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Outline Training Programme

The sessions are designed to:

- Give you an introduction to the mentoring process
- Introduce skills for a successful mentoring relationship
- Outline how to make the most of the mentoring relationship
- Provide an opportunity to practice skills
- Provide an opportunity for you to meet others in the programme
- Provide an opportunity for you to ask questions
- Provide training on the academic and pay progression processes at the Institute of Neurology
- Provide training on documentation involved in the Institute of Neurology mentoring scheme

Introduction to mentoring:

- What’s expected of mentors and mentees - managing expectations
- Good practice in the mentoring relationship, relationship management, code of conduct.
- Mentoring Process  What is mentoring? Definitions and distinctions between other interventions
- The use of mentoring - organisational context and recognition of goals, challenges and limits of mentoring
- Physical & psychological contract
- Confidentiality

Skills - Core Capabilities of mentoring

- Rapport building
  - Non verbal communication
  - Techniques for creating and enhancing rapport
  - Creating the appropriate conditions for effective mentoring
- Deep listening
  - Techniques to develop deep listening
  - Summarising
  - Reflecting
- Creative questioning
  - Open and closed questions
  - Questioning with a purpose
  - Probing
  - Projection techniques
- Clear goal setting
● Understanding nature and purpose of setting clear objective in mentoring
● Techniques to enhance goal setting - well-formed outcomes
● Giving effective feedback
  ● Methods of providing feedback to enhance development
  ● Challenge
● Tools & Techniques
  ● Issue identification techniques
  ● e.g. personal SWOT and Force Field analysis
  ● Creative techniques for problem solving and option generation
  ● e.g. use of priority matrices

Practical considerations:

● Managing the relationship
● Referral pathways for issues that cannot be dealt with by the mentor
● Ongoing support
Further information

What happens in the first meeting?

A good mentoring relationship starts with preparation by both parties. It is a very good idea for the mentor and the mentee to have a contract for how they intend to work together. This may change or need to be renegotiated over time. The contract may include the following:

- Boundaries/ground rules, agree any areas off limits?
- Create a set of specific short term and long term objectives for the relationship
- Clear method of tracking objectives and progress and agreed record keeping.
- Agree methods of contact, time and venues for meetings.
- List the preliminary developmental goals for the mentee
- Note the expectations that both of you have for the relationship
- List the necessary contributions that both must make so the relationship will work
- Agree on confidentiality
- Identify any conflicts of interest e.g. job applications, line management relationships

Subsequent meetings

The timetable for further meetings will be agreed between you and your mentee to fit both his/her desired outcomes and your responsibilities within UCL and elsewhere. Content will, of course, be determined by your mentee's own specific objectives.

As a matter of course both you and your mentee should provide each other with regular feedback.

We would expect mentors and mentees to meet at least twice a year, and as required for 18 months initially. New mentors and mentees should hold their first meeting by early January 2018, and the second by the summer of 2018.

What about confidentiality?

For the mentoring relationship to succeed, it must be completely confidential. Any information that the mentor receives about the organisation or other individuals will be kept confidential and not relayed to co-workers or exploited for personal gain. The exception to this will be in the case of
information which the mentor believes shows the organisation or individual to be at risk. In these cases the mentor will discuss the course of action with the mentee before talking to the sponsors of the mentoring scheme. In addition, the mentor may, in general terms, relay concerns expressed by more than one mentee e.g. where there is a concern about a procedure or policy.

A good mentoring relationship promotes trust and open, honest, meaningful communication. The danger is that this relationship may be interpreted as a more intimate one by either of the participants or by an outside observer. This can lead to gossip or hurt feelings. It is important to be aware of these potential pitfalls and guard against them.

What happens if things go wrong?

Taking early action is always best. Please talk to us and your mentee.

Typical issues may be:

- Mentee constantly cancelling appointments
- Mentee failing to complete actions/tasks as agrees
- Not getting on
- Breaking confidences

Some of these issues may be solved by talking frankly to your mentee.

Ending the relationship should be a last resort. You need to determine logically and quietly whether the mentoring relationship can be saved, whether it is worth saving, and whether the time, energy and emotional costs will result in a win-win situation. This is not easy but through talking with the mentee and the co-ordinator of the programme (Jo Barnes j.barnes@ucl.ac.uk) you should be able to reach a satisfactory conclusion.
Code of Conduct

- The mentor’s role is to respond to the Mentee’s needs and agenda; it is not to impose their own agenda
- Mentors must respect the mentee’s right to confidentiality
- The mentor and mentee should be aware of procedures for resolving difficulties
- Mentors and mentees should respect each other’s time and other responsibilities, ensuring they do not impose beyond what is reasonable
- Either party may dissolve the relationship
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so
- Mentors and mentees should aim to be open and truthful with each other and themselves about the relationship itself
Mentoring Agreement - Guidelines for the mentoring relationship

*Making a mentoring agreement about the way you will work together is a simple way to be very clear about the purpose, boundaries and limitations of the mentoring relationship.*

You may wish to agree with each other

1. The broad areas, which you are both comfortable as the focus for mentoring. In doing this it can be helpful to agree
   - Whether you will bring personal issues
   - How to keep clear about what sort of issues are the matters for line manager discussions and what sorts of issues belong to the mentoring relationship
   - What confidentiality means in this context - are there any limits to it?

2. How you will keep in contact
   - How often you anticipate needing to meet
   - Is it possible or desirable to have phone or email contact

The following is intended as a guideline/template which you can adjust to fit your situation.

The Process:

- Before your first meeting the mentee should review the Mentoring Agreement form (see next page) and consider the topics he/she would like to discuss.
- At the meeting, both mentor and mentee should complete, sign and date the form.
- Both mentor and mentee should keep a copy of the form.
- After the meeting, the mentor should email their Departmental Lead (see p11) and Katy Pestell (k.pestell@ucl.ac.uk) to confirm the meeting took place.
## Mentoring Agreement

The mentee would like to discuss the following topics:

<table>
<thead>
<tr>
<th>How often will you meet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the date of your next meeting?</td>
</tr>
<tr>
<td>Where will you meet?</td>
</tr>
<tr>
<td>Any additional area/issues you want to discuss and agree to?</td>
</tr>
</tbody>
</table>

This document will be retained exclusively by the mentor and mentee

We both agree that the content of these meetings will be treated confidentially.

Mentee Signature  
Date

Mentor Signature  
Date
Examples of mentoring questions

These are examples of questions you may use in mentoring an individual to increase his/her self-awareness of the situation. These questions can help you improve your communication and understanding of the individual.

Identification of issue:
What do you make of _________?
How do you feel about _____________?
What concerns you the most about _____________?
What seems to be your main obstacle?
What is holding you back from ________________?

Further information:
What do you mean by __________?
Tell me more about it.
What else?
What have you tried so far?
What will you have to do to get the job done?
What support do you need to accomplish ______________?

Hypothetical:
If you could do it over again what would you do differently?
If you could do this any way you wanted, what would you do?

Outcomes:
How do you want ____________ to turn out?
What do you want?
What is your desired outcome?

Planning:
What do you plan to do about it?
What kind of plan do you need to create to accomplish ______________?
How do you suppose you could improve the situation?

In relation to:
If you do this, how will it affect ________?
How does this affect _____________?
What else do you need to consider?

Taking Action:
What will you do? When will you do it?
How will I know you did it?
What are your next steps?
IoN Mentoring Leads

Female non-clinical research and academic staff, and non-clinical PhD students - Jo Barnes (j.barnes@ucl.ac.uk)

Female Clinical Research Fellows/Associates/PhD students - Sonia Gandhi (sonia.gandhi@ucl.ac.uk)

Professional Services staff - Debbie Hughes deborah.hughes@ucl.ac.uk (technical support staff); Elizabeth Halton (e.halton@ucl.ac.uk) (non-technical support staff)

IoN Departmental Leads for Mentoring Scheme

Prof Ying Li (ying.li@ucl.ac.uk) Brain Repair and Rehabilitation

Ms Juliet Solomon (juliet.solomon@ucl.ac.uk) Clinical and Experimental Epilepsy

Dr Jan-Willem Taanman (j.taanman@ucl.ac.uk) Clinical Neuroscience

Dr Selina Wray (selina.wray@ucl.ac.uk) Molecular Neuroscience

Mr Frank Cooper (f.cooper@prion.ucl.ac.uk) Neurodegenerative Disease

Prof Ken Smith (k.smith@ucl.ac.uk) Neuroinflammation

Prof Eileen Joyce (e.joyce@ucl.ac.uk) Sobell Department of Motor Neuroscience and Movement Disorders

Prof Cathy Price (c.j.price@ucl.ac.uk) Wellcome Trust Centre for Neuroimaging

Further Reading

UCL’s u-Mentor online training tool provides an overview of becoming a mentor/mentee (http://www.ucl.ac.uk/hr/od/coaching/mentoring.php)

The following is a short list of books, which you may find useful in your exploration of mentoring and coaching skills.

Clutterbuck, D and Megginson, D (2005): Techniques for Coaching and Mentoring, Butterworth-Heinemann


McDermott, I and Shircore, I (1999): Manage yourself, Manage your life, Piatkus

Parsloe, E (1999): The Manager as Coach and Mentor (2nd Edition), CIPD


**Useful Links**

ION Athena SWAN website [http://www.ucl.ac.uk/ion/athenaswan](http://www.ucl.ac.uk/ion/athenaswan)

UCL HR Policies and Procedures [http://www.ucl.ac.uk/hr/a_to_z/index.php](http://www.ucl.ac.uk/hr/a_to_z/index.php)

HR Advisory Services [http://www.ucl.ac.uk/hr/staff/hr-org-charts-2016/advisory-services.php](http://www.ucl.ac.uk/hr/staff/hr-org-charts-2016/advisory-services.php)

UCL Pension Services [http://www.ucl.ac.uk/hr/pensions/](http://www.ucl.ac.uk/hr/pensions/)


Family Friendly UCL Staff Benefits [http://www.ucl.ac.uk/hr/benefits/family-friendly.php](http://www.ucl.ac.uk/hr/benefits/family-friendly.php)

UCL Employee Assistance Programme [http://www.ucl.ac.uk/hr/occ_health/eap.php](http://www.ucl.ac.uk/hr/occ_health/eap.php)

UCL Student Support and Wellbeing [http://www.ucl.ac.uk/srs/our-services/student-support-and-wellbeing](http://www.ucl.ac.uk/srs/our-services/student-support-and-wellbeing)

UCL’s equality networks, including Enable@UCL, RaceMatters@UCL, Out@UCL, Parents and Carers Together (PACT), Astrea, UCL Women [http://www.ucl.ac.uk/hr/equalities/depts/index.php](http://www.ucl.ac.uk/hr/equalities/depts/index.php)

UCL Complaints Procedures [http://www.ucl.ac.uk/hr/docs/grievance.php](http://www.ucl.ac.uk/hr/docs/grievance.php)

Also see the ION Staff Handbook which is downloadable from the ION Athena SWAN website [http://www.ucl.ac.uk/ion/athenaswan](http://www.ucl.ac.uk/ion/athenaswan)

Including for helpful information about promotion and salary progression.