

MANCHESTER  
1824

The University of Manchester

# Mentee Information Pack

**Manchester Gold**

Staff Career mentoring programme





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## Welcome to Manchester Gold

Welcome to the Manchester Gold staff mentoring programme. Being mentored is recognised as an excellent way to support career development, improve knowledge of occupational roles, and network with colleagues around the university.

Thank you for your participation.

## What is mentoring?

Mentoring is a powerful way for people to learn a variety of personal and professional skills and is thought to be one of the oldest forms of experienced influence. The term 'mentor' first appeared in *The Odyssey* by Homer, and since then, it has been used to describe a trusted adviser, friend and counsellor. In modern times, many people have benefited from mentors, including those who have achieved greatness in the fields of arts, politics and sport. Mentoring is increasingly recognised by HR professionals as one of the most effective ways to help staff to develop their potential in the workplace.

G.F.Shea in the book *Mentoring: A Guide to the Basics*, states that 'mentors are people who, through their action and work, help others to achieve their potential'. Mentoring is a collaborative development activity which is rooted in the mentee's self-management.

This enables the mentee to:

- Foster self-reliance, self-confidence and a belief in their own potential;
- Identify their own development needs and goals;
- Write their own development plans;
- Solve problems by analysing, reflecting and enhancing their self-awareness.

Consequently, the mentor acts as a conduit of self-discovery and reflection and gives the mentee space and time to make their own decisions. This may mean taking the role of:

- Facilitator-helping to set and achieve goals and identify opportunities to develop;
- Sounding board-offering the opportunity to try out new ideas in safety;
- Listener-giving time and space and helping to problem solve;
- Coach-giving encouragement and feedback;
- Networker-helping to develop connections;
- Role model-examples to learn from;
- Critical friend-telling the truth, even if it hurts;
- Change agent-challenging the status quo;
- Visionary-being inspirational.

The extent and frequency of these roles will depend on the relationship established with the mentee while mentoring.



## Mentoring on Manchester Gold

Manchester Gold provides you with the opportunity to discuss professional and career related issues with your mentor, which may help you:

- Assess your own career situation
- Get support in either continuing along your current career path, or exploring other options
- Develop relevant career management skills such as negotiation and interview techniques
- Develop new networks
- Improve your confidence

Mentoring is distinct from other developmental processes because it is one-on-one and confidential, allowing more in-depth discussions of the following areas:

- Culture and Politics - mentors and mentees may discuss the unwritten aspects of an organisation, and how best to operate within this framework.
- Personal and Career Development – you may explore ways to perform more effectively in the work place, either by addressing skill gaps or by changing working styles. Mentoring allows specific problems to be discussed openly in a risk free confidential environment. You may also explore a potential future career path, looking at the various options open to you.
- Occupational Knowledge – you can gain an insight into key current and future trends within the occupational sector you wish to pursue. Such core information will allow you to make informed choices when planning the next step in your career path.
- Networking – this is a key aspect of the mentoring process that can aid career and professional development. Mentors may be able to assist you in making further contacts by introducing you to colleagues and other managers. As a result of discussions with your mentor, you should be able to identify what knowledge your mentor can bring to the relationship and what experience may be sourced from elsewhere.



## Benefits of mentoring...

### ...for the mentee

- Developing a greater understanding of the University, how it functions and career paths within it
- Developing skills and reflecting on working styles
- Improving self-confidence
- Feeling they are supported in making key decisions

### ...for the mentor

- Improved job satisfaction
- Developing mentoring skills
- Reflecting on personal working practices whilst assisting the mentee
- Helping a colleague to develop or progress

### ...for the organisation

- Mentoring can encourage staff retention
- Increased motivation amongst the workforce
- Staff who understand better the work of colleagues and the functioning of the organisation
- Developing a supportive culture
- Confirm its commitment to organisational learning and continuing professional development

## Advice from mentees on getting the best from Manchester Gold

- "Be honest with you mentor about what you want or think but also be honest with yourself about what you've done or not done to work towards your goal. You have to put the real effort in. Listen well too!"
- "A mid-way review point to reflect on the progress is a useful thing to do"
- "Not to be afraid to raise the difficult subjects and recognise that your mentor can be a sounding board"
- "Be prepared that your goals may change; this is a good thing!"



## Role of the mentee

Mentoring is a two way process, however, as the mentee you are expected to drive the relationship forward. This means establishing and maintaining contact with your mentor, being proactive about setting up meetings and setting objectives for the programme.

Some mentees can feel a little over-awed by their mentor and worry about making contact. There is no need to be anxious about this as your mentor did volunteer to take part in the programme and will be more surprised NOT to hear from you!

If you are finding it difficult to set objectives, try brainstorming all the things a mentor might be able to help you with, and then tidy these up to make a set of coherent objectives. Or you could try brainstorming a list of questions to ask your mentor. You may also find that the supporting workshops provide you with things to talk to your mentor about. As ever, if any part of the programme is worrying you, please don't hesitate to contact a member of the Manchester Gold team.

As a mentee, be prepared to:

- Enter the relationship with a clear set of objectives;
- Maintain momentum by meeting regularly and working on issues between meetings;
- Protect time for meetings;
- Discuss issues openly;
- Be honest with yourself in terms of your strengths and areas for development;
- Learn and develop;
- Challenge your views, behaviours, assumptions and ways of working;
- Ask for and receive feedback;
- Reflect on your discussions with your mentor;
- Take responsibility for your career development;
- Be realistic in terms of what can be achieved;
- Address any difficulties with the relationship by discussing them with your mentor;
- Accept your right to hold different opinions to those of your mentor;
- Accept that your mentor also has this right;
- Evaluate the usefulness of meetings and provide feedback to your mentor.

Some tips on how to make the most of the relationship:

- Try to set an agenda ahead of each meeting. Even if you don't stick to it during the meeting, at least it will provide an initial focus. You may want to send this to your mentor ahead of the meetings so that they can think about the topics you wish to discuss and will be of help to them as well.
- Be open and honest – remember that your mentor is not judging you, and the best way to get the most from the experience is to be yourself.
- Ensure you make enough time – remember that your own professional development is worthwhile work.
- Keep communicating.



## Conduct of meetings

Both the mentor and the mentee need to be comfortable with the location, content, style and length of meetings in order for the partnership to develop. It can be a good idea to discuss these things up front, and the optional agreement in your induction pack provides a platform to do this.

### Location

During this period many successful mentoring meetings have been conducted online. Do consider noise levels to ensure that you are not overheard. If and when you do meet face to face try to arrange a location which is suitably convenient for both parties. It is often better if the location is neutral, so try to avoid each other's offices.

### Frequency and length

There is no absolute prescription as to the frequency and length of meetings, however we normally recommend a minimum of four meetings throughout the programme lasting between 60 and 90 minutes.

### Content

This will depend entirely on the individual needs of the mentee and the skills and experience of the mentor. The beauty of mentoring is that it is not prescriptive, but tailored to each individual's needs. Please be aware that discussions should relate to your career and professional development. If you are experiencing difficulties of a different nature, it may be that another service is more appropriate. Please refer to the 'Sources of Alternative Support' section at the end of this document for a list of services available to staff.



## Starting, Maintaining and Ending Mentoring Relationships

### Starting a mentoring relationship

When starting the mentoring it is important to establish that mentor and mentee have the same expectations and how the relationship will work for them. The best way of ensuring this and avoiding potential misunderstandings in the future is to complete a mentoring agreement which will establish the ground rules for the relationship. This is sometimes called a 'contract' or 'agreement' between you. Although these are formal terms the important point is to have a discussion about how you are going to work together. A template 'Mentoring Agreement' is available in the appendix based on the information below. For your discussion you might want to discuss some (or all) of the following when you first meet:

- **Confidentiality**

Agree that you will not disclose to anyone else what you discuss during mentoring meetings unless with her/his agreement. Agree how you will describe the partnership to others.

- **Frequency, timing and location of meetings**

Agree how often and how long you will meet. This could be more frequently at the beginning then at later stages. It can be useful to meet in a space where you won't be disrupted frequently and could possibly be over lunch or coffee.

- **Contact arrangements**

Discuss how and when to get in touch, any 'no-contact' times and how quickly to expect a response.

**Meeting arrangements**

How the meetings will be structured, e.g. will an agenda be agreed in advance, or will the approach be more flexible. Agree if meetings and actions will be recorded.

- **Goals / aims**

Agree a common purpose and goals that will direct the mentoring relationship. Discuss expectations and identify potential issues

- **Honesty**

Open and honest communication is important for a mentoring relationship. Discuss how you want to give and receive honest feedback to avoid strains to the relationship in the future.

- **Privacy**

It is important to agree what you are prepared to talk about other than the topic for which mentoring has been sought in order not to overstep any boundaries.

- **Line manager**

Discussing how the line manager will be involved and how the relationship with him/her will be managed is especially important when mentor, line manager and mentee are in the same department.

- **Ending**

Discuss how the mentoring process will be reviewed as you progress. Discuss ways to end the relationship that are comfortable for mentor and mentee at the very beginning. This makes it easier at the end.





Recording your mentoring agreement using the 'Mentoring Agreement' template is a useful way to record the basis for your relationship that you can refer back to if necessary.

## Example Contracting Questions for a First Meeting

- What outcomes/learning objectives are mentee and mentor aiming for?
- What are the core topics we want to discuss?
- What is the mentor responsible for?
- What is the mentee responsible for?
- What are the boundaries of confidentiality in our mentoring relationship?
- How often do we meet and who takes primary responsibility for arranging meetings?
- How long are the sessions likely to be?
- Where are we going to meet?
- Who will arrange room bookings?
- What are the arrangements for cancellations?
- How are the agenda and learning goals set?
- What about contact between sessions? What format will this take?
- What involvement or expectations (if any) do any third parties have of the mentoring relationship?
- Who will be responsible for logging mentoring activity and progress?
- How are we going to record key outcomes and learning?
- How will we know if things are going well?
- How often do we review our progress to make sure the mentoring is effective?
- What will we do if things are not going well? How will we end the relationship if either party thinks it is not working out?
- How will we close the mentoring relationship after a successful outcome?

## Progressing the First Meeting

At the first meeting it is important that you clarify mutual expectations of the mentoring relationship. After contracting consider the following as ways of starting a conversation and introducing yourself to each other:

- Share your current skills, knowledge and experience and ask the same of your mentor;
- Explore any development activities you are currently undertaking;
- Discuss your career successes;
- Explore your career goals/expectations. What knowledge, skills, experience, motivation and commitment will be needed to achieve these;
- How can mentoring help you achieve your aspirations;
- Any concerns you might have regarding the mentoring relationship and how these might be addressed.



## Setting Goals

A useful way to structure the initial mentoring conversation is to set goals – what do you want to achieve during mentoring?

The Manchester Gold 'Goal Setting Reflection Worksheet' in the appendix to this document can be used for this.

As a mentee it is your responsibility to set goals by:

- Deciding on what is a suitable goal
- Talking through your options with your mentor
- Discussing with your mentor if the goals are realistic?
- Recognising that goals can change over the course of the mentoring relationship and this is normal

## Subsequent meetings

**Consider:**

- Are you providing an agenda before the meeting
- Have you reviewed the previous meeting and are there any actions/outcomes to discuss;
- Identify what information you will need in order to get the best out of the meeting;
- Check whether you need to bring any information to the meeting;
- It might be helpful to spend the first few minutes of the meeting reminding yourselves of what was covered the last time you met and if you have actions/outcomes to discuss;
- Are you clear on your objectives for the meeting;
- Have you reviewed what has happened since the last meeting;
- Have your objectives changed.

The 'Mentee Preparation Worksheet' at the end of this document can be used to focus your thoughts for subsequent sessions.

## Ending a mentoring relationship

As part of the programme your mentoring relationship will typically come to an end in February 2024, unless you agree to continue working together after the programme. If you are concerned about how the relationship is working, or if it should finish earlier, tell your mentor/mentee. If you are unsure whether the mentorship should continue, discuss the question with your mentor/mentee, and you can also contact the Manchester Gold team for advice.

It is important to discuss from the beginning how you will end the relationship. There can be a variety of reason for ending the relationship:

- The relationship has fulfilled its purpose. Most mentoring relationships are started to help the mentee achieve a particular goal and once this has been achieved another mentor might be more appropriate



- The mentor and mentee are not really getting on, or finding the relationship is not effective
- A change of priorities or commitments

At the end of the mentoring relationship, look back over the time and discuss what went well and what you might do differently another time. Comment constructively on each other's handling of the role.

## Reverse mentoring

Reverse mentoring flips the mentoring relationship by placing the emphasis on the less experienced partner mentoring the more experienced partner in the mentoring relationship. It is often used to introduce experienced staff to new viewpoints such as new technology, generational differences or the experience of minority groups. Some examples can be found on the [Learning and Development Toolkit](#). There is no expectation that reverse mentoring takes place as part of Manchester Gold but you may find it a useful way to discuss issues with your mentor or to add variety to a discussion. In this way mentoring is not just a one-way learning relationship and you may consider discussing the opportunities for reverse mentoring (as well the agreed mentoring relationship) with your mentor.



## Further Help and Information

If you require further help and information at any stage please contact [manchestergold@manchester.ac.uk](mailto:manchestergold@manchester.ac.uk) who will put you in touch with an appropriate colleague to support you.

Also available to both mentors and mentees is the online [Mentoring Skills Guide](#) from the university which you can use to support your development at any time.

## Useful Further Reading & Resources

### L&D Toolkit

[Coaching Versus Mentoring](#) (5 mins)

[Top Tips for Being Mentored](#) (5 mins)

[Reviewing Our Mentoring Relationship](#) (5 mins)

[Boud, Keogh and Walker: Reflection and Learning](#) (7 mins)

[The Johari Window](#) (10 mins)

### LinkedIn Learning

[Being a Good Mentee](#) (55 mins)

[Creating a Career Plan](#) (41 mins)

### Articles

[Mentorship vs. Sponsorship, and How to Maximise Both](#) (5 mins)

[The People Who Can Open More Doors Than You Ever Thought Possible](#) (10 mins)



## Tools for Mentoring

This section contains a number University and external tools and prompts that can be used to start a conversation in a mentoring relationship.

- [Wheel of Work](#) - a tool for mentoring or coaching that helps explore the world of work, what areas people want to change and where they can set goals.
- [Personal Values Assessment](#) – helps identify values that affect our choices at work and why we work the way we do.
- [Personal Strengths Assessment](#) – a short 15 minutes self-assessment to help individuals identify their strengths and best qualities.
- The University of Manchester [Leadership Framework](#) helps define the qualities demonstrated by those in leadership positions at the university. This can be useful for both existing and aspiring leaders to encourage reflection, raise self-awareness and to identify personal development goals.



## Signposting to Alternative Support

During your mentoring relationship you may find it useful to signpost mentees to other areas of support.

- Disability Advisory and Support Service [DASS](#)
- [Equality Diversity and Inclusion](#) team
- [Occupational Health](#) services
- All staff areas are assigned a [People and Organisational Development Partner](#)
- For development and training a range of online, self-directed and workshop opportunities are available: [Learning and Development](#)

### Alternatives to Mentoring

Sometimes a different approach to a situation is required or emerges through a mentoring relationship. This may include:

**Coaching:** a less directive form of development from mentoring which can help those facing more complicated situations or low confidence. A coach will ask questions and encourage individuals to think about their options. If you think your mentee would benefit from coaching then they should contact [University Coaching scheme](#)

**Counselling:** which focuses on the past and exploring how it is impacting on the present. Help is available through:

- [Counselling Service](#)
- [Employee Assistance Programme](#): a specialist external provider of staff wellbeing and mental health support services

For further explanation of the difference between mentoring, coaching and counselling [see this external site](#)



## Appendix 1: Mentees - Frequently Asked Questions

### What commitment is involved?

Manchester Gold Staff will take up approximately 15 hours over an eight month period. This includes attendance at all events, attendance at some workshops, preparing for meetings and the face-to-face meetings themselves.

### How do I know that I need a mentor?

You could argue that everyone needs a mentor! Indeed, in some workplaces, it is standard practice for all members of staff to seek out a mentor within the organisation. Mentoring is seen as having far reaching benefits for individual staff members and for the organisation as a whole. People choose to take part in Manchester Gold Staff for a whole variety of reasons: a desire for promotion, they want to perform better, to address specific issues, to get better at people management, to increase their confidence, to better understand how the university works, to network – the list is endless.

### Will I get matched?

Although the Manchester Gold team will strive to match everyone who applies, each year, a greater number of mentees apply for the programme than there are available mentors. We also have cases where a mentee's specific needs cannot be met by any of our available mentors. In both cases, we will endeavour to recruit more mentors, but cannot always do so.

### How does the matching process work?

You have been matched according to your objectives and the areas of your career: Possible reasons for applying to the programme are below. Your reasons may be similar.

Example one: a young and ambitious female academic who wishes to start a family and perhaps reduce her working hours, but is concerned about the impact this will have on her career might be matched with an experienced female academic who has experience of dealing with work/family balance and the perceptions of working reduced hours.

Example two: a new member of PS. staff at the university is struggling to understand the organisation and the possible career routes within it might be matched with a senior member of PS.

### What if I find out my mentor cannot really help me in the areas that I hoped?

Firstly, give it time and keep an open mind. It may be that you need generic help with managing staff, settling into a new role or improving confidence. If this is the case, you may be matched with someone from an unrelated school or faculty, who may be doing a job very different to your own, but can offer you support and advice where you most need it. Indeed, some of the most successful mentoring relationships have come from initially unlikely matches: i.e. a Senior Research Fellow mentoring a Postgraduate Admissions Secretary, a Senior Supervisor in Electrical Engineering mentoring a Manager from the Faculty of Medicine. Matching staff from different areas of the University often leads to greater possibilities for the exchange of perspectives and ideas as well as for networking.



Secondly, it is worth spending time in the first meeting focusing on your objectives to determine how your mentor can help you. Some mentors may want to concentrate on the areas they can best help, and this may mean working on only 3 out of 5 of your objectives.

Of course, sometimes the match is wrong. If this is the case, and you really do not feel that your mentor can help you, then be open and honest with your mentor and let them know how you feel. Mentoring is a grown-up relationship with both parties looking for a “win-win” situation. In such cases, we will strive to match both with a more suitable match but we are not always in a position to do so.

### **What if I don't want to tell my line manager about participating as a mentee?**

It's entirely your decision, but we do recommend that you ask for your line manager's permission before participating wherever possible. The scheme is viewed as a learning and development programme, so permission should ideally be sought. Taking steps to develop your career is a positive action and participation can be discussed in your performance and development review.

We do, however, realise that there may be issues of confidentiality and, in some cases, staff may not have a line manager. If you feel this may be an issue for you, please contact [manchestergold@manchester.ac.uk](mailto:manchestergold@manchester.ac.uk)

### **What if I don't get on with my mentor?**

Mentoring does depend on the two parties having a positive working relationship, and occasionally a personality clash does occur. As ever, give the scheme time and remember that everyone has a different approach and working style: you may even be able to learn from a different style. Remember also, that the scheme is about career development which should give the meetings a focus – you do not have to see eye to eye on other issues. If things really aren't working, be honest with your mentor and let the Manchester Gold team know.

### **If I am experiencing problems contacting my mentor, what should I do?**

At the first meeting you should discuss preferred methods of communication, work schedules and availability, which should avoid problems of this kind. If your mentor is not responding to your emails do try to contact them by phone. Do remember that as the mentee the onus is on you to drive the relationship forward and that your mentor has volunteered and wants to help!

### **I am worried about confidentiality?**

Mentoring is strictly confidential. There is an agreement included in your induction pack that covers confidentiality – you can use this document to approach this concern with your mentor, and you can both sign to agree to commit to this.

### **When I started the programme I didn't think I would be so busy but now my workload has doubled and I am struggling to find the time.**

The time commitment for Manchester Gold Staff is approximately 15 hours. The expectation is that you will meet with your mentor at least 4 times within the eight month time period hopefully this is achievable for most. One of the benefits of the programme is that it forces





you to set aside time to focus on your own personal development. Everyone is very busy, and if your mentor is setting aside time to meet with you, the effort should be reciprocated. Obviously, some times will be busier than others, but you will have discussed this with your mentor in the first meeting and will be able to fit mentor meetings around these times.

### **I don't know what to talk about with my mentor?**

You could discuss your career, working at the University, obstacles, personal development, opportunities, your mentor's career to date, organisational and industry changes, skills and competencies needed, further qualifications, organisational culture, prospects, day-to-day working life, your CV, interview techniques, networking. You have lots to talk about!

### **Where should the meetings take place?**

Meetings can take place either online or in person as suits both parties. Mutually convenient places which suit both the mentor and mentee are best. Some mentors have the meetings in their offices, others in coffee shops, cafes, training rooms etc. It is often best to meet somewhere neutral.

### **What if I decide I don't want to continue with the programme?**

Contact the Manchester Gold team and your mentor ASAP. Remember that your mentor has allocated time to commit to you and the programme as a whole. If it is early enough, the mentor may be able to be matched with another member of staff.

### **Do you have any tips and advice about how to get the most from the programme?**

- Be organised and committed
- Know what you want to get out of it
- Prepare for meetings
- Do your homework
- Be open and assertive
- Be punctual and re-schedule with plenty of warning
- Give the relationship time to gel
- Attend the workshops and events
- Make the most of the opportunity and network!



## Appendix 2: Giving and Receiving Feedback

You may find the following information useful.

### Giving feedback

The aim of constructive feedback is to improve the performance of the recipient. However, it can have the opposite effect when it is given badly. The following guidelines are intended to help ensure that feedback is given in a constructive not destructive way.

Your mentor will

- Focus on your BEHAVIOUR rather than judgements about you.

Example: 'When you raised your voice at the meeting did you see the impact it had on your colleagues?' not 'You were obviously angry in the meeting did you see the impact on your colleagues?'

If you focus on behaviour it is less likely that the recipient will react defensively.

- Use 'I' statements to accept RESPONSIBILITY for their own perceptions.

Example: 'I heard you say' 'I understand what happened was'

Feedback is only their opinion after all and may be challenged.

- Be SPECIFIC not general or vague.

Example; 'The report you produced for me was clear and concise and helped me to gain extra funding for the project' not 'That report you produced was excellent'.

- Focus on behaviour that you can CHANGE.

Feedback is about performance improvement so it is pointless to give feedback on something which cannot be changed. Try to separate personality style (which is stable) from characteristics that can be changed.

- Consider your NEEDS when receiving the feedback.

It is helpful to give feedback as close to the event as possible however, how ready is the person to receive the feedback? Are they upset or angry? Is anything else going on for the person which might affect their ability to take the feedback? How much feedback can the person handle?

- Ask you how you thought it went before offering their view. Give feedback when REQUESTED or ask your permission, not impose it.



- Offer positive feedback before negative and try to balance positive with negative.
- Not give feedback if they are ANGRY or UPSET, but take time to reflect before giving feedback.
- Focus feedback on the sharing of INFORMATION rather than the giving of advice.

Avoid 'shoulds' and 'oughts' and 'If I were you'.

- Give SPACE to you as you may react defensively.

The person may react with justification, they may withdraw or attack. Give them time and space, but stay focussed on the message.

- Make sure that you have UNDERSTOOD the feedback. They may ask you to summarise the main points.
- If appropriate work TOGETHER on a way forward.

They may suggest that you both think about the possible ways that the issue could be tackled and then decide which is feasible.

### Receiving Feedback

- Listen-you cannot make any judgements on the validity if you have a closed mind.
- Suspend judgement-try not to react defensively.
- Let them finish-do not jump in, wait until you have the full picture.
- Paraphrase-clarify your understanding of what has been said.
- Ask Questions-if you need more information.
- Prompt Specifics-Not all feedback will be given well. Ask for examples.
- Avoid arguing, denying, justifying or minimising-feedback is the point of view of another person, decide what you want to do with the information.
- Gather information-go to other sources to gather additional information to check whether the feedback is similar.
- Decide what to do next-how can you use the feedback, consider the outcome if you ignore the feedback.



## Appendix 3: Tips for Effective Virtual Mentoring

If you are meeting your mentee virtually you can have a valuable and mutually rewarding relationship. Mentoring relationships can make use of a mix of in-person and online meetings and successful mentoring meetings can be conducted online.

Mentoring from a distance requires an over-emphasis on communication, checking in on each other, and making sure the other person's needs and expectations are being met. This one-page guide contains some tips and best practice for having an effective remote mentoring relationship remotely.

### 1. Establish expectations

When in a virtual mentoring relationship, it's even more important to agree expectations for how you will communicate and work together. Make sure you both understand what each wants and expects. Find what works with both of your schedules, taking into consideration which tool of communication you'll use and how much availability you'll make for each other.

### 2. Build in more structure

Remote mentoring relationships require more structure and communication than face-face relationships, so it's important to determine how often you'll be in touch and through what formats. Maintaining that rhythm will help ensure that you're communicating regularly enough to have an impact. For each of your meetings, set an initial agenda and a loose plan so that there is some structure coupled with the freedom to adapt. It's likely the structure may change over time, especially as you get to know each other better.

### 3. Be accountable to each other

It's a lot easier to postpone or put off meetings when they are on Skype or Zoom, but it's essential to make sure your scheduled meetings do not go by the way-side. More than ever, this is the time to show up for one another and maintain the relationship, and to bring it to appropriate closure when it's time for that. Don't just let the relationship fade away. Equally, if you said you would look into a certain situation for your mentor or mentee, do it. Follow up on tasks you assigned one another. Establish upcoming projects, steps, or actions for both of you before your next meeting and give updates on what you are both working on.

### 4. Minimise distractions

Find a quiet place (with an appropriate backdrop for those video calls) that minimizes distractions so that you can focus on the conversation. Consider turning off your phone notifications, listening more intently than usual and looking at the other person (rather than your own video) for subtle nonverbal cues that may be harder to dissect virtually than in person. Video calls may also require being more patient as there may be a lag, so don't be afraid to ask for more clarification and over communicate to avoid any misunderstandings.



## Appendix 4: Mentoring Agreement/Contract

For discussion	Comments
<p><b>Confidentiality</b> Agree that you will not disclose to anyone else what you discuss during mentoring meetings unless with her/his agreement. Agree how you will describe the partnership to others.</p>	
<p><b>Frequency, timing and location of meetings</b> Agree how often and how long you will meet. Agree where you will meet.</p>	
<p><b>Contact arrangements</b> Discuss how and when to get in touch, any 'no-contact' times and how quickly to expect a response.</p>	
<p><b>Meeting arrangements</b> How the meetings will be structured, e.g. will an agenda be agreed in advance, or will the approach be more flexible? Agree if meetings and actions will be recorded.</p>	
<p><b>Goals / aims</b> Agree a common purpose and goals that will direct the mentoring relationship. Discuss expectations and identify potential issues. Use the 'Mentee Goal Setting Worksheet' to develop your thoughts.</p>	
<p><b>Honesty</b> Discuss how you want to give and receive honest feedback to avoid strains to the relationship in the future.</p>	
<p><b>Privacy</b> Agree what you are prepared to talk about other than the topic for which mentoring has been sought in order not to overstep any boundaries.</p>	
<p><b>Line manager</b> Discussing how the line manager will be involved and how the relationship with him/her will be managed.</p>	
<p><b>Commitment</b> How will both parties prepare for meetings? Consider using the 'Mentee Preparation worksheet' in the Mentee pack.</p>	
<p><b>Ending</b> Discuss how the mentoring process will be reviewed as you progress. Discuss ways to end the relationship that are comfortable for mentor and mentee at the very beginning.</p>	



## Appendix 5: Mentee Goal Setting Worksheet

To help you effectively set goals for your mentoring relationship, reflect and answer the following questions.

Question	Reflection
<p>What are 2-3 goals you would like to focus on throughout your mentoring experience?</p>	
<p>Why are these goals important?</p>	
<p>What obstacles might get in the way?</p>	
<p>How will you measure your progress against these goals?</p>	
<p>Questions to consider asking your mentor:</p> <ul style="list-style-type: none"> <li>• Do you think my goals are realistic?</li> <li>• Do you think my goals are aligned to the needs of the University?</li> <li>• How can we work together with these goals in mind?</li> </ul>	



## Appendix 6: Mentee Preparation Worksheet

The following questions will help you prepare for your sessions with your Mentor. This may be helpful to set the tone for each session. Answer these questions with that in mind.

Question	Reflection
<p>What do you hope to accomplish during this session?</p>	
<p>What would a successful session look like? What outcome do you need to achieve to feel the session was worthwhile?</p>	
<p>What progress have you made since the last session?</p>	
<p>What obstacles have you come across since the last session? How have you got back on track?</p>	

Tip: Use your Goal Setting Reflection Worksheet to help highlight areas of focus.