

Mentoring Policy and Framework

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1.0 Introduction

- 1.1 The University of Sunderland recognises the importance of providing newly appointed staff with an effective induction, to integrate them effectively into their role and the University. Mentoring can assist this process of integration by supporting newly appointed staff to gain a good understanding of their role and its context in the University. Mentoring can also benefit existing staff, for example, by supporting a period of transition into new responsibilities, supporting their professional and personal development or helping them get the best out of a training or development programme.

2.0 Policy and Framework Aims

- 2.1 This policy aims to outline the University's approach to mentoring and provide mentors and mentees with a framework and practical guidance to support such arrangements.

3.0 Definition

- 3.1 Mentoring at the University is a voluntary, but formal, arrangement whereby an experienced individual, outside the reporting relationship, holds regular meetings and discussions and takes a personal interest in guiding and supporting the development of a less experienced member of staff.

- 3.2 The definition of mentoring used by the European Mentoring Centre is:

'Off-line help by one person to another in making significant transitions in knowledge, work or thinking'¹ (Clutterbuck and Megginson, 1995)².

4.0 Purpose

- 4.1 The Mentoring process should be a confidential, learning partnership between two people aimed at building the capacity of the mentee.
- 4.2 The Mentoring relationship should be conducted in a safe, non-judgemental environment that facilitates a wide range of learning, experimentation and development.

5.0 The University Mentoring Scheme

- 5.1 Each newly appointed employee, or existing staff member taking on new responsibilities, will be offered the opportunity of being assigned a mentor.
- 5.2 All newly appointed academic staff who participate in further teaching and learning study (i.e. Postgraduate Certificate in Teaching & Learning), will be assigned an appropriate mentor to support their academic and professional development.
- 5.3 Any other existing staff can also request to have a mentor as part of their continuous development.

³ Megginson, D., & Clutterbuck, D., (1995) *Mentoring in Action: A Practical Guide for Managers*. London. Kogan Page
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- 5.4 Human Resources will be responsible for the overall coordination and monitoring of the mentoring scheme, providing support to Faculties and Services as required. This will include providing appropriate training and guidance to mentors.

6.0 Role of the Mentor

- 6.1 A mentor can expect to take on a number of roles within the mentoring relationship involving a range of skills and behaviours. Which role the mentor adopts at any time will depend on the needs of the mentee and the situation, but could include, sounding board, facilitator, adviser, coach, source of organisational knowledge.

- 6.2 Mentors should ideally:

- be a more experienced member of staff
- not be involved in the mentee's day to day management
- be committed to the University's equality and diversity principles
- have the relevant skills to support the mentoring relationship
- participate in an ongoing mentor development programme

7.0 Role of the Mentee

- 7.1 The mentee should take a proactive approach to the relationship, and be prepared to contribute to the setting of objectives for the relationship, and subsequent individual meetings. The mentee should use the mentoring experience to enhance personal and professional growth and to support self reflection.

8.0 The Mentoring Process – Newly Appointed Academic Staff

- 8.1 Faculties, through the Associate Dean (Resources, Research and External Engagement) or other nominated senior person, will be responsible for assigning a Mentoring Coordinator to coordinate and communicate the mentoring scheme within their Faculty for newly appointed academic staff.
- 8.2 Faculties should ensure they maintain appropriate numbers of trained mentors.
- 8.3 Requests for mentoring would normally be directed to the Faculty Mentoring Coordinator following discussion with newly appointed academic staff during their induction. The request should be supported by a completed [Mentee Application Form](#) outlining the mentee's academic subject(s), what is required from a mentor, the mentee's main objectives and priorities and current continuous professional development (CPD) activities.
- 8.4 Mentors and mentees are matched by the Team Leader and relevant senior manager (with support from Human Resources if required) following a review of their particular requirements. This will normally be confirmed in writing to the mentee.
- 8.5 The mentor and mentee will be expected to meet as part of a Mentoring Induction process.
- 8.6 The first meeting should normally be arranged within a month of the mentee commencing work, and could include a review of the induction process to date and agreement on ways of working together.

- 8.7 It is recommended that two or three meetings are carried out within the first term with additional meetings arranged as appropriate.
- 8.8 If, at any time, either party wishes to end the mentoring relationship, it may be appropriate to source an alternative mentor.

9.0 Reviewing the Scheme

- 9.1 Human Resources will review the Policy, Framework and Guidance, as appropriate, and normally every two years, to ensure its continued effectiveness.

10.0 Associated Documents

- [Guidance for Mentors and Mentees](#)
- [Mentee Application Form](#)
- [Mentor Application Form](#)
- [Mentor Self Assessment Tool](#)
- [University of Sunderland Mentoring Scheme](#)

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This Policy can be obtained from the Human Resources website www.sunderland.ac.uk/hr, Docushare or by contacting Human Resources.

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