

LEADERS LIKE US

MENTOR AND MENTEE GUIDE

January 2024- July 2025

THE MENTORING PARTNERSHIP

RESPONSIBILITIES

It is expected that mentees will:

- take responsibility for managing their own development
- set clear, realistic objectives and initiate learning and career development activities
- be responsible for scheduling meetings and rescheduling them if needed
- be open to feedback from mentor and receptive to new ideas
- show consideration for their mentor's time
- adhere to confidentiality of mentoring partnership
- maintain the commitment to the mentoring partnership – the frequency, structure and length of the partnership will be discussed and agreed with the mentor, but it's typically 1-2 hours per half-term
- advise the Curriculum & Inclusion Team of any breakdown in the mentoring relationship

It is expected that mentors will:

- motivate and encourage mentee to take responsibility for learning and career development activities
- help identify learning and networking opportunities
- provide constructive feedback and act as a sounding board for ideas
- challenge mentee to take a broad perspective
- use listening skills and a facilitative approach to increase mentee's awareness of strengths and weaknesses
- adhere to confidentiality of the mentoring partnership
- maintain the commitment to the mentoring partnership – the frequency, structure and length of the partnership will be discussed and agreed with the mentor, but it is typically 1-2 hours per half-term
- advise the Curriculum & Inclusion Team of any breakdown in the mentoring relationship

THE MENTORING PROGRAMME IN PRACTICE

MATCHING MENTORING PAIRS

Mentoring pairs are matched based on the information in the mentor and mentee application forms. Matching is a qualitative process which considers the learning and development objectives of the mentee alongside the skills and expertise of the mentor. Mentee learning objectives can range from up-skilling in a specific area to broader career development support. In fact, mentees may be likely to request support to develop specific skills and their career. The Curriculum & Inclusion Team will do their best to make meaningful matches, however they can't guarantee that it will always be possible to meet every specific request.

The Curriculum & Inclusion Team will aim to match you within two months of the Leaders Like Us launch. At times it might take longer: this is because we simply didn't have the right person, with the right skills, in the right place and experience to match a mentor with. Mentees who haven't been matched in the first two months will be prioritised for future matches.





THE FIRST MEETING

Once pairs are matched, the Curriculum & Inclusion Team will notify the mentor and the mentee of the matching, giving the mentee the mentor's contact details. The **mentee** is responsible for making initial contact and introducing themselves. Once receiving the email notifying the matching, the mentee should contact their mentor within two weeks.

The mentee will also take responsibility from this point for arranging meetings and setting agendas.

Ideally, the first meeting should cover:

- introductions and mentor/mentee background
- expectations of the mentoring partnership, and role and responsibilities of each
- what the mentee and mentor hope to get out of the partnership
- mentee's learning objectives
- frequency, structure, length and logistics of the meetings
- action points and agenda for the next meeting

In preparation for the first meeting, it may be helpful to think about and note down your thoughts on the following:

- What are your expectations of mentoring? What outcomes are you aiming for?
- How do you see your role and responsibilities?
- How often would you like to meet? And for how long?
- Where/how will meetings take place?
- Are you happy to have direct contact with each other between meetings?
- What conditions will you put in place in terms of confidentiality?
- Are there any areas / topics that are outside the scope of your mentoring partnership?
- How and how often will you review how things are going?
- What will you do if you think the partnership isn't working out?
- What will success look like at the end of the mentoring partnership?

ESTABLISHING GROUND RULES AND SETTING BOUNDARIES

CONFIDENTIAL

Confidentiality is an important element of the mentoring relationship and is central to a successful partnership. On this, we provide the following guidance:

Anything said during the course of a mentoring meeting is confidential to the parties involved and should not be repeated without the express consent of those individuals.

Mentoring discussions will remain confidential both during and after the formal mentoring relationship has finished.

In exceptional circumstances where the mentor has concerns (for example involving, safeguarding issues or health and safety), the mentor will advise the mentee of the need for disclosure and should contact the Curriculum & Inclusion Team for guidance.

When discussing the additional ground rules and boundaries of your mentoring partnership, you might want to consider the following:

- be inclusive
- when you start your conversation, ask each other “What can I do to make our meeting comfortable for you?”
- depending on their needs, some mentors/mentees might like subtitles (if virtual), some might prefer a phone call, some might prefer an email with text in a certain size.
- accessibility and the allocation of time to mentoring: How will you keep in touch between meetings and how much time will you allocate to mentoring?
- some mentors will have time for calls or emails between sessions, others may not

DEFINING OBJECTIVES AND DEVELOPMENT PLAN

Initial mentoring meetings are likely to focus on clarifying the mentee's learning objectives and putting together a development plan.

Mentors play an important role here in helping mentees clarify their thinking about what it is they want to achieve and how they will get there. The mentee and mentor will work together to clearly define the learning objectives and ensure these are SMART (Specific, Measurable, Achievable, Realistic, Timebound).

THE MENTORING AGREEMENT

The Mentoring Agreement is a record of the agreement reached between the mentor and mentee on ways of working and learning objectives. We advise you to agree and complete the Mentoring Agreement as it records the commitment of each party to the mentoring partnership and provides a solid foundation for the relationship going forwards.



MENTORING MEETINGS

A good mentoring meeting should:

- have a clear agenda
- review actions from last meeting and assess progress
- be related to agreed objectives
- focus on exploring the mentee's issues
- identify clear actions and next steps, including any learning activities the mentee will undertake between sessions
- agree a date for the next meeting



KEEPING THE MENTORING PARTNERSHIP ON TRACK

Try to build in time at specific points during your mentoring partnership to reflect on how things are going and what progress is being made towards achieving overall objectives.

Taking stock of what has or hasn't worked along the way will help keep the relationship on track and ensure you get the most out of the mentoring experience. It will also help identify any issues which, if left unchecked, could cause the mentoring partnership to break down.

If you feel that the mentoring partnership is not progressing as you had hoped, consider scheduling some time to raise this with your mentee/mentor, ensuring you have a clear agenda for discussing the situation. Revisiting the Mentoring Agreement to review the ground rules and objectives initially set can be a useful exercise for helping you see where you may have veered off track.

CLOSING THE PARTNERSHIP

The mentoring partnership should last for the 18 months duration of the Leaders Like Us Programme.

Occasionally, mentoring partnerships may need to close early due to unforeseen circumstances (for example change of role) or simply because the relationship is not achieving the aims of either party. Where this is the case, the Curriculum & Inclusion Team will provide further advice or support.

At the end of the mentoring partnership, we will ask mentors and mentees for feedback on the process. This feedback is really valuable as it shows us what is working well and where changes could be made to improve this element of our programme.

For further information or queries please contact: Bola-Alysia Ayonrinde
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