

Designing a Workplace Mentoring Process



‘Man’s humanity to Man’

“If you want a harvest
in one year, grow
a crop. If you want a
harvest in ten years,
grow trees. If you
want a harvest that
will last a lifetime,
grow people.”
-Chinese Proverb

There are numerous definitions of mentoring juxtaposed with coaching available and they are not entirely consistent. However, the definition which will be used within this paper vis-à-vis mentoring is based upon the growing consensus that coaching focuses upon performance improvement – the coach has ownership of the process, whereas the coachee has ownership of the agreed goal. Mentoring emphasises the transfer of knowledge, and relates primarily to the identification and nurturing of potential for the whole person (Megginson et al., 2005; Drake et al., 2008). This theme is taken up in the *Mentoring Handbook*, where mentoring is defined thus:

..a confidential one-to-one relationship in which an individual uses a more experienced person as a sounding board and for guidance. It is a protected, non-judgemental relationship, which facilitates a wide range of learning, experimentation and development. It is built on mutual regard, trust and respect (Business Wales, 2013:1).

Two more straightforward definitions are offered:

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

And;

Man's humanity to Man (Clutterbuck, 2004:7).

This paper will examine the case for workplace mentoring, the challenges of designing an approach to which organisations might be most receptive, the design of the intervention, and a suggested model which might be applied in a Social Work setting.

Mentoring has at its core, many of the elements of Carl Roger's Person-Centred approach to counselling and psychotherapy: empathy; acceptance / unconditional positive regard, etc. (Rogers, 1951). The universal features of nurturing, advocacy and integrity epitomise the essence of mentoring.

Much workplace learning takes place informally, and in the natural course of line, or peer-relationships; each is an opportunity for both individuals to practice their personal competencies, and so grow and improve together (Jordan et al., 1991). Exposure to good role models can happen on a daily basis in an organisation. In addition to informal mentoring, structured mentoring can be introduced to ensure that the skills and competencies which are identified as being positive and effective in the organisation are embedded amongst employees (Goleman, 1998).

Egan spoke of the time-limited nature of the helping relationship, of this being a working alliance, and the pragmatic, future, or solution-focused approach required (Egan, 2002). This coalition is founded upon an agreement between the mentor, and mentee, and offers mutual benefit: in co-operation, they both have work to undertake in the problem-management and opportunity-development stages.

A good mentor will not shy away from having the difficult conversation.

Giving a critical performance review...Confronting disrespectful or hurtful behaviour...difficult conversations are attempted, or avoided every day
(Stone et. al, 1999:i).

The fear of the consequences of issues being raised often leads to avoidance; however, this can lead to longer-term harm, both in personal relationships, and business performance.

Meggison et al. (2006) suggest that mentoring benefits the individual by improving performance, increasing satisfaction with their role and developing self-awareness. Benefits for the mentor include developing transferable skills, the gratification of helping their mentee as well as organisational recognition.

Employees, who feel valued within their organisation, tend to demonstrate a degree of loyalty and commitment above and beyond their pay-scale – they are truly engaged (Towers Watson, 2012; Blessing White, 2012; CIPD, 2012). Only a third of people are fully engaged at work, the remainder not reaching their full potential (Engage for Success, 2012). Less than half of the workforce wish to remain with their current employer, and two-thirds feel unsupported (Towers Watson, 2012). Organisations with high engagement levels outperform their low engagement counterparts in both the private and public sectors, and £26bn in added GDP could be realised from this wasted opportunity (BlessingWhite, 2012).

The application of approaches such as Positive Psychology and Neuro-Linguistic Programming to increase performance and build resilience are all the more pertinent at this time of constrained public funding. Mentors need to ask outcome focused questions, such as: “*What do you want?*” rather than “*What have you got?*” if they are to help their mentees manage challenging situations and develop opportunities (Egan, 2002).

Paralysis can occur within teams and organisations when the existing culture is defensive, cynical, or even resistant to new ideas and performance improvement. Leaders need to become aware of the prevailing culture/s within their organisation if they are to continue to lead, and not be led and managed by those very cultures. Employees thrive in a non-threatening environment, and are inspired by opportunities to learn and respond to new challenges, which act as a significant catalyst, generating positive discretionary behaviour (Purcell & Hutchinson, 2003).

Emotional intelligence needs to be recognised and promoted alongside core management competencies to improve individual resilience and organisational sustainability. Top people outperform the average by 130%. Emotional intelligence

accounts for 80% of this difference (Sabin, 2013). In a study of 'knowledge workers' conducted by Carnegie-Mellon University, the researchers found that high-performers knew their strengths and weaknesses and approached their work accordingly (cited in Goleman, 1998).

Clutterbuck (2004) identified some of the countless rewards a mentoring programme can deliver, including: employee motivation; staff retention, and succession planning. There are great advantages to rolling out mentoring programmes across service areas; buddy systems, or a whole team approach can bring about in-the-moment, or 'on-the-spot' mentoring in a way in which formalised, scheduled mentoring could not offer.

Mentoring offers a reciprocal relationship; in which both the mentor and the mentee can share experiences, examine their responses, analyse the outcomes, and explore how these scenarios might be handled differently in the future. This widening of the response repertoire improves both social and emotional competence (Goleman, 1998). Additionally; workplace mentoring increases cross-generational employee engagement and productivity (Harrington and Arnold, 2011).

Overcoming challenges in partnership with a supportive, critical friend, is an invaluable aspect of the mentoring relationship. Many otherwise successful people experience barriers which limit their attainment, caused by an overly constrictive anxiety-management system. This can be replaced with a more expansive one by challenging the held belief, altering the behaviour, monitoring the effects upon the individual and within their workplace, and embedding the new way of thinking (Kegan and Lacey, 2009). Mentoring can help mentees identify the 'blind-spots' which are preventing them from performing at their best and is founded upon therapeutic approaches which focus upon cost-benefit analysis (Egan, 2002).

Peer-relationships with work colleagues who have greater experience, or competence, can be an opportunity for learning, and those who develop multiple relationships across disciplines stand to benefit the most (Goleman, 1998:273).

Structured mentoring lessens the leaving of this crucial developmental method to chance. The transfer of learning, knowledge, and emotional intelligence become second-nature and organisational cultural shift can take place in parallel with personal and professional development.

Instead of the mentor trying to impose their own viewpoints upon the mentee; real understanding comes from a learning conversation where each party listens to the other's perspectives and feelings - they work together to discover a way forward. An internal stance shift takes place; from *"I understand"*, to *"Help me understand"* - everything else follows from that. In so doing, it is more likely that the mentee will be open to the ideas of the mentor and both parties can learn something which significantly changes the way in which they will view similar problems, or issues in the future (Egan, 2002; Stone et. al; 1999, Rogers, 1951).

What gets in the way of mentoring taking hold within organisations? Many managers are so focused on *'getting it done'* that they lose sight of the ineffectiveness and short-sightedness of this methodology. Megginson and Clutterbuck (2005) highlighted the restless impatience and tendency to say *'Just do it'* – approach taken by many (Megginson & Clutterbuck, 2005).

Rick Maurer (2012) offers some powerful, yet down-to-earth perspectives on people's resistance to change:

- I don't get it
- I don't like it
- I don't like you

And Peter Senge;

People don't resist change, they resist being changed (Senge, 1990).

These perspectives highlight the interpersonal and psychological aspects of change. Organisations are collections of individuals, many of whom formerly

worked elsewhere – workplace behaviours are often driven by both past and current influences.

Not all mentoring is good mentoring; we pattern our behaviour after high-status people in our organisations; and can therefore take on their negative, as well as their positive personae. For example: when employees are exposed to an intemperate line-manager, they tend to become less tolerant and harsher in their own leadership style (Goleman, 1998).

Sir John Harvey-Jones advocated Off-Line mentoring to reduce the opportunity for cloning (Clutterbuck and Megginson, 1999:70) and it is this model of mentoring which is ideally suited to the requirements of the modern Social Work team where high quality individualised practice is crucial to ensure that children and vulnerable adults are safeguarded.

Among the numerous mentoring models available, those which are particularly suited for use within a Social Work context include: 1:1, and Group Mentoring.

1:1 Mentoring:

One mentor is matched with one mentee, and progress is monitored. The matches are deliberate; based on criteria such as experience, skill sets, goals, personality etc.

Benefits: People tend to be comfortable with this approach – it allows for (and even encourages) the mentor and mentee to develop a personal relationship. This provides the mentee with critical individual support and attention from not only the mentor, but also the mentoring co-ordinator. The model works well for organisations that want to target a specific group for development or retention purposes, including; emerging leaders, highly skilled workers, or a specific affinity group to promote diversity.

Disadvantages: Availability of mentors is the only real limitation in one-on-one mentoring.

Group Mentoring

This model requires a mentor to work with four to six mentees at one time. The group meets once or twice a month to discuss developmental and practice issues and develop appropriate skills / knowledge.

Benefits: This model works well for organisations that have limited mentors to satisfy a high mentee demand. It is also a popular choice for diversity mentoring. Mentees can gain insight from not only the mentor, but also their fellow mentees.

Disadvantages: Group mentoring is limited by the difficulty of regularly scheduling several busy employees. It also lacks the personal relationship that most people prefer in mentoring. For this reason, it is often combined with the 1:1 model. In addition, the organisation might offer "Practice Seminars" - periodic meetings in which an experienced practitioner meets with the mentee group who then learn together and share their knowledge and expertise.

Many successful interventions are abandoned due to the lack of management data. "We know that improvement has happened, but we cannot prove it" is a phrase often heard in the Public Sector. In order to measure the effectiveness of any intervention, one must first understand the present state in order to identify improvements. A number of techniques can be applied in order to achieve this: questionnaires; measuring a cohort which will receive the intervention against a control-group; and the use of evaluation tools (an example of which is contained in the appendices).

DMAIC (or Six Sigma) is a methodology developed by the communications multi-national Motorola, which can be utilised to measure the impact of workplace mentoring interventions:

- **Define** – Clearly define the problem
- **Measure** – Get a baseline – How are you doing today?
- **Analyse** – What does the data indicate? Look for patterns and root causes
- **Improve** – Generate and select solutions

- **Control – Hold the gains – demonstrate that the change has been sustained**

Benefits to employees; both mentors and mentees have already been discussed, however, in order for a mentoring programme to be incorporated and funded, a business case for the introduction of such a scheme must be delivered and received at three levels: to management; mentors, and mentees. Careful planning will ensure that mentoring becomes embedded in a measured, methodical way, and thus avoid many of the pitfalls which befall hurried, 'quick-fix' interventions.

One common feature in larger organisations is high staff turnover; the cost of recruiting and training each replacement is estimated at £4,800 (CIPD, 2005). The average employee absenteeism rate is 7.7 days – a cost to the organisation of £600 per member of staff (CIPD, 2011). The more inclusive and engaging approach offered by adopting and embedding a mentoring culture has the potential to reduce sickness and stress levels in the workplace (Drake et al, 2008).

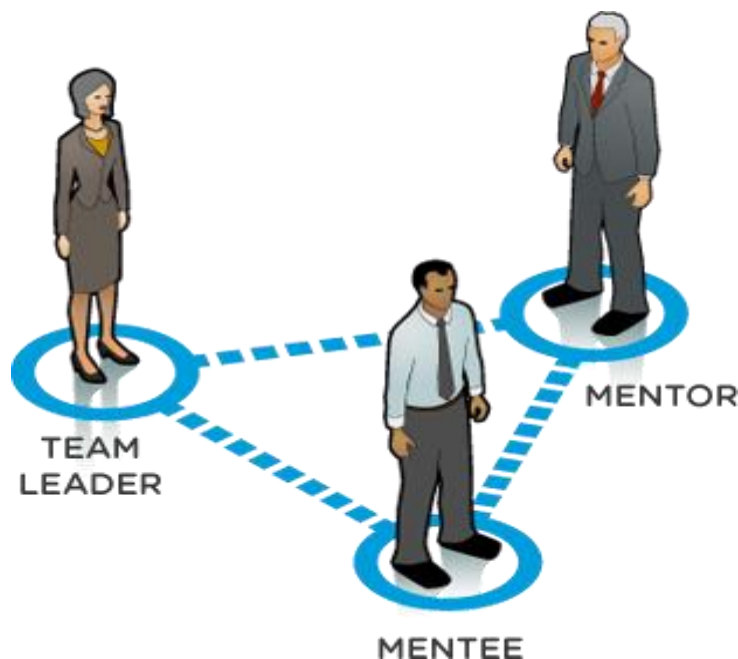
The relatively low costs of a simple mentoring programme have the potential to be recouped quickly, and compare favourably with the on-going outlay for the provision of cover for absent staff. Mentoring can work in most organisations, regardless of size, culture, or sector (Clutterbuck, 2004).

The concept of 'growing your own' has been transferred from the allotments of inner-cities, into the workplace, with Human Capital, rather than crops being the harvest. Workplace mentoring strengthens the role of the Organisational Development and Human Resources Departments in their bid to plan for the future shape of the organisation, with one eye on succession planning, and the other upon the change and evolution of systems and processes.

Human Resource Management has been pushed 'down the line' to managers. This added responsibility, has opened the door for mentoring to support staff development, retention and build capacity and is a sustainable alternative (Lock, 1998). Mentoring can help with the transfer of skills across the workforce, ensuring that the organisation can withstand and respond to changes; this was recently

highlighted in the Sustainable Social Services for Wales: A Framework for Action paper (Crown, 2011).

Who can be a mentor? We learn by watching others; if someone can demonstrate a competence, they create a living classroom for us (Social Learning Theory, Bandura, 1977, 1989). It is important therefore, in terms of authenticity, genuineness and honesty that the mentor embodies and espouses the competencies they articulate. Here the medium is the message: mentors who merely talk about these capabilities, but act in ways that make it clear they do not possess them, undermine the message and the impact that mentoring can have upon individuals within an organisation (Goleman, 1998).



The mentoring relationship

The central guiding principle in the selection and retention of workplace mentors is that they embody social and emotional competence and integrity. In order to maintain these qualities, on-going evaluation and feedback is crucial, together with continuing professional development, including training, and the use of Action

Learning Sets. The culture of mentoring needs to permeate those practising as workplace mentors if lasting change is to come about and for the mentoring programme to be sustainable and withstand scrutiny.

The European Mentoring & Coaching Council promotes the development of the profession within the European Union. Their Code of Ethics has five cornerstones:

- **Competence** (experience, knowledge, and Continuing Professional Development)
 - **Context** (that the mentoring intervention is appropriate for the individual and the organisation within which they work)
 - **Boundary Management** (that the mentor must at all times, operate within the limits of their own competency and be aware of potential conflicts of interest)
 - **Integrity** (maintaining confidentiality, unless there is convincing evidence of serious danger to the mentee, or others, and to act within the law)
 - **Professionalism** (the mentor will promote the mentee's learning needs, not exploit the relationship, respect diversity and avoid making false, or misleading claims)
- (EMCC, 2010).

High quality, ethically robust mentoring programmes would do well to incorporate the code into their mentoring guidance, procedures and policies (examples of a contract and policy are contained with the appendices).

A literature search of workplace mentoring programmes highlights the breadth, and reach of the various approaches. The key features of an effective programme:

- Ensure a firm foundation –a base-line must first be taken in order to understand the organisation, and its current culture/s. This understanding will help to identify an appropriate intervention that is manageable, and affordable.
- Making a business case and promoting the same is essential for a successful, cost-effective, and sustainable scheme.

- Quality Assurance - ensuring that adequate safeguards are in place: appropriate training; continuing professional development; supervision, and an effective monitoring and evaluation structure.

In conclusion, mentoring is a proven alternative to costly training programmes. Mentoring is founded upon the belief that employees operate at their best when they feel valued, utilised and included. The Off-Line relationship as described in this paper, underpinned by high quality supervision and continuing professional development makes all the more sense economically in the current financial climate, with increasing constraints placed upon staff development budgets..

Placing the individual at the heart of the organisation and investing in their personal and professional development increases their productivity, effectiveness, loyalty and retention. Given the capacity issues within many organisations and the challenges of creating sustainable organisational models, mentoring offers the perfect solution. It is *'Man's Humanity to Man'*.

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APPENDIX ONE

Sample Mentoring Contract

DEED dated:

PARTIES

- (1) [NAME OF BUSINESS] of [ADDRESS OF MENTEE] ("**Mentee**");
- (2) [NAME OF MENTOR] of [ADDRESS OF MENTOR] ("**Mentor**"); and
- (3) MENTORING ORGANISATION

BACKGROUND

- (A) <MENTORING ORGANISATION> has a network of volunteer mentors. The Mentor is one such volunteer, and has skills and/or experience relevant to the requirements of the Mentee.
- (B) The Mentee wishes to access the Mentor in order to gain guidance and support for its development.
- (C) The parties agree that the relationship between them shall be as set out in this agreement.

IT IS AGREED as follows:

The Services

The Mentor has agreed to provide mentoring services to the Mentee, on the terms of this agreement. The MENTORING ORGANISATION'S involvement has been limited to identifying the Mentor, introducing the Mentor to the Mentee and the monitoring and evaluation of progress. The MENTORING ORGANISATION will not provide any further services to the Mentee under this agreement.

The services will consist of meetings and/or phone calls and/or email or other written communications between the Mentor and the Mentee from time to time, the exact content, frequency and duration of which will be as agreed between the Mentor and the Mentee.

The Mentor shall not at any time be obliged to provide or continue to provide any mentoring services to the Mentee, but if and to the extent that it does so, such services will be provided free of charge.

The Mentee shall not at any time be obliged to request or receive mentoring services from the Mentor.

The existence of this agreement shall not prevent the Mentor and the Mentee entering into a new and separate agreement whereby the Mentor provides services to the Mentee on a fee-paying basis, but if such an agreement is entered into, it shall replace and supersede this agreement, which will automatically terminate.

Liability

The Mentee shall not at any time be obliged to act on any information, suggestion, advice or guidance given by the Mentor as part of the services, but if and to the extent that it does so, it shall do so at its own risk. The Mentee hereby unconditionally and irrevocably waives any rights of action it may have as against the Mentor in relation to any such information, suggestions, advice or guidance.

The Mentee is advised to take independent financial, legal or other appropriate professional advice before acting on any information, suggestion, advice or guidance given by the Mentor.

The Mentee acknowledges that any services provided by the MENTORING ORGANISATION and the Mentor pursuant to this agreement are provided free of charge and in good faith. Neither the MENTORING ORGANISATION nor the Mentor will be liable to the Mentor or to any third party for any loss, damage, costs or liabilities suffered as a result of this agreement, the existence of the relationships between the parties or the services provided. Nothing in this clause shall limit or exclude any liability for death or personal injury, or which results from fraud.

The MENTORING ORGANISATION is not (and the Mentee and the Mentor acknowledge that the MENTORING ORGANISATION is not) liable for the services provided by the Mentor or for any acts or omissions of the Mentor.

Term

This agreement will continue in force for twelve months or until terminated by any party by written notice to the others sent to the addresses given above.

While this agreement is in force, the Mentor and the Mentee will not either directly or through any intermediary enter into any other contract or arrangement as between them.

Confidentiality

The Business and the Mentee hereby permit the MENTORING ORGANISATION to refer to the Mentee, the Mentor and the existence of the arrangement contemplated by this agreement in any publication or material it may use to publicise and promote the work of the MENTORING ORGANISATION.

Neither the Mentee nor the Mentor may use or mention the MENTORING ORGANISATION's name, logo or any other intellectual property of the MENTORING ORGANISATION in any of their publicity materials or in any

announcement, without the prior written consent of the MENTORING ORGANISATION.

The Mentee and the Mentor will keep in strict confidence the existence and content of this agreement and the Mentee shall keep confidential all information, suggestions, advice or guidance provided by the Mentor to it as part of the services.

All parties will keep in strict confidence all and any information of a confidential nature which it obtains about either of the other parties as a result of the arrangements contemplated by this agreement. This clause shall not apply in relation to any information that is already available in the public domain other than as a result of a breach of this clause by any party.

Miscellaneous

Nothing in this agreement is intended to, or shall be deemed to, constitute a partnership or joint venture of any kind between any of the parties, nor constitute any party the agent of another party for any purpose.

A person who is not a party to this agreement shall not have any rights under or in connection with it.

This agreement shall be governed by, and construed in accordance with, English law, and the parties irrevocably submit to the exclusive jurisdiction of the courts of England and Wales.

Clauses 2, 4 and 5 shall survive termination of this agreement.

This deed is delivered by each party when (and shall not have effect until) it is dated.

SIGNED as a DEED by **[MENTEE]** in the presence)
of)
)

Witness: Signature

 Name

 Address

 Occupation

SIGNED as a DEED by [MENTOR] in the presence)
of)
)

Witness: Signature
 Name
 Address

 Occupation

SIGNED as a DEED by [NAME OF INDIVIDUAL] for)
and on behalf of **THE MENTORING**)
ORGANISATION in the presence of)

Witness: Signature
 Name
 Address

 Occupation

APPENDIX TWO

Sample Mentoring Evaluation Questionnaire

MENTORING COORDINATOR, MENTOR, AND MENTEE PROGRAMME EVALUATIONS

For Programme Coordinators

1. Did the mentor program run as you planned? Why or why not?
2. What are the strengths of your program?
3. What areas of your program need improvement?
4. What aspects of your mentor program would you like to improve?
5. How could your school/business/community partner further assist you in coordinating the mentor program?
6. Did you feel overwhelmed or burdened by coordinating the mentor program?
If yes, explain why.

Courtesy of Mass Mentoring Partnership, *Mentoring A-Z Training Manual*.

For Mentors

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?
excellent very good good poor
2. How would you describe the quality of your experience as a participant in the program?
excellent very good good poor
3. Would you volunteer to serve as a mentor again next year or in the future?
yes possibly not sure no

4. Did the mentor training session help you prepare for your mentoring experience?
yes somewhat not sure no
5. Would you have liked additional training for mentors?
yes maybe probably not no
6. How clearly defined were your mentor responsibilities?
very clear moderately clear a little unclear very unclear
7. The mentor program coordinators were accessible and easy to talk to and seek advice from when necessary.
always somewhat not much never
8. How would you describe your relationship with your mentee?
very good good fair poor
9. Do you think that the time you spent with your mentee was sufficient?
yes almost not really no
10. Do you think that the time you spent together was helpful for your mentee?
yes somewhat not really no
11. Did you gain personally from this relationship?
yes somewhat not much no
12. I would have preferred to meet less often with my mentee.
yes sometimes rarely no
13. I would have preferred to meet more often with my mentee.
Yes sometimes rarely no
14. What was most satisfying about the mentor program?
15. What was least satisfying about the mentor program?
16. What would you suggest to improve the mentor program?

Courtesy of Mass Mentoring Partnership, *Mentoring A-Z Training Manual*.

For Mentees

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?

- | | excellent | very good | good | poor |
|---|------------|---------------|------|------|
| 2. Did you enjoy being part of this program? | | | | |
| yes | somewhat | not much | no | |
| 3. Would you want a mentor next year? | | | | |
| yes | probably | not really | no | |
| 4. Did you like your mentor? | | | | |
| yes | somewhat | not much | no | |
| 5. Did you think meeting with a mentor was fun? | | | | |
| yes | somewhat | not really | no | |
| 6. Would you have liked to meet with your mentor more often? | | | | |
| yes | a bit more | not much more | no | |
| 7. Did having a mentor help you do better in school? | | | | |
| yes | somewhat | not much | no | |
| 8. Did you learn new things from your mentor? | | | | |
| yes | somewhat | not much | no | |
| 9. Did you feel comfortable talking to your mentor about things, either good or bad? | | | | |
| yes | somewhat | not really | no | |
| 10. Did you feel comfortable talking to your mentor program coordinator about your experiences, either good or bad? | | | | |
| yes | somewhat | not really | no | |
| 11. List some of the activities you did with your mentor: | | | | |
| 12. List something (if anything) that you learned from your mentor. | | | | |
| 13. What did you like best about the mentor program? | | | | |
| 14. What did you not like about the mentor program? | | | | |
| 15. What do you think we should change or do differently next year? | | | | |

APPENDIX THREE

Sample Mentoring Policy

North London Branch (NLB) Mentoring Scheme Policy

1.0 PURPOSE/OBJECTIVES

To assist practitioners (Mentees) to develop their professional competence, achieve their learning objectives and develop their behaviours through mentoring provided by more experienced practitioners (Mentors).

The Scheme is a service provided by the NLB, and participants (Mentors and Mentees) must be members of the CIPD.

There will be a pre-agreed Contract arranged between Mentor and Mentee defining:

- Duration of the contract;
- Limits of area(s) of exploration (objectives);
- Dates, times and durations of meetings.

Copies of this can be found in appendix 1 & 2.

1.1 MENTOR MUST BE PREPARED:

- To give a defined number of hours of mentoring support and a specified number of hours per client, each within a pre-determined period (say monthly/quarterly);
- To be available, at reasonable times of day, to provide support to their client(s) via remote communication channels (e.g telephone/e-mail etc).

1.2 MENTEES MUST:

- Respect the voluntary commitment which Mentors are making;
- Avoid late cancellations or arrive late for meetings;
- Attend all pre-arranged mentoring events.

- Not make unacceptable demands on their Mentor either in frequency or methods of contact or at un-reasonable times of day.

It is the Policy of NLB that the Mentee owns and takes full responsibility for the outcome of all decisions made as a result of participation in the Mentoring Scheme.

3.0 SELECTION

The Scheme will be operated within all current legislation (eg Equal Opportunities, Disability etc.) and best personnel practices as promoted by CIPD.

3.1 CRITERIA FOR SELECTION AS A MENTEE:

- Contribution/commitment to CIPD;
- Preparedness to learn/work/grow;
- Prepared to keep appointments and maintain contact with the Mentor by face-to-face/telephone/e-mail etc. contacts.

3.2 ACCREDITATIONS REQUIRED BY MENTORS:

- Qualification in Mentoring/Life Coaching/Counselling/HR or equivalent HR/Line Management experience e.g previous experience of managing people.
- Prepared to keep appointments and support client(s) by face-to-face/telephone/e-mail etc. contacts.

This scheme is not designed for mentors who are just starting to learn how to mentor people. If you would like more information on developing your experience in this area then please contact the NLB Mentoring Advisor.

As part of the selection process the NLB Mentoring Advisor will carry out an informal interview to verify the qualifications and experience of applicants that would like to be a Mentor. This is to ensure consistency of knowledge and skills amongst the Mentors.

4.0 LOCATIONS OF MEETINGS

Meetings should always be held in public or business premises and not at the home of any individual.

Location of meetings will be pre-arranged by Mentor and Mentee.

5.0 SCHEME OPERATION

The Scheme is managed by the NLB Mentoring Advisor, appointed by the NLB Committee.

The Mentoring Advisor will:

- Appoint Mentors;

- Confirm Mentees;
- Arrange Mentor/Mentee pairings;
- Monitor the Scheme's operation;
- Report to the Committee regularly on the Scheme's progress.

Mentors give their services voluntarily and do so because they are happy to help less experienced members in their career development and to re-pay something towards the benefits they have received from membership.

In some cases Mentors, working as consultants, charge fees for providing a similar service to their clients, which Mentees receive free of charge.

The Mentor-Mentee pairing will normally last 6 months with a review to allow a further 6 months' extension. It is recommended that Meetings should be held at about 2-monthly intervals, but the frequency and arrangements for other contacts should be agreed between Mentor and Mentee.

1. At their first meeting the Mentor and Mentee should agree:

- What each expects from the pairing;
- The frequency and nature of contacts;

2. It is considered that the following are unacceptable:

- Late cancellation of meetings
- Telephone contacts outside pre-agreed "business hours"
- Excessive numbers of e-mails.

Remember e-mails are not completely confidential. Mentees must make their own decisions and remember that the views of the Mentors are not the view of the CIPD.

Mentees need to take responsibility for the decisions they make as the Mentor will not be held liable for any actions that the Mentee takes based on the advice given by the Mentor.

6.0 COMPLAINTS PROCEDURE

If a Mentee has a complaint about a Mentor or vice- versa, we would encourage you to try and resolve the issue before contacting the NLB Mentoring Advisor.

If any participant considers they have grounds for complaint about the operation of the Scheme they should raise the issue initially with the NLB Mentoring Advisor.

If the participant is not satisfied with the outcome from the NLB Mentoring Advisor they can raise the issue with the Chair of the NLB.

If they are not satisfied with the outcome they may then appeal to the North London Branch Committee.

7.0 INSURANCE

It is recommended that Mentors hold suitable "Professional Indemnity Insurance" throughout the period of their service as a Mentor, although this is not considered to be essential.

Consideration must be taken by both Mentor and Mentee of the locations of their meetings to ensure that the insurance cover on the location is not infringed by the meeting.

The NLB cannot be held responsible for the relationship between Mentor and Mentee.

8.0 COMMERCIAL

It is recognised that some members of the Institute offer, at least as part of their professional portfolio, coaching or mentoring commercially. The Mentoring Scheme offered through the Branch must not be seen to compete significantly with members' businesses. It seems unlikely that the Scheme will conflict with any of CIPD's commercial interests.

9.0 NLB MENTORING ADVISOR AND BRANCH CONTACT DETAILS

The contact details can be found on the NLB website by visiting:

<http://www.cipd.co.uk/branch/nlondon/contactus.htm>

CIPD North London Branch **Mentoring Scheme Mentee Application form (Appendix 1)**

I wish to apply to be enrolled as a Mentee. I understand that Mentors, operating within the Scheme, provide their services voluntarily and I acknowledge and have noted particularly the Mentees' part of the **Commitment** section in the Policy and I will respect these in all dealings with my Mentor.

Name	
CIPD Membership No.	
Address	
Telephone Numbers	
Mobile Number	
e-mail	

I want to achieve the following objectives/learning outcomes/behaviours;

1)	Short term (6 months)
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2)	Short term (6 months)
3)	Short term (6 months)
4)	Medium term (12 months)
5)	Long term (1-5 years)

CIPD Behaviours	Tick	CIPD Behaviours	Tick
Curious		Personally credible	
Decisive Thinker		Courage to challenge	
Skilled Influencer		Role Model	
Driven to deliver		Collaborative	

You can learn more about the CIPD's new professional map by visiting:

<http://www.cipd.co.uk/hr-profession-map/default.htm>

- I confirm that I am committed to being a Mentee in accordance with the principles of the Scheme.
- I understand that by participating in the Mentoring Scheme I own and take full responsibility for the outcome of all decisions made as a result of my participation.
- I will make my own decisions based on the advice given my Mentor and accept that this is their individual view and not that of the CIPD.

Signed.....

Date.....

How did you hear about the Scheme? Newsletter/Leaflet/Networking/Other

Please send an electronic copy to:

NLB Mentoring Advisor Jamie Lyons by visiting:

<http://www.cipd.co.uk/branch/nlondon/contactus.htm>

CIPD North London Branch **Mentoring Scheme Mentor Application form (Appendix 2)**

I wish to apply to be appointed as a Mentor. I acknowledge that I am offering my services on a voluntary basis and I am prepared to provide mentoring support to members of CIPD NLB.

Name	
CIPD Membership No.	
Address	
Telephone Numbers	
Mobile Number	
e-mail	

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I confirm that I satisfy the required conditions:

Relevant Qualifications	
Relevant Experience	
Professional Indemnity Insurance (not essential)	
I have particular interest in working with Mentees in the following areas;	

I confirm that I am prepared to work as a Mentor in accordance with the principles of the Scheme.

Signed.....

Date.....

How did you hear about the Scheme? Newsletter/Leaflet/Networking/Other

Please send an electronic copy to:

NLB Mentoring Advisor Jamie Lyons by visiting:

<http://www.cipd.co.uk/branch/nlondon/contactus.htm>