

# Mentoring in HE

# MENTORING

Providing guidance

Drawing on expertise

Induction to profession/transition to significant career events

Identifying learning needs

Helping to understand rights, responsibilities and values

Identifying strengths

Providing feedback

Setting goals and supporting progression

Common areas of interest/expertise

Listening

Making suggestions

Facilitating reflection

Articulating practice

Articulating learning

Experimenting

Being vigilant about well-being

Empathising

Joint planning

Trusting relationships

Supporting and reinforcing

Creating a learning environment

Promoting self-awareness

Questioning

Modelling

Reviewing effects of change

Developing capacity for change

Based on professional dialogue

# PEER PARTNERSHIP

Collaborative teaching

Reciprocal relationship

Looking for and providing moral support

Co-learning

# COACHING

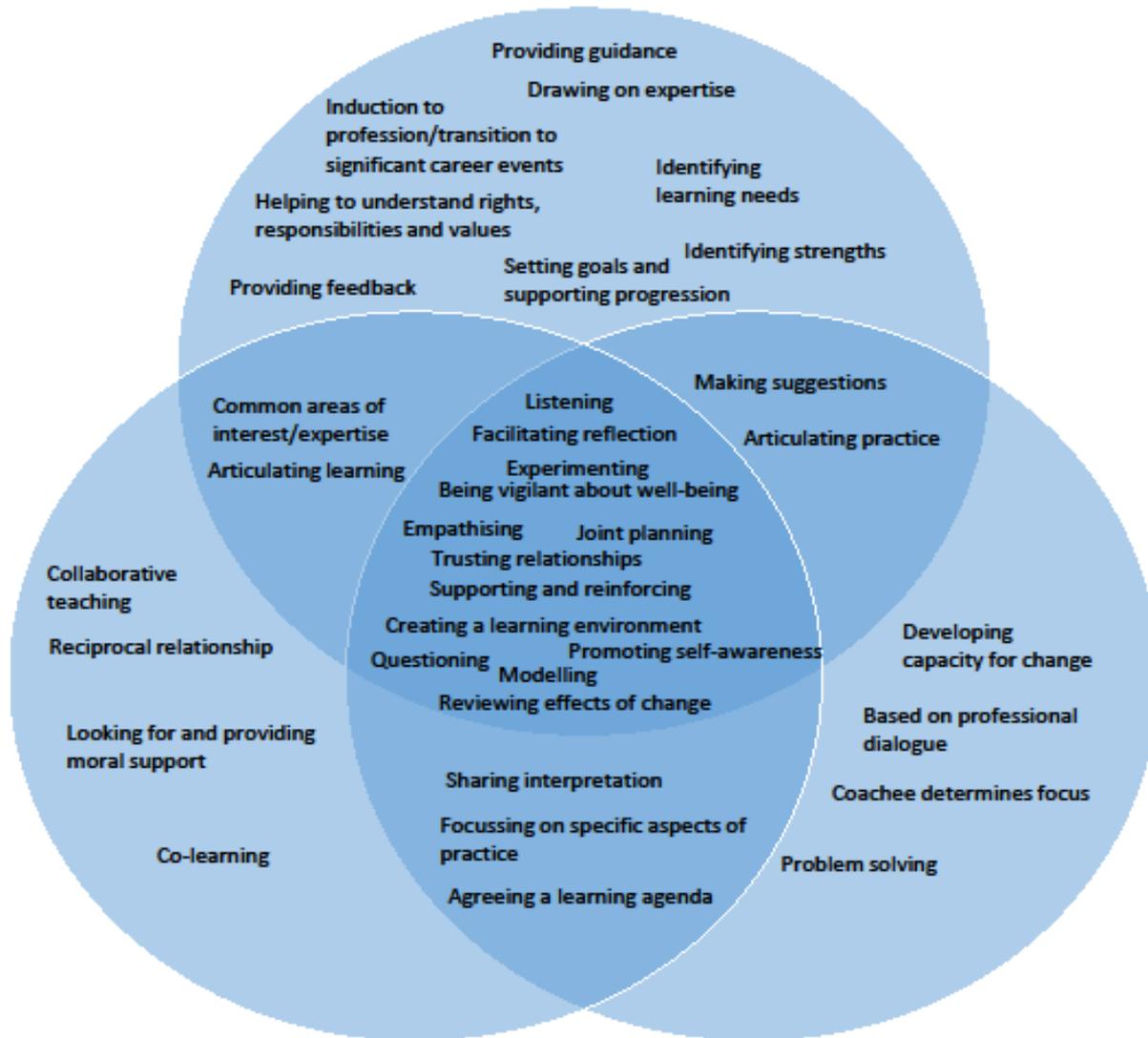
Coachee determines focus

Problem solving

Sharing interpretation

Focussing on specific aspects of practice

Agreeing a learning agenda



# Mentoring Definition

‘Off-line help by one person to another in making significant transitions in knowledge work or thinking’ (Clutterbuck 1990)

- ‘To help and support people to manage their own learning in order to maximise their potential, develop their skills, improve their performance and become the person they want to be’ (Parsloe, 1992)

# Benefits of Mentoring

For the Mentee?

For the Mentor?

For the Organisation?

# Being a mentor

What do you think the role of a mentor is?

What do you think the role of a mentor is NOT?

# What is mentoring?

- Mentoring is a positive developmental partnership, which is driven primarily by the mentee. It offers a **reflective space** where the mentee can take responsibility for and discuss their development
- Its primary aim is to **build capability and self-reliance** in the Mentee
- Mentors can help **highlight issues** and to assist the Mentee in **planning** ways through them
- They can help **clarify the Mentee's perspective** while bringing an additional **impartial view** to bear on the issues
- Sometimes, when the issues are straightforward and urgent, a Mentor might offer advice or give some direction
- **Confidentiality, trust, understanding and positive expectation** are key to a successful partnership

# Mentoring Is Not...

- For dealing with underperforming individuals
- Taking on the problems or work of the Mentee – a Mentor should not find themselves doing things outside the mentoring sessions for a mentee
- Promoting/sponsoring/protecting the mentee
- Intended to deal with personal issues
- Therapy
- Allowing people to moan (except maybe sometimes...)

# How Mentors Help Others Learn

**‘The Guide’** Hands on guidance, explaining how and why; creating opportunities to learn

**‘The Challenger’** ‘Making Waves’; challenging, stimulating, questioning, probing

**‘The Role Model’** Unseen, largely unfelt. The Mentee unconsciously adopts aspects of the mentor’s thinking behaviours and/or style

# Zones



DEAD  
ZONE

COMFORT  
ZONE

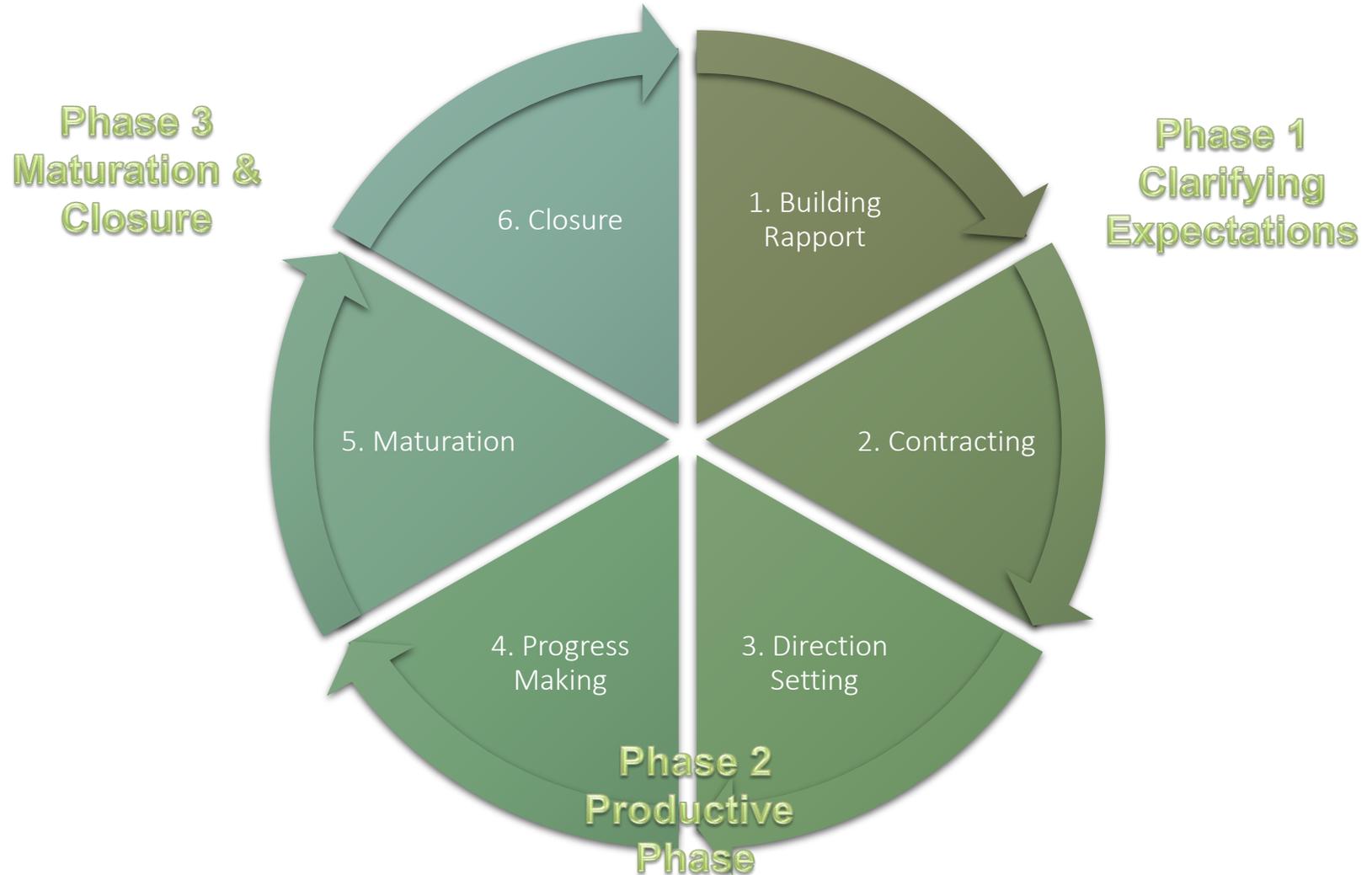


STRETCH  
ZONE

PANIC  
ZONE



# Mentoring Cycle



# Skills Required By Mentors?

Ability to build rapport with the mentee \*

Communication skills

Feedback skills

Questioning skills (See resources)

Listening skills \*

Interpersonal skills

The first Stage of the mentor-mentee relationship is about **Building Rapport- ie Getting to know each other.**



# Active Listening



# Active listening 2



# Summary – Key Points

‘Contracting’ at the beginning of the partnership e.g.

- Discuss and clarify each other’s expectations

- Be clear about roles

- Agree logistics such as meeting arrangements (location, frequency etc.)

Maintain a structure i.e. clear goals, actions between meetings

Review relationship regularly – is it still of value?

Continue only as long as there are goals to achieve

Mentor style is guiding and facilitative – see coaching questions resource

**Keep it confidential** -The University is a member of the European mentoring and Coaching Council UK and abides by its code of ethics for our coaching activity.

<https://emccuk.org/common/Uploaded%20files/Global-Code-of-Ethics-v2-2.pdf>

Consensual Relationship Policy - link below to existing (not revised policy)

[.https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2752](https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2752)

# Resources used to support session

<https://slideplayer.com/slide/12815392/>

[Preparing for your first mentoring meeting - a webinar with Dr Amy Iversen – YouTube](#)

<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=74279&section=4.1>