

Mentoring Guidelines

The purpose of the Mentoring Guidelines is to enable the university to provide mentoring for colleagues. Mentoring is a development intervention that forms part of impactful development opportunities that focus on professional development at the University of Greenwich.

What is mentoring?

The most common mentoring relationship is a one-to-one relationship between a more experienced person (the mentor) and a less experienced person (the mentee) outside the line management structure. The focus of mentoring is normally the professional development of the mentee. A successful mentoring relationship can improve mentee self-motivation, problem solving ability and their approach to developing new knowledge and skills.

Mentoring resources

For additional information to this guidance on mentoring, prior to starting a mentoring relationship for either a mentor or mentee, the following resources are available to view/complete:

[Mentoring skills on Horizon Learning](#)

[Mentoring on LinkedIn Learning](#)

[Moodle Mentoring course](#)

Benefits of Mentoring

What does Mentoring give the Mentee?

- An opportunity to speak to someone, outside of the line management structure to ask questions about their experience of work, approaches to solving issues or explore future career development. Mentoring can provide a safe forum to ask these questions or simply to explore concerns or future opportunities.
- It is time out of the job for the mentee. The mentoring meeting gives the mentee the space to think and can really help in putting things into perspective, especially with the added value of an independent “mirror” to bounce ideas off.
- A good mentor is motivational and inspiring too. A mentee can learn from their successes and mistakes and get their advice on what works best. Mentees often report after a mentoring session that they feel enthused, energised and more motivated.

What does Mentoring give the Mentor?

- Being a mentor is often a richly rewarding experience.
- It can be immensely satisfying and enjoyable, knowing that you are helping someone else to fulfil their potential.
- It can support learning. Seeing the organisation or chosen profession or subject matter through the perspective of someone less experienced can help the mentor to continuously review and revise their own understanding, attitudes, and behaviour. It can lead to valuable insights that the mentor would otherwise have missed; having to explain to someone else how the organisation or a particular process works may lead the mentor to realise that there is a better way.
- Taking time out of your usual routine to focus on someone else can be valuable downtime – a useful space to think and reflect. It may lead the mentor to think of new ways of doing things, of honing their own managerial or developmental skills.

Role and responsibilities of the Mentee and Mentor

To get the most out of the relationship, the role and responsibility of the mentee is:

- To reflect on their objectives for mentoring prior to the start to the mentoring process
- To prepare for each meeting so that they are clear about what they want to achieve in it. Do not expect the mentor to set the agenda
- To arrange each meeting and venue and to communicate these – and stick to them
- To be open to feedback and challenge, and ultimately be open to change
- To value the insights of the mentor but not necessarily as the only way forward
- To be open, honest, and reliable in all interactions and to agree to basic levels of confidentiality
- To expect homework; to reflect on sessions and report back any reflections and/or learning, changes, successes, or failures at the next session
- To be willing to learn and develop, and perhaps keep a learning log (which will ultimately help at appraisal time)
- To ensure that the mentor knows what the mentee wants from the relationship and to be constantly reviewing this – and give feedback to the mentor.

To get the most out of the relationship, the role and responsibility of the mentor is:

- To be empathic/understanding; to attempt to get into the world of the mentee and to be prepared to see things from their perspective
- To constructively challenge attitudes, beliefs, and behaviours with a view to changing things in the future
- To share experiences when appropriate but to ensure the focus is on the mentee's world
- To be trustworthy, reliable, and honest in all dealings and arrangements, and to agree to basic levels of confidentiality
- To be a role model; a guide, a support and a sounding board or mirror for ideas, and to give advice or a different perspective when appropriate
- To help build networks and to help the mentee understand how the organisation - or their chosen profession - works in practice
- To be prepared to develop and learn; to further develop listening, rapport building, coaching and problem-solving skills, and facilitation techniques

Selection of the Mentor

The mentee should reflect on what they would like to achieve by the mentoring relationship and the selection of the mentor should be led by the objectives of the individual to ensure the most suitable support is given to the mentee. The nature and frequency of mentoring meetings will vary according to the needs and objectives of the mentee. Given the informal and voluntary nature of mentoring with the absence of formal paperwork, it is acknowledged that mentoring often takes place outside of specifically scheduled meetings and is part of the agreed leadership and management roles. For academic colleagues, if more formal mentoring is taking place outside of the management and leadership responsibilities, 5 hours per staff member to be mentored or for the mentee is allocated within their Academic Workload Planning (AWP).

Mentors and mentees may wish to take notes of mentoring meetings, but these should be confidential to the mentoring relationship. Mentors should not reveal identifiable information discussed with the mentee without explicit permission, except where legally obliged, as in the case of safeguarding. In some

circumstances, a mentor and mentee may, however, agree that it is appropriate for a mentor to raise an issue on the mentee's behalf.

Mentoring Process

Mentoring should be facilitated at the local level during the annual appraisal. The line manager and member of staff should discuss in the appraisal conversation whether mentoring can be used to meet their development needs. If appropriate, the appraisal discussion could also highlight if the member of staff could act as a mentor. For academic colleagues, the line manager should outline the AWP hour allocation for mentoring.

The line manager and member of staff should source the mentor with support from the relevant Senior People Business Partner which will ensure a consistent approach is maintained and could create avenues for interdisciplinary mentoring between faculties/directorates.

The member of staff should document in their appraisal in the Development Goals section what development is required, mentoring as the development method (category) and input their name as either the mentor or mentee. Once a mentor is obtained, the member of staff should input the name of the mentor onto the relevant development goal in Horizon. After the mentoring has completed, the member of staff should evaluate how the mentoring met their needs within Horizon.

This process will ensure that at a central level, monitoring can take place on the extent of mentoring that is occurring across the university and its impact.