationship and annually the organisation will evaluate the success of the mentoring service. Information gained from this exercise will be used to develop good practice and make improvements to the service.

The Benefits of Mentoring

Mentor	Mentee	Organisation
Improved job satisfaction	Enhanced induction experience for new recruits and people moving roles	Enhanced employee value proposition (additional benefit to potential recruits)
Increased peer recognition	Improved self confidence and commitment to the organisation	Improved motivation and performance
Broadening perspectives	Learning opportunities through on the job training	Accelerated development and retention of talent
Expanded networks	Expanded networks and knowledge	Enhanced knowledge transfer
Opportunity to use and enhance skills and abilities	Development of knowledge, skills and abilities	Positive role modelling of values and behaviours
Demonstrate leadership	On-going career development	Provides a platform to discuss employees' career goals

Research Studies

More than 70% of Fortune 500 and private companies use mentoring to attract, develop, and retain talent as well as boost productivity.

Research by ASTD discovered that managerial productivity increased by 88% when mentoring was involved in staff development versus a 24% increase with training alone.

There are a number of powerful research studies that provide us with evidence to suggest that mentoring is the single most effective intervention in developing minority staff into leadership positions.

An Account Temp survey of the Fortune 500 companies discovered that one of top three factors affecting career growth amongst senior leaders was mentoring.



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

*Eric Parsloe,
The Oxford School of
Coaching & Mentoring*

Annex a – Mentoring Contract

1. Before the first meeting consider the following questions individually.
2. At the meeting jointly review and discuss each other's answers and reach agreement.
3. Following the initial meeting if both parties want to progress with the mentoring relationship update and agree the contract.
4. Review the contract on a six monthly basis to ascertain its continued relevance and amend accordingly if required.

Contract

Section 1 - Expectations

- What type of assistance do you want from each other?
- What deliverables/outcomes you expect
- How you will measure each other's success
- What are your personal values?
- What expectations do have of each other?

Section 2 – Frequency of Meetings

- How often will you meet?
- When, where and for how long will you meet?
- Agree responsibility for scheduling meetings and recording actions. It is expected that this responsibility will rest with the mentee

Section 3 – Ways of Working / Ground Rules

- What are the ground rules for your discussions? E.g. confidentiality, openness, candour, truthfulness, level of challenge and support etc.
- If problems arise how will they be resolved?
- How will we keep in touch in between meetings?
- How will we know when the mentoring relationship has served its purpose and needs to be terminated?

Section 4 – Next steps

- Are there any current concerns that need to be resolved?
- What will we focus on at our initial meeting if we decide to go ahead?
- Are there any additional areas/issues to discuss?
- Mentor to discuss and provide a copy of EMCC Code of Ethics (available on the intranet) to the mentee