AGELESS AT WORK

Work Package One

Mentoring

Guidance Pack Version One
May 2006

Researched and written by Jane Barmer
Age Concern Training
INDEX

<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INDEX</td>
</tr>
<tr>
<td>2</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td></td>
<td>• Setting the Scene</td>
</tr>
<tr>
<td></td>
<td>• The Guidance Pack</td>
</tr>
<tr>
<td></td>
<td>• Icons in the Guidance Pack</td>
</tr>
<tr>
<td>3</td>
<td>WHAT IS MENTORING</td>
</tr>
<tr>
<td></td>
<td>• Defining Mentoring</td>
</tr>
<tr>
<td></td>
<td>• Benefits of Mentoring</td>
</tr>
<tr>
<td></td>
<td>• The Business Case for Mentoring</td>
</tr>
<tr>
<td>7</td>
<td>MENTORING MODELS</td>
</tr>
<tr>
<td></td>
<td>• Mentoring Context</td>
</tr>
<tr>
<td></td>
<td>• The Mentoring Quadrangle</td>
</tr>
<tr>
<td></td>
<td>• The Mentoring For Change Wheel</td>
</tr>
<tr>
<td></td>
<td>• Egan’s Skilled Helper Model</td>
</tr>
<tr>
<td>10</td>
<td>TYPES OF MENTORING</td>
</tr>
<tr>
<td></td>
<td>• Formal Vs Informal Mentoring</td>
</tr>
<tr>
<td></td>
<td>• E-Mentoring</td>
</tr>
<tr>
<td></td>
<td>• Peer Mentoring</td>
</tr>
<tr>
<td></td>
<td>• Executive Mentoring</td>
</tr>
<tr>
<td></td>
<td>• Other Types of Mentoring</td>
</tr>
<tr>
<td>15</td>
<td>SETTING UP A MENTORING SCHEME</td>
</tr>
<tr>
<td></td>
<td>• Components of a successful mentoring scheme</td>
</tr>
<tr>
<td></td>
<td>• Mentors</td>
</tr>
<tr>
<td></td>
<td>• Mentees</td>
</tr>
<tr>
<td></td>
<td>• Developing The Mentoring Scheme</td>
</tr>
<tr>
<td></td>
<td>• CHECKLIST : Setting up a mentoring Scheme</td>
</tr>
<tr>
<td>21</td>
<td>MENTORING IN ACTION</td>
</tr>
<tr>
<td></td>
<td>• Desk Top Research - External Case Studies</td>
</tr>
<tr>
<td></td>
<td>• Field Research - External Case Studies</td>
</tr>
<tr>
<td>25</td>
<td>TRAINING AND PROFESSIONAL DEVELOPMENT</td>
</tr>
<tr>
<td></td>
<td>• Induction</td>
</tr>
<tr>
<td></td>
<td>• Soft Skills Development</td>
</tr>
<tr>
<td></td>
<td>• Designing a Mentoring Training Programme</td>
</tr>
<tr>
<td></td>
<td>• Accreditation and certification routes</td>
</tr>
<tr>
<td></td>
<td>• Newly Proposed Mentoring Qualifications</td>
</tr>
<tr>
<td></td>
<td>• Other Mentoring Awards</td>
</tr>
<tr>
<td></td>
<td>• European Quality Award and Competence Mapping - EMCC</td>
</tr>
<tr>
<td>30</td>
<td>WEBSITES LINKS</td>
</tr>
<tr>
<td>32</td>
<td>USEFUL REFERENCES</td>
</tr>
</tbody>
</table>
INTRODUCTION

Setting the Scene

This guidance pack is the first of two versions that form part of Work Package One of the EQUAL trans-national partnership *Ageless at Work*. It has been produced by Age Concern Training, working with the three transnational Delivery Partner projects:

- “Tick Tock!” (England)
- “Jobsis (Jobrotation mainstreaming, Sister-mentoring, Sister-empowering” (Finland)
- “Ageing at work: towards action with the social partners (Gestion des ages en entreprises – du dire au faire)“ (France)

Working trough trans-national collaboration, *Ageless at Work* will demonstrate and compare the use of innovative approaches to address issues arising from an ageing population and its impact on society and the labour market. Work Package One is “Mentoring” and aims to:

- undertake joint work into effective practices in mentoring involving young and older workers in each country,
- identify similarities and differences,
- develop two short guides to good and transferable practice.

Further information on the individual trans-national work packages can be found at the following website: [www.tick-tock-se.org](http://www.tick-tock-se.org)

The Guidance Pack

Guidance Pack 1 has been produced principally for in internal audience, responding to identified needs of the *Ageless at Work* Partners in France, Finland and England requiring early information from the desk top research element of the Work Package.

The Guidance Pack is process oriented and offers desk-top research findings on mentoring practices to empower Delivery Partners with essential knowledge to develop innovative mentoring elements within their local projects and support their task to ensure mentoring is strategically and operationally successful.

A second version of the Guidance Pack will be produced in 2007. This enhanced version will include findings from action research undertaken with the Delivery Partners and their projects in France, Finland and England, incorporating mini case studies of ‘practice in operation’.

Icons in the Guidance Pack

The pack uses 4 icons in its design in order to categorise the content and help the reader to make best use the sections. The icons used are:

- **Key steps that help develop effective practice**
- **Interesting information, facts or case studies**
- **Signposting to further information**
- **Questions and activities that assist planning / activity**
WHAT IS MENTORING

Defining Mentoring

There are many descriptions to be found for ‘mentoring’, making it important that a clear definition is provided within a mentoring project (the Ageless at Work project will explore the interpretations used by differing delivery projects). Definitions found in desk-top research have shown the following similarities:

- There are at least 2 key parties involved:
  - a mentee (the person requiring assistance)
  - a mentor (the other party offering assistance)
- A process occurs to help the mentee to identify and take action to solve an issue for themselves.

Mentoring is frequently compared to and confused with the technique of coaching. It is true to say that a ‘coach’ may bring mentoring skills into their role and that a mentor occasionally doubles as a ‘coach’ in some development activities with mentees. However there are distinctions between coaching and mentoring, as shown below:

<table>
<thead>
<tr>
<th>Coaching</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerned with task</td>
<td>Concerned with implications beyond the task</td>
</tr>
<tr>
<td>Focuses on skills and performances</td>
<td>Focuses on capability and potential</td>
</tr>
<tr>
<td>Primarily a line manager or trainers role</td>
<td>Agenda set by the learner</td>
</tr>
<tr>
<td>Agenda set by or with the coach</td>
<td>Emphasises feedback and reflection by the learner</td>
</tr>
<tr>
<td>Emphasises feedback to the learner</td>
<td>Typically a longer-term relationship, often ‘for life’</td>
</tr>
<tr>
<td>Typically addresses a short-term need</td>
<td>Feedback and discussion primarily about implicit, intuitive issues and behaviours</td>
</tr>
<tr>
<td>Feedback and discussion primarily explicit</td>
<td></td>
</tr>
</tbody>
</table>

Source: ‘Everyone Needs a Mentor’ David Clutterbuck, Fourth Edition,

Another context in which mentoring can be used and sometimes confused with is that of ‘managing’. In an organisational mentoring model this can be a particular danger and the mentoring role should be seen as part of a style and approach to management rather than a normal management tasks, ensuring that the mentees needs are core to the process.

In helping to determine if mentoring is the approach being taken a comparison to ‘managing’ and ‘coaching’ can assist.
### Managing Coaching Mentoring

<table>
<thead>
<tr>
<th>Managing</th>
<th>Coaching</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supporting people to carry out a role / task &lt;br&gt;• Setting the goals. &lt;br&gt;• Relationship is quite specific (e.g. manager sets targets and solves problems). &lt;br&gt;• Considers the process, with a fundamental focus on achievement of the outcome.</td>
<td>• Showing someone how to do something, often based on the experience of the person giving the assistance. &lt;br&gt;• Focuses on performance and skill development.</td>
<td>• Individuals needing support are not sure how to achieve goals (organisational or personal). &lt;br&gt;• Wanting to understand the options (can include tools) and then make up their own mind on the solution. &lt;br&gt;• Investing in behaviour, not only the process.</td>
</tr>
</tbody>
</table>

In a February 2006 mentoring good practice workshop held for trans-national partners the following suggestions were offered for definitions of mentoring:

• using your own life experiences, skills and knowledge to support someone else <br>• Empowerment <br>• Helping someone to find their own solution <br>• Personal relationships based on trust (“a friend” supports, challenges, helps thinking) <br>• Professional and mental development, openings, flexible, personal ways to learn (together we set the goals)

“Mentoring is a relationship in which one person (the mentor) - usually someone more experienced - helps another (the mentee) to discover more about themselves, their potential and their capability. The relationship between mentor and mentee can be informal - where the mentee leans on the mentor for guidance, support, help and feedback” Quote from Tony Gibbs, Charity Training.com

Other definitions of mentoring:

1. **Mentoring** is the process by which a person gives their time to help another to look at, or deal with, a particular situation relating to their business. Through mutual trust, listening and encouragement, the mentee finds a suitable way to develop themselves and their enterprise. *(PRIME)*

2. **Mentoring** involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging”. *(David Clutterbuck)*

3. **Mentoring** is a formal voluntary arrangement where an experienced individual provides one-to-one support and encouragement over a period of time to another person in order to assist them set and achieve goals; develop their skills; manage their own learning and development; and maximise their potential to become the person they want to be.” *(Roger Courtney, 2000)*

4. **Mentoring** is help given by one person to another in making significant transitions in knowledge, work or thinking *(European Mentoring & Coaching Council)*
5. **Mentoring** is equipping, teaching, training, encouraging, motivating and enabling someone else to maximize his or her potential (*Women Mentoring Women*)

6. **Mentoring** is a one-to-one, non-judgmental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee’s life, and lasts for a significant and sustained period of time. (*Active Community Unit, UK Home Office*)

7. **Mentoring** is a long term relationship that meets a development need, helps develop full potential, and benefits all partners, mentor, mentee and the organisation. (*Suzanne Faure*)

8. **Mentoring** is the process by which one person assists another to grow and learn in a safe and sympathetic environment. The word ‘mentor’ has become synonymous with ‘trusted adviser’, ‘friend’, ‘teacher’ and ‘wise person’. (*Arts Marketing Association*).

Key aspects arising from these various definitions are that mentoring involves:
- a one-to-one personal relationship founded on mutual trust
- a voluntary arrangement between two people over a period of time
- a process in which one person assists another:
  - to grow, develop and learn
  - to manage their own learning and development
  - to maximise their potential
  - to set and achieve goals
- a process in which the mentor primarily listens and offers advice and encouragement to assist transition

**Benefits of Mentoring**
As a development process, mentoring has advantages for the mentee and the mentor:

For the **Mentee**, mentoring offers:
- a visible demonstration of how the organisation values them
- an objective, supportive, non-threatening source of help and support whilst exploring and taking new directions and making behavioural change
- improved opportunities for personal and career advancement
- greater confidence and skills in positive risk-taking and decision making
- access to someone with an understanding of the organisation’s culture, personnel and ways of working

For the **mentor**, mentoring offers:
- increased job satisfaction, sense of value and status
- an active role in performance and policy implementation
- greater self awareness and wider experience in change management
- the opportunity to help and guide others in their career development
- potential to develop and refresh leadership knowledge, skills and qualities
- openings for new and enhanced career prospects
The Business Case for Mentoring

For the organisation/business, mentoring offers:
- a cost-effective way of providing personalised development and manage talent
- a way of supporting succession planning and maximising human potential whilst reducing training costs
- increased loyalty, morale and motivation leading to better retention, performance and productivity levels
- a process by which to ensure the effective and efficient transfer of knowledge and skills
- improved information and communication flows that raise knowledge of the organisation's goals, policies, politics, products and customers needs

In a review of mentoring literature, conducted by Dr Bob Gavey and Ruth Garrett-Harris of the Mentoring and Coaching Research Unit, Sheffield Hallam University in England (published in 'Practical Mentoring' by Mentfor 2006), a wide range of business and economic benefits from mentoring are cited.

A combination of qualitative, quantitative and blended study research showed business benefits occurred across four broad categories:
- Motivational
- Performance and policy implementation
- Knowledge and skill development
- Managing change and succession

The highest statistics for organisational benefits from the use of mentoring in Gavey and Garrett-Harris’ research is shown below:
MENTORING MODELS

Mentoring Context

The mentoring context is particularly influenced by:

- the culture / climate of the organisation
- the purpose and structure of the mentoring scheme
- the backgrounds and expectations of the mentor and mentee

Source: ‘Everyone Needs a Mentor’ David Clutterbuck

David Clutterbuck explains that the mentee and mentor expectations are influenced by the context. The context, each party’s behaviour and the processes used will influence the outcomes for both sides and as such the success of the mentoring provision.

The Mentoring Quadrangle

The mentoring quadrangle is a model that can be utilised in an organisational mentoring situation. It consists of the 4 people usually involved in a mentoring programme:

- The mentee - the individual requiring assistance
- The mentor - the person who will engage directly with the individual to help them explore the issue and seek their own way to solutions.
- The line manager - the person who normally manages the mentee
- The programme co-ordinator - monitors the relationships and looks at resources for training opportunities.
To maximise the success of the mentoring programme it is critical that all 4 people are clear about the objectives and effort required. Some of the developmental tasks will take the mentee away from their normal day-to-day work and responsibilities so it is important that this is allowed to happen.

**The Mentoring For Change Wheel**

In the Mentoring for Change Wheel model there are two dimensions: **Purpose** and **Means**

The **Purpose** is the goal the Mentee is striving to attain (what they want to change to get from ‘here’ to ‘there’)

The **Means** relates to the action / activity that the ‘mentee’ uses to achieve their goal or purpose in their chosen ‘environment’.
Ageless at Work: Work Package One - Mentoring
Guidance Pack Version One

The Mentoring for Change Wheel model gives 4 phases of the change process:

1. Freeing up
2. Envisioning
3. Implementing
4. Sustaining

In each of these four phases a key question underpins the mentoring process for the mentee:

1. Who am I?
2. Where am I going?
3. How will I achieve my vision?
4. Am I creating my vision?

Each phase requires specific actions and behaviours from the mentor and the mentee:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Mentor</th>
<th>Mentee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Freeing up</td>
<td>Nurturing and supportive</td>
<td>Take responsibility</td>
</tr>
<tr>
<td></td>
<td>Help create a strong positive image &amp; sense of self worth</td>
<td>Develop autonomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unconstrained free choice</td>
</tr>
<tr>
<td>2. Envisioning</td>
<td>Encourage Mentee to seek answers to questions Inspire</td>
<td>Create own Vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Align to any corporate vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Balance vision with reality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and choose Values</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get a sense of purpose</td>
</tr>
<tr>
<td>3. Implementing</td>
<td>Help Mentee to seek solutions Help improve skills (e.g. communications, team work, time management)</td>
<td>Identify goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decide on strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take action</td>
</tr>
<tr>
<td>4. Sustaining</td>
<td>Challenge Help Mentee to clearly recognise their impact Help Mentee to decide if they are creating their vision.</td>
<td>Seek feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognise own impact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measure success against Vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ownership of success and failure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn from experiences and gain insight for change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop vision and goals</td>
</tr>
</tbody>
</table>

Source: “Right Relationship” (Danielle Roex)
Egan’s Skilled Helper Model

Egan’s Skilled Helper model is not a specific mentoring model but is a problem solving / ‘helping’ model. As such this model could lend itself well to an informal mentoring situation as the focus of the model is the individual (mentee) who is supported to help themselves in identifying and taking up opportunities to aide their situation.

In Egan’s model a 3 stage framework addresses the following:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Key Question</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred</td>
<td>What would I like to do?</td>
<td>Mentor enables the mentee to identify what they really want and consider positive outcomes. The three aspects addressed and skills used: 1. Creative – brainstorming, prompting, patience, facilitating 2. Reality testing – defining SMART goals 3. Moving forward – reviewing costs, risk analysis</td>
</tr>
<tr>
<td>Action</td>
<td>How do I achieve this?</td>
<td>Mentor empowers the mentee to take action to achieve the goals identified in stage 2. The three aspects addressed and skills used: 1. Creative – brainstorming, facilitating 2. Focussing on appropriate strategies – being realistic, selecting 3. Moving to action – encouraging, action planning</td>
</tr>
</tbody>
</table>

The model was developed to aid people ‘to manage their problems in living more effectively and develop unused opportunities more fully and to ‘help people become better at helping themselves in their everyday lives.’ Source: Egan G., ‘The Skilled Helper’, 1998.
TYPES OF MENTORING

Informal v Formal Mentoring

Informal mentoring is usually where a less experienced person is ‘guided’ by a more experienced one. Much of the time, the ‘mentor’ is left to his/her devices to help the mentee. The relationship can be spontaneous or directed through a project or by management initially and then left to develop with no further direct drive from the management/project. Typically the mentoring is long term with no agreed goals, expectations or even no agreed ‘end date’.

Formal mentoring by contrast is structured by the provider/organisation and the mentor and mentee are ‘paired’ together. In an organisational context it is usually linked to a business objective. Training and support is provided, goals and expectations are agreed, which usually have a time frame, and ‘outcomes’ agreed.

The main differences between formal and informal mentoring are:

<table>
<thead>
<tr>
<th>Informal mentoring</th>
<th>Formal mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No agreed goals</td>
<td>• Agreed goals</td>
</tr>
<tr>
<td>• Unknown outcomes</td>
<td>• Agreed and measurable outcomes</td>
</tr>
<tr>
<td>• Spontaneous relationships between mentor and mentee or they select each other</td>
<td>• Mentors and mentees are paired together</td>
</tr>
<tr>
<td>• No agreed time limit for the mentoring relationship</td>
<td>• Time limited</td>
</tr>
<tr>
<td>• No training or support given</td>
<td>• Training and support are given by the organisation to both mentor or mentee</td>
</tr>
</tbody>
</table>

Using a Formal or Informal approach?

There are advantages and disadvantages to both informal and formal mentoring, with considerable debate amongst professionals on the subject:

Informal
Although the list in the above table may appear negative this is not necessarily the case. As there is no ‘structure’ to informal programmes they may take longer to get going but can create longer lasting relationships and a stronger bond of trust may be developed. The open time frame also means there is less pressure on both parties. The mentors used can be highly experienced and excellent communicators whereas the laws of supply and demand on a formal programme may see less well qualified/experienced mentors used.

Formal
Whilst a more formal approach is often favoured, for most of the reasons listed in the table, this is most successful if expectations between the mentor and mentee are clear. As the relationship is time-bound (typically programmes last between 9 and 12 months) mentor and mentee need to be disciplined to meet regularly. Care must also be taken when pairing mentors and mentees as it may take time to develop trust between mentor and mentee and a ‘pairing’ mismatch can cause complications.
E-mentoring
Electronic mentoring (e-mentoring) can be described as the use of technology (mostly email) to conduct a mentor/mentee relationship. E-mentoring also includes web-based and tele-mentoring (telephone) methods of contact.

E-mentoring was imported into Europe from the US, where some companies used dedicated chat rooms and bulletin boards to aid communication between mentors and mentees.

It is often recommended that if an e-mentoring programme is used ‘face-to-face’ contact should be encouraged to build rapport and prevent relationship breakdown. Common advantages and disadvantages are shown below:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can eliminate the problem of scheduling a time /place to meet where a well-matched mentor and mentee are in geographically different areas.</td>
<td>1. The written word can be misinterpreted – without hearing the tone of someone’s voice or seeing their facial expression.</td>
</tr>
<tr>
<td>2. Mentor and mentee do not need to agree a certain time to communicate with each other – emails can be sent and replied to at any time – there is no need for a ‘chat’.</td>
<td>2. Mentees may have difficulty establishing rapport and trust with someone they have never met or had face to face contact.</td>
</tr>
<tr>
<td>3. Participants have longer time to think about and prepare their questions to ask and have longer to consider and document their responses.</td>
<td>3. It is very difficult to ‘blue sky’ ideas (bouncing ideas off each other) when you are not having a conversation with someone.</td>
</tr>
<tr>
<td>4. A larger ‘pool’ of mentors can be created to make a good ‘match’ with the mentee.</td>
<td>4. There mentor or mentee may have problems with accessing emails or accessing a PC.</td>
</tr>
<tr>
<td>5. With a greater number of mentors there is the potential to increase the numbers from differing and diverse backgrounds (e.g. cultural).</td>
<td>5. The mentee or mentor may be technophobic or not be confident enough in their literacy skills for e-mentoring to be a benefit – they may not be able to ‘put themselves across’ as well as if they were using the spoken word.</td>
</tr>
<tr>
<td>6. E-mentoring and ‘face-to-face’ mentoring can still take place in a blended provision.</td>
<td></td>
</tr>
</tbody>
</table>
Peer mentoring
Peer mentoring can be defined as ‘the provision of support and guidance by individuals similar in age, or status or circumstances to those whom they seek to help’.

A growing concept of peer group informal mentoring can be seen in Action Learning Sets. These involve small groups of peers periodically coming together as group to share real issues or working on their own development goals. The participants are the key to the success of the group as each individual takes an issue to share with the group. They also offer support to the other participants with their issues by encouraging them to explore the situation and consider options for its solution. Each member subsequently produces an action plan for themselves which they can review within later group meetings. Most importantly, it is the balance between action and reflection that makes it a development experience rather than just a meeting.

Often a facilitator is used to help the process along by setting ground rules, model the questioning process and organise meetings.

Outcomes for an Action Learning Set cannot be defined in advance and often it is difficult to quantify benefits that are ultimately achieved. However, participants usually define some personal and or business benefit. Organisations benefit by the subsequent impact on the bottom line and individuals benefit by learning about themselves. Individuals coming from a diverse mix of industries or functions mean that perspectives are varied and attitudes are fresh.

Executive mentoring
Executive mentoring is the mentoring of executives, directors and professionals that want to improve upon their current success or that may need to give a higher level of performance to achieve something in particular. The majority of the businesses that used executive mentoring in the UK utilise external mentors. According to David Clutterbuck, ('The Three Types of Executive Mentor'), there are 3 types of executive mentor:

1. **The Executive Coach** –
   - may shadow, observe and provide feedback
   - needs strong observation and communication skills
   - may not have had significant personal experience of managing at the top
   - the relationship is short term and based on clearly defined skills or behavioural issue

2. **The Elder Statesperson** (an older experienced person)
   - gives the benefit of their experience and may act as a role model
   - has good listening skills and able to withhold judgement and advice until it is needed
   - well networked and introduces the mentee to new sources of information / influence
   - the relationship often leads to an enduring friendship if it works well.

3. **The Reflective Mentor** –
   - operates at a more intensive holistic level
   - helps executives explore their own issues, build their own insights and self-awareness and develop their own unique ways of handling how they interact with key colleagues and the business
   - builds the executive’s confidence through greater self-understanding
Other Types of Mentoring

Group Mentoring
When one person mentors a group of people. The mentor is usually more of a facilitator, leading the group as they peer mentor each other. The advantage this has over peer mentoring is that there will be a wealth of different experience within the group that can be drawn upon.

Learning Mentors
Learning Mentors are becoming widely used in the education and adult learning systems in the UK. In educational institutions they provide planned support to targeted pupils and students with the broad aim of identifying and tackling barriers to learning. The process aims to help mentees change attitudes towards school and college, enhancing their ability to cope with the challenges that they face, and ultimately their ability to achieve their true potential.

Self-Managed Mentoring
Here, one person is managing their own development by calling on different mentors for different areas as the need arises. This may be happening simultaneously and relies on the mentee to be responsible and proactive.

Reverse Mentoring (can be known as ‘Mutual Mentoring’ or ‘Upward Mentoring’)
Reverse mentoring is when the mentor is the ‘junior’ and the mentee has the more ‘senior’ role in the organisation aiding managers/directors to understand the issues faced. This has been found particularly useful in companies who are trying to increase inclusion of certain groups of workers (e.g. increase the number of women or black and minority ethnic people in other roles in organisations).

Further reading and references:
- “The Three Types of Executive Mentor” (David Clutterbuck) [www.coachingnetwork.org.uk/ResourceCentre/Articles/ViewArticle.asp?artId=43](http://www.coachingnetwork.org.uk/ResourceCentre/Articles/ViewArticle.asp?artId=43)
- “Mentoring: An Age Old Strategy for a Rapidly Expanding Field” (Joanne McDonald) [www.mentfor.co.uk](http://www.mentfor.co.uk)
- [www.exemplas.com](http://www.exemplas.com)
- [www.mentoringgroup.com](http://www.mentoringgroup.com)

Further information on approaches to mentoring and models can be found at the following websites:

<table>
<thead>
<tr>
<th>MODEL/ APPROACH</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal mentoring</td>
<td><a href="http://www.mentfor.co.uk">www.mentfor.co.uk</a></td>
</tr>
<tr>
<td>Group mentoring</td>
<td><a href="http://www.clutterbuckassociates.com">www.clutterbuckassociates.com</a></td>
</tr>
<tr>
<td>E-mentoring</td>
<td><a href="http://www.mandbf.org.uk">www.mandbf.org.uk</a></td>
</tr>
<tr>
<td>Mentoring, Coaching and Psychotherapy</td>
<td><a href="http://www.mentoringforchange.com">www.mentoringforchange.com</a></td>
</tr>
<tr>
<td>Mentoring Schemes</td>
<td><a href="http://www.exemplas.com">www.exemplas.com</a></td>
</tr>
<tr>
<td>Distance mentoring</td>
<td><a href="http://www.coachingnetwork.org.uk">www.coachingnetwork.org.uk</a> &amp; <a href="http://www.mentoringgroup.com">www.mentoringgroup.com</a></td>
</tr>
</tbody>
</table>
# SETTING UP A MENTORING SCHEME

## Components of a successful mentoring scheme

A review of desk top research materials suggest there are six critical component areas to be considered in establishing a successful mentoring scheme:

1. **Purpose**
2. **Commitment**
3. **Model**
4. **Support**
5. **Mentor**
6. **Mentee**

### 1. Establishing the **Purpose** of the mentoring provision includes:

- Being clear about the internal and external drivers for the initiative.
- Establish a overall aim and ensuring this is understood (e.g. conducting change management of a particular issue)
- Identifying the objectives (e.g. Performance enhancement, business development, overcome recruitment difficulties, create succession opportunities or improve retention)
- Describing the target group who benefit from mentoring
- Setting Key Performance Indicators (KPIs) by which to monitor, measure, evaluate and develop the provision.

### 2. Ensuring **commitment** is fundamental to a successful mentoring scheme, including:

- Establishing and communication clear Vision
- Securing and demonstrating Corporate buy – in and leadership:
  - Statement of Intent
  - Visible Support
  - Active promotion
  - Allocation for resources
- Establishing several Champions (includes Executive level) to promote and support the programme
- Support from other parties (e.g. HR / sponsors)
- Providing human, physical and financial resources
- Having willing Mentors and Mentees
3. The tasks involved in helping to establish the model include:

- Defining a Mentoring or Coaching approach
- Clarity on the context and model of mentoring (e.g. Organisational / Informal / Personal / Performance / Skills)
- A formal or informal Mentee / Mentor relationship?
- Interaction Type (e.g. 1:1 / Group / Distance)
- Establishing Terms of Reference
- Creating processes and acquiring materials
- Planning monitoring & evaluation requirements (e.g. 360° feedback / time scales / frequency)

4. The support mechanisms required will vary depending on the mentoring model:

- Programme coordination
- Responding to needs arising from culture analysis (e.g. levels of trust / co-operation)
- Change management process used to introduce and establish the programme
- A mechanism for matching Mentors to Mentees
- Creating a clear process for resolving conflict or addressing hidden agenda participants may have.
- Meeting development needs emerging as the programme progresses
- Logistical support (e.g. communication systems, known help point, information resources)

5. There are a range of considerations relating to the mentor

- Status: volunteer, paid, willing, reluctant?
- Quantity required
- Recruiting against a Person Specification defining the knowledge, skills and qualities needed
- Conducting a skill / experience audit to determine development needs
- Provision of Mentor Induction
- Ongoing training and professional development (e.g. accreditation?)
- Raising role and boundary awareness
- Ensuring openness of relationship with Mentee (previous / future)
- Clear guide on Confidentiality
- Framework for the opening / 1st meeting
- Establishing a support network (e.g. peer networking / action learning sets)
6. Aspects to consider for the mentee include:

- Status: volunteer / optional participation
- Personal motivation and expectations
- Induction provision and content
- Raising awareness to the Mentee role, boundaries and confidentiality aspects
- Raising awareness to own role
- Information on the mentoring process and encouraging ownership of the outcome
- Providing opportunities to meet emerging development needs

**Mentors**

The mentor is a critical role in the mentoring process therefore it is important that the selection, preparation, development and ongoing support provided are carefully and effectively carried out.

**Person specification**

A mentor can be described as a non-judgemental friend or colleague that is also a source of challenge, support, insight and advice. During the course of a mentoring relationship the mentor will assume a number of roles. To assist individuals in deciding whether they would like to become a mentor and to help ensure a fair and reliable selection process the use of a person specification should be used. Some of the skills, knowledge and qualities that may be included are:

- Strong self awareness and openness to self development
- Ability to help define objectives, set realistic goals and action plan
- Non-judgemental and respectful of and valuing others
- Effective communication with an ability to articulate themselves
- Active listening skills and use of different questioning techniques.
- Able to give constructive feedback, covering both negative and positive aspects in a way that can be acted on
- Analytical skills and ability to challenge in a non-threatening manner

**Role and boundaries**

As the mentor’s role is to respond to the mentee’s developmental needs it is vital they do not impose their own needs and agenda. Some boundaries that can assist a mentor are:

- Not act on behalf of the mentee or offer specific advice.
- To decide when it is appropriate to refer a mentee elsewhere for advice.
- To challenge and support the mentee
- To provide constructive feedback to the mentee

**Training and support**

A mentoring scheme should have suitable and sufficient resources to provided support for those who elect to be come or are mentors. Areas of support may be needed for:

- Mentors not selected or for those who may be ‘rejected’ by their mentee.
- Ongoing case-consultancy support/supervision of mentors.
- Enabling mentors to review their mentoring activities and developing their self-awareness and skills as mentors.
As a minimum, training should cover:
- the purpose of the mentoring provision,
- the difference between mentoring and directing,
- the benefits and boundaries of the mentoring relationship,
- the mentoring process, including how to ‘end’ the mentoring relationship,
- the skills necessary for effective mentoring,
- anticipating problems and action to be taken in areas of difficulty,
- practical tools and techniques that can help the mentee,
- the support mechanisms available for the mentor.

**Mentees**

To enable a mentee to take appropriate responsibility for the mentoring experience and outcome the mentee will need to:
- have an induction into the mentoring scheme,
- know the organisation's expectations from the scheme,
- appreciate what can be realistically expected of the mentor,
- understand the mentor's expectations of the mentee,
- commit to the relationship and be determined to succeed despite problems,
- be willing to take ownership of their personal development and learning.

**Developing the Mentoring Scheme**

Clarity and provision of information about the purpose and operation of a mentoring scheme can be critical to its uptake and success. Some important areas to consider are:
- Clear information on the purpose of the mentoring scheme.
- A published written code of conduct (or ethics) covering all stakeholders with confidentiality and a commitment to valuing diversity and promoting equal opportunities being explicit.
- Any financial implications and limitations on reimbursement of any expenditure
- Provision for scheme co-ordination with available information on the role of scheme co-ordinator and other support staff.
- A mechanism and resources for briefing stakeholders and any line managers.
- The location and timings of meetings in regard to safety, security, confidentiality, mutual well being and travel cost/arrangements.

**Matching**

Participation in the scheme by mentors and mentees must be voluntary and should be paired using a clear and fair process. The relationship between mentor and mentee should be open, truthful and confidential.

In informal mentoring arrangements it is feasible a mentee can try many different mentors until they find a relationship that is effective for them. However, in more formal schemes this is much less appropriate or realistic. David Clutterbuck recommends that the ‘greatest buy-in’ occurs in schemes that are able to offer a choice from 3 mentors.
It should be clear who the mentee’s target audiences is and from where mentors will come. Mentoring schemes should have a clear statement that there will be no personal consequences for mentors or mentees who elect not to participate in the scheme or end a mentoring relationship.

Establishing the roles and expectations
The mentoring scheme should have guidance material outlining the anticipated stages and content of a mentoring relationship, the responsibilities of those involved and the boundaries of the scheme. The mentor and mentee should be encouraged to set ground rules for the mentoring relationship which cover areas such as:

• How to establish a shared understanding of the nature of the relationship.
• How to establish a safe environment in which to build confidence, trust, rapport and mutual respect in order to discuss issues of concern and seek advice.
• The mutual responsibility for reviewing and progressing the mentoring relationship.
• How to deal with problems in the mentoring relationship and ending involvement.

Negotiating agreements
In creating and sustaining the mentoring relationship agreements may need to be made in a number of areas, such as:

• respect for one another’s time and other responsibilities, ensuring that they do not impose beyond what is reasonable.
• the frequency and length of meetings
• the means of contact between meetings for minor issues.
• the process for handling breaches of the code of conduct by any stakeholder involved in the process

Ending the Relationship
The mentoring relationship should be for a mutually agreed time period, whereupon it is reviewed regarding continuation or termination. Areas to be transparent about include:

• A defined process, without ramification, is available at any time to a mentor or mentee who wishes to end the mentoring relationship (e.g. ‘no fault divorce’ clause)
• Either party may terminate the relationship after discussing the matter with one another first ensuring mutual respect and understanding of the conclusion.
• Both mentor and mentee share responsibility for the smooth winding down of the relationship once it has achieved its purpose and for informing the Institution.

Evaluating
In planning and implementing the mentoring scheme there should be process for monitoring and evaluating whether and how expectations are being met for all stakeholders. This process should:

• Determine whether the scheme is being run in line with its purpose and values
• Measure the impact of the scheme on the project / organisation / stakeholders.
• Monitor if adequate human, physical and financial resources are available
• Evaluate the quality and impact of training and other forms of guidance provided to mentors, mentees and scheme co-ordinators.
• Capture and analyse the challenges, issues and successes of the scheme, without breaching confidentiality.
• Provide conclusions and recommendations for action.
CHECKLIST : Setting up a mentoring Scheme

This checklist offers a basic guide to some of the key actions that should be considered before a mentoring initiative begins. There will be a range of other factors that may need to be also taken into account depending on the type, size and duration of the scheme.

- The strategic aim and objectives that mentoring will address are clearly identified (e.g. developing personal skills or effectiveness, leadership, succession planning, employment, workplace diversity, retention of the workforce.)
- The executive and line managers are actively supporting the mentoring scheme
- A realistic plan and schedule for implementing the mentoring scheme is has been devised and agreed with senior management.
- Key performance indicators / benchmarks and a method for evaluating the mentoring scheme have been identified
- An adequate budget to effectively implement the mentoring scheme is in place.
- Support from all the stakeholders for implementing mentoring has been obtained (e.g. executive sponsor, target users, line managers)
- The needs of the target audience, including the knowledge and skills mentors and mentees have been identified.
- A means to inform the organisation and participants of the purpose and plan of the mentoring scheme before you roll it out is arranged
- A way to determine mentor skills needs and ability is planned
- The process to identify mentee needs is planned
- A means to match mentors and mentees is identified
- The induction / training plan to meet the needs of mentors and mentees is in place
- The logistical requirements for mentoring scheme are addressed (e.g. geography, privacy, technology, time, marketing.)
- A process to provide ongoing information and support to mentors / mentees is in place, including how conflict will be resolved

Top 5 reasons cited as why mentoring initiatives can fail:
1. Don't use an intentional process to guide the mentor-mentee relationship
2. Lack of senior management support and involvement
3. Skills training not provided to mentors and mentees
4. Business/ service outcomes are not clearly defined or tracked
5. No established criteria for selecting and matching mentors and mentees
MENTORING IN ACTION

Desk top research has shown that mentoring is a rapidly growing field with an ever increasing range of case studies available. There appears to be a higher proportion of information on mentoring in action with younger mentees though a growth in executive mentoring and a greater interest in community initiatives linked to inclusion and intergenerational work is producing more examples involving older people.

Older people are also evident as mentors for projects around social behavioural change and entrepreneurial endeavours, including some arising from corporate social responsibility initiatives.

Desk Top Research - External Case studies

Two existing case studies involving adults are outlined below and a small sample of websites where other schemes can be found are also supplied.

British Telecom (BT) – ‘Women Mentoring Women’

Background and Purpose
British Telecommunications (BT) has been using mentoring for several years, and has adapted several schemes that cater for different groups within the company. There is no standard model used and each scheme is customised to the demands of the particular users. The objective of the ‘Women Mentoring Women’ scheme is to increase the quality and quantity of women’s participation in BT’s workforce.

Mentoring Scheme
• Sharing strategies which have helped more experienced women managers to overcome barriers to growth and advancement
• Increasing network contacts
• Creating positive female role models within BT
• Discussing problems caused by conflicts between home life and careers

Benefits
The programme has particularly benefited women returning to work after maternity leave, women planning a career move and those who work in male dominated departments or disciplines. Participation increases the general confidence and prospects of women within BT. The mentors within the ‘Women Mentoring Women’ scheme have an important role and their aim is to give encouragement, constructive criticism, advice and demonstrate confidence in their mentee.

Further information on the above case study can be found at:

BT - Glasgow Mentoring Network website:
www.glasgowmentoringnetwork.co.uk/mainpages/case_study.htm
Women Ex-Offenders Offer Mentoring Lifeline to Newly Released Prisoners

Background and Purpose
An innovative ten month pilot project, one of four in the country, has been completed by Women's Employment Enterprise and Training Unit (WEETU), in Norwich, England. The project, which has been run jointly with Sheffield Hallam University, SOVA and the Norfolk Probation service, was funded by EQUAL to train and prepare women ex-offenders to mentor women newly released from custodial sentences. Women make up just 4% of the UK prison population, with 79% having children under 18 years old.

Mentoring Scheme
In order for the women to be considered as peer supporters they had to pass a selection criteria that included: living in stable accommodation, being off their drug testing orders, having had experience of being a ‘buddy’ in prison, and good communication skills. Peer supporters went on a three week mentor training course that included visits to the learning shop and the careers advice service and on completion of the course, mentors were matched up with a mentee referred to by the Probation Service. The project explored new ways of empowering the volunteers through innovation, equality and diversity. The participants were encouraged to take an active part in the project conception and development by attending regular team, partnership and national meetings.

Benefits
According to Phillipa Biddle, Women into Work Co-ordinator for WEETU, whilst the support offered to the mentees has been crucial in giving these women the confidence and support to get their lives back on track, the real success, has been in the empowerment it has given to the peer supporters.

Further information on the above case study can be found at WEETU - East Mentoring Forum website: www.mentfor.co.uk/article.asp?id=352&groupid=23

Additional case studies can be found at the following sources:

<table>
<thead>
<tr>
<th>National Health Service</th>
<th>Black &amp; Minority Ethnic Mentoring Programme</th>
<th>CIPD ‘People Management’ magazine, issue 29/09/05, Author: Andrew Cole Website: <a href="http://www.peoplemanagement.co.uk">www.peoplemanagement.co.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dutton Engineering</td>
<td>Corporate Social Responsibility &amp; Young Entrepreneurs</td>
<td>East Mentoring Forum website:, <a href="http://www.mentfor.co.uk/article.asp?id=350&amp;groupid=23">www.mentfor.co.uk/article.asp?id=350&amp;groupid=23</a></td>
</tr>
<tr>
<td>Alison Lucas Stained Glass</td>
<td>Business mentor</td>
<td>East Mentoring Forum website: <a href="http://www.mentfor.co.uk/article.asp?id=360&amp;groupid=23">www.mentfor.co.uk/article.asp?id=360&amp;groupid=23</a></td>
</tr>
</tbody>
</table>
Field Research - External Case studies

Field research Tony Gibbs, Charity Training.com (www.charitytraining.com) has provided the following 2 case studies in the Care and Retail sectors, which are relevant to the Ageless at Work project:

Residential Nursing Home Group

Background:
Oak House Home Care is a privately owned group of residential nursing homes operating 7 homes in the East of England. Each home has one manager, supported by two assistant managers. The working environment was identified as stressful for all managers and their assistants who between them work shifts and unsocial hours in order to provide 24/7 care for their residents. The priority is the level of care being provided to residents with staff often ignoring their own needs.

Concerns identified:
- High turnover of staff at the assistant manager level thought to be related to stress and lack of peer support
- Managers generally have been in post for several years and have progressed through the organisation but with high turnover of assistant managers, accumulated knowledge from managers is not being cascaded and retained at the assistant manager level.
- Traditionally, the main interaction between managers and assistant managers occurred at shift changeovers, resulting in insufficient time for any mentoring.

The Brief:
To provide managers and assistant managers (21 participants) with coaching and mentoring tools and techniques, through a programme of workshops.

Outcomes:
- Although it was initially thought that managers could mentor their assistant managers, this caused issues in that it proved difficult for the line management role to be separated from the mentor/mentee relationship. It was agreed that managers would act as mentors to assistant managers from other homes so that there was no confusion regarding line management responsibilities (executive mentors).
- Managers agreed to mentor/mentee each other (peer mentoring).
- Having introduced tools and techniques during workshops, it had been initially thought that there would be an opportunity to develop a structured organisational mentoring programme. This did not occur. Instead, using the tools introduced during the workshops, the managers and assistant managers developed an informal mentoring scheme which is still in place almost two years after being introduced with the result that the workforce is more stable and managers and assistant managers are mentoring each other to deal better with stress.
Retail Department store

Background:
A large department store, part of a national chain, was about to begin a re-structuring programme with a view to reducing the number of line-managed departments throughout the store. There was already a well-established mentoring scheme in place in the organisation.

Concerns identified:
- The HR team recognised that the planned re-structure would inevitably lead to redundancies and were concerned that older, more experienced members of staff would seek voluntary redundancy.
- It was agreed to consider how mentoring could enable the organisation to prevent a loss of accumulated corporate knowledge when experienced members of staff left the organisation.

The brief:
Initially - to review the effectiveness of the existing mentoring scheme in the light of the planned re-structure.

Outcomes:
- It was agreed that the existing mentoring scheme had reached the end of it’s ‘life’ and that there was a need to develop a new model.
- Part of the new mentoring model enabled those older members of staff facing redundancy to volunteer to act as part-time mentors to remaining (younger) members of staff even after leaving the organisation.
- The offer of part-time mentoring roles to members of staff being made redundant met various needs:
  - it recognised the contribution of these members of staff and softened the blow of being made redundant
  - it enabled them to have an on-going role with the organisation
  - it also enabled them to support the needs of less-experienced colleagues who would be faced with a new structure without the support of their older and more experienced colleagues.
TRAINING AND PROFESSIONAL DEVELOPMENT

The success of a mentoring service can be affected by the way in which the mentee, mentor and scheme co-ordinators are prepared for their roles and delivery/use of the service. This involves a range of training and development.

Induction Training

Induction Training can be of particular assistance in raising awareness and clarifying / setting expectation. The mentee can be helped in realising their own role in making the mentoring experience a success and help prevent issues that might otherwise arise.

Common elements for an induction are:

- Aims of the project
- Health and Safety
- What is mentoring?
- Matching process
- What is a mentor?
- Boundaries
- Benefits of mentoring for the mentee
- Ground rules
- Roles and responsibilities
- Closure process
- Confidentiality
- What happens next?

Soft Skills Development

Field research undertaken with PRIME, a not-for-profit enterprise whose aim is to encourage self-employment among the over-50s, especially those finding employment inaccessible showed that mentoring can be a useful intervention in supporting entrepreneurs. In developing and monitoring performance of their mentors PRIME also addresses and reviews the mentors ‘soft skills’, based on those defined by ‘mentfor’:

<table>
<thead>
<tr>
<th>SOFT SKILL AREA</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates a good working relationship with the client</td>
<td>Spontaneous dialogue exhibiting warmth and high level of interest. Obvious sign of trust between the two parties.</td>
</tr>
<tr>
<td>Ensuring common understanding</td>
<td>Listens consistently and carefully seeking to get a full understanding. Checks for correct understandings by summarising key issues.</td>
</tr>
<tr>
<td>Motivates and encourages client</td>
<td>Uses every opportunity to motivate and encourage the client. Sets targets and action points and helps client to achieve them. Celebrates success</td>
</tr>
<tr>
<td>Challenges and offers alternative solutions</td>
<td>Challenges positively where appropriate seeking to strengthen the business proposition. Asks questions and offers alternative solutions for consideration. Conducts a positive dialogue</td>
</tr>
<tr>
<td>Provides consistent and appropriate level of support</td>
<td>Full support provided by regular/extra meetings as required and full availability at all other times.</td>
</tr>
</tbody>
</table>

These soft skill areas can be incorporated into a training programme.
Designing a Mentoring Training Programme

The role of the mentor is critical and will require training and support. The following suggested content for a mentors training programme is drawn from the modules of the Professional Certificate in Mentoring:

Module 1: What is a mentor?
Setting study goals. Introduction to some key theories

Module 2: Roles of the mentor
Teacher, coach, model, counsellor, adviser. Introduction to key skills. Looking into yourself. The relationship with the mentee.

Module 3: Mentoring within the organisation

Module 4: Identifying mentee needs
Analysing the mentee’s lifestyle and personality. Devising an individual plan of action for each mentee. Relationships. Goals/values. Mentee involvement

Module 5: Working with mentees 2

Module 6: Looking at the past: The role of the mentee's past in their current lifestyle, reactions & responses. Tackling resistance to change.

Module 7: Attitude and understanding: Further work on attitude and ways of thinking. In-depth look at key skills.

Module 8: Motivation and inspiration: understanding motivation, identifying mentees' motivating factors, motivation in practice.

Module 9: Influencing others: Teaching more effective ways of relating, negotiation and leadership skills.

Module 10: Time management as a tool: Organisation and planning, developing individual time management tools for mentees.

Module 11: More principles of mentoring. Useful neurolinguistic programming (NLP) techniques, thinking out of the box, problem solving.

Module 12: The practice of mentoring. A working alliance. Working with difficult and challenging mentees, the mentee in context, self-care for the mentor.

Provider: learning curve - www.learningcurve-uk.com
Accreditation and certification routes:

In the United Kingdom there are a wide range of courses and providers of training interventions that relate to mentoring. Two examples of advanced certificated courses in Mentoring provided through the Chartered Institution of Personnel and Development (www.cipd.co.uk) are:

1. Certificate in Advanced Professional Practice in Senior Executive Coaching and Mentoring

Certificates are awarded to students demonstrating that they are able to:
- identify, describe and contextually locate an area for investigation or development within a senior business leader setting
- locate, critically review and evaluate a wide range of published work on key issues within coach-mentoring senior executives for investigation or development activity
- survey, evaluate and select appropriate methodologies for undertaking practice-focused investigations and development activities
- generate documentation in a range of formats which reflect sophisticated levels of best practice, description, analysis, synthesis and presentation
- analyse processes of workplace personal investigation or development activity.

2. Certificate in Advanced Professional Practice in Coaching and Mentoring Supervision

Achievement requires evidence demonstrating students are able to:
- identify, describe and contextually locate an area for investigation or development in coach-mentoring supervision practice
- locate, critically review and evaluate a wide range of published work on coach-mentoring supervision, investigation or development activity
- survey, evaluate and select appropriate methodologies for undertaking coach-mentoring supervision practice, focused investigations and development activities
- generate documentation in a range of formats which reflect sophisticated levels of description, analysis, synthesis and presentation of coach-mentoring supervision
- critically reflect on processes of personal investigation or development activity in coach-mentoring supervision based in the workplace.

Newly Proposed Mentoring Qualifications

The Princes Trust in the UK has recently proposed new Qualifications which are due to be launched in the Summer of 2006:

BTEC Professional Award
- Business Mentoring (Support clients by business mentoring)

BTEC Professional Certificate
- Business Mentoring (Support clients by business mentoring)
- Business Mentoring Skills (Develop your ability to be a business mentor)
- Mentor Support Relationships (Build effective relationships)

For full details view the link below:
Other Mentoring Awards The following list gives signposting to a range of other current mentoring awards in the United Kingdom:

- OCR Certificate in Mentoring in the Workplace  
  Provider: OCR (Oxford Cambridge & RSA Examinations)  
  Awarding body: OCR (Oxford Cambridge & RSA Examinations) / www.ocr.org.uk

- BTEC as the Advanced Certificate in Coaching Learners in the Workplace  
  Provider: Edexcel / Awarding body: Edexcel  
  www.edexcel.org.uk

- Oxford Brookes Masters level course in Coaching & Mentoring Practice  
  Provider: Escalate / Awarding body: Oxford Brookes  
  www.escalate.ac.uk

- Advanced Certificate in Coaching and Mentoring
- Certificate in Coaching and Mentoring  
  Provider: CIPD / Awarding body: none  
  www.cipd.co.uk

- Level 5 (new NQF) Diploma in Management Coaching & Mentoring
- Level 7 (new NQF) Diploma in Leadership Mentoring & Executive Coaching  
  Provider: Institute of Leadership and Management / Awarding body: none  
  www.i-l-m.com

- Professional Certificate in Mentoring  
  Provider: Learning Curve  
  www.learningcurve-uk.com

European Quality Award and Competence Mapping - EMCC

The EMCC (European Mentoring and Coaching Council) is a developing ‘not for profit’ organisation that exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe. It covers a broad spectrum of organisations from the voluntary and community, professional training and development, counselling at work, life coaching and academic psychology sectors.

At its Annual Conference in December 2005 the EMCC launched new Quality Standard Awards to help clarify the currently complex field of coaching and mentoring training. The first pilot organisations are currently working their way through the vigorous and comprehensive assessment process, and the first set of awards will be announced in Summer 2006.
The new Quality Standard will be awarded on the basis of four competence levels:

**Foundation:** Short training programmes that enable the learner to grasp the basic concepts and skills of coaching and mentoring. This level is ideal for managers enhancing their coaching style of leadership.

**Practitioner and Advanced Practitioner:** Longer and more sophisticated programmes for coach mentoring professionals that introduce advanced concepts, increase the skill levels through practical application and enable learners to build confidence.

**Master:** Advanced programmes that enable coach mentors to ‘master’ the art of coaching and mentoring and develop their particular approach and competencies using a wide array of skills, techniques and approaches.

The EMCC are also currently involved in major competence mapping research to establish 11 competency frameworks. These are being used within the Quality Award.

All organisations training coaches/mentors or running in-house coach/mentor programmes are eligible to apply for the award. Further information can be obtained by email to l.quality.standards@emccouncil.org

The EMCC has a growing european membership with the following published contacts:

<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>e-mail contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Christian Dinesen</td>
<td><a href="mailto:cdinesen@yahoo.com">cdinesen@yahoo.com</a></td>
</tr>
<tr>
<td>France</td>
<td>Gregoire Barrowcliff</td>
<td><a href="mailto:g.barrowcliff@laposte.net">g.barrowcliff@laposte.net</a></td>
</tr>
<tr>
<td>Germany</td>
<td>Stefan Mette</td>
<td><a href="mailto:Stefan.Mette@web.de">Stefan.Mette@web.de</a></td>
</tr>
<tr>
<td>Greece</td>
<td>Kassie Kolyda</td>
<td><a href="mailto:kkconsulting@hotmail.com">kkconsulting@hotmail.com</a></td>
</tr>
<tr>
<td>Ireland</td>
<td>Paula King</td>
<td><a href="mailto:info@executivecoach.ie">info@executivecoach.ie</a></td>
</tr>
<tr>
<td>Netherlands</td>
<td>Theo van Mulken</td>
<td><a href="mailto:theovanmulken@bmc.info">theovanmulken@bmc.info</a></td>
</tr>
<tr>
<td>Poland</td>
<td>Tomasz Borucki</td>
<td><a href="mailto:tomasz.borucki@mtdc.pl">tomasz.borucki@mtdc.pl</a></td>
</tr>
<tr>
<td>Spain</td>
<td>Angel Cruz</td>
<td><a href="mailto:Angel.Cruz@thales-is.com">Angel.Cruz@thales-is.com</a></td>
</tr>
<tr>
<td>Switzerland</td>
<td>Barbara Jakob</td>
<td><a href="mailto:barbarajakob@freesurf.ch">barbarajakob@freesurf.ch</a></td>
</tr>
<tr>
<td>Sweden</td>
<td>Soren Backman</td>
<td><a href="mailto:backman.ps2b@telia.com">backman.ps2b@telia.com</a></td>
</tr>
<tr>
<td>Turkey</td>
<td>Ozge Cansiz</td>
<td><a href="mailto:ozgecansiz@efes.net.tr">ozgecansiz@efes.net.tr</a></td>
</tr>
<tr>
<td>UK</td>
<td>Julie Hay</td>
<td><a href="mailto:julie.hay@emccouncil.org">julie.hay@emccouncil.org</a></td>
</tr>
</tbody>
</table>
Further information on mentoring can be obtained at the following websites:

<table>
<thead>
<tr>
<th>Website ref</th>
<th>Website name</th>
<th>Brief description of organisation</th>
<th>Brief description of website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.cipd.co.uk">www.cipd.co.uk</a></td>
<td>Chartered Institute of Personnel &amp; Development</td>
<td>The CIPD is the professional body for those involved in management &amp; development</td>
<td>Training / consultancy Resources / Research Qualifications / Conferences</td>
</tr>
<tr>
<td><a href="http://www.clutterbuckassociates.com">www.clutterbuckassociates.com</a></td>
<td>Clutterbuck Associates</td>
<td>World leading provider of mentoring support. 25 years’ of research into concept &amp; best practice inform programmes &amp; training for Mentors, mentees &amp; programme coordinators</td>
<td>Mentoring / Coaching Team learning Downloads Business Issues Research</td>
</tr>
<tr>
<td><a href="http://www.coachingnetwork.org.uk">www.coachingnetwork.org.uk</a></td>
<td>The Coaching &amp; Mentoring Network</td>
<td>Online information network with latest information, links to resources &amp; other organisations, products &amp; services</td>
<td>Referral services (find coaches and mentors) Resource centre</td>
</tr>
<tr>
<td><a href="http://www.cygnus-extra.co.uk">www.cygnus-extra.co.uk</a></td>
<td>Mentoring Direct</td>
<td>Executive mentoring, management consultancy and training</td>
<td>Services Case studies / articles</td>
</tr>
<tr>
<td><a href="http://www.epoto.org">www.epoto.org</a></td>
<td>EPTO (European Peer Training Organisation)</td>
<td>Based in Brussels, Belgium: educates youth leaders to discuss issues related to prejudice and discrimination. Uses peer training.</td>
<td>Information / Downloads / Case studies / Membership / Forum</td>
</tr>
<tr>
<td><a href="http://www.escalate.ac.uk">www.escalate.ac.uk</a></td>
<td>ESCalate - Education Subject</td>
<td>Resources for Higher Education &amp; Further Education &amp; Lifelong Learning</td>
<td>Mentoring qualification</td>
</tr>
<tr>
<td><a href="http://www.emccouncil.org">www.emccouncil.org</a></td>
<td>European Mentoring &amp; Coaching Council</td>
<td>EMCC exists to promote good practice the expectation of good practice in mentoring &amp; coaching across Europe</td>
<td>Special Interest Groups Journal / Conferences Membership / Forum / Library</td>
</tr>
<tr>
<td><a href="http://www.exemplas.co.uk">www.exemplas.co.uk</a></td>
<td>Exemplas</td>
<td>Exemplas empower organisations, their staff and their clients to deliver exceptional business performance.</td>
<td>Managing change Leadership &amp; management Developing people</td>
</tr>
<tr>
<td><a href="http://extra.shu.ac.uk/witbe">http://extra.shu.ac.uk/witbe</a></td>
<td>Women into the Built Environment</td>
<td>Projects provide a model for breaking barriers &amp; tackling gender stereotyping in the Science, Engineering &amp; Technology sectors; addressing skills shortages &amp; the gender pay gap</td>
<td>Courses / Notice board Mentoring (information, case studies, guidelines &amp; training) Technical services</td>
</tr>
<tr>
<td><strong>Website ref</strong></td>
<td><strong>Website name</strong></td>
<td><strong>Brief description of organisation</strong></td>
<td><strong>Brief description of website</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>--------------------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| www.glasgowmentoringnetwork.co.uk | Glasgow Mentoring Network | Over 40 member organisations to inform & advance the development, design & delivery of mentoring programmes in Glasgow | About the network  
Case studies / Forum  
Becoming a member / mentor |
| www.letstwist.bradfordscollege.ac.uk | Let's TWIST | A national initiative that aims to encourage motivate & inspire women & girls to choose engineering, construction or technology careers. | Courses & Events/Newsletters  
Careers / Employers  
Mentoring - case studies, |
| www.mandbf.org.uk | Mentoring & Befriending Foundation | A national body for mentoring & befriending to:  
- Provide leadership for the m&b movement  
- Encourage organisations to use m&b  
- Provide capacity building support  
- Promote quality & standards in training  
- Develop & share best practice in m&b | About the organisation  
Mentoring or befriending?  
How to get involved  
Resources & research  
News & events / Projects |
| www.mentoring-uk.org.uk | Mentoring UK | A directory that lists mentoring sites where you can get mentoring help including a mentor relationship. It also lists mentor related sites. | Guides / help / Forum  
Business / Other areas  
Links / contacts |
| www.mentfor.co.uk | East Mentoring Forum | A forum about mentoring in the East of England funded by EEDA & ESF | Becoming a finding a mentor  
Mentoring articles, Press Releases / Events / Links |
| www.motivationalmentoring.com | Motivational Mentoring | Business / executive mentoring | Philosophy/ Method  
Results / Case Studies |
| www.ocr.org.uk | OCR | A UK Awarding Body providing qualifications to students at school, College, in work or through part-time learning programmes | Qualifications / Training Publications & materials |
| www.scottishbusinesswomen.com | Scottish Business Women | Online business community for Scottish women in their own business or thinking about own business. A business mentoring programme | Business information  
Business mentoring  
Forum/ Case studies |
Case studies  
Volunteer development agencies - mentoring & befriending project |
USEFUL REFERENCES / BIBLIOGRAPHY

Coaching and mentoring Guidelines - Support for Diversity Trainers
European Peer Training Organisation, c/o CEJI, 319, av. Brugmann, 1180 Brussels BELGIUM

E-mentoring: A guide to mentoring via email - The Mentoring and Befriending Foundation

Everyone Needs a Mentor by David Clutterbuck, Fourth Edition,

Managers as mentors: building partnerships for learning by Chip R Bell, San Francisco, Calif: Berrett Koehler, 1996


Mentoring: An Age Old Strategy for a Rapidly Expanding Field by Joanne McDonald

Mentoring (Management Directions) by Bob Norton and Jill Tivey, Corby: Institute of Management Foundation, 1995

Practical mentoring - Grass Roots Guide to Mentoring Issues by Dr Bob Gavey and Ruth Garrett-Harris of the Mentoring and Coaching Research Unit, Sheffield Hallam University in England (published by Mentfor 2006)

Right Relationship by Danielle Roex

Successful mentoring in a week by Stephen Carter and Gareth Lewis, Sevenoaks: Headway, 1994

The Skilled Helper by G. Egan 1998

The Three Types of Executive Mentor article by David Clutterbuck for the Coaching and Mentoring Network