



# Mentoring Handbook

**A Guide for Mentors and Mentees**

*With thanks to PPM Community of Practice*

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## Introduction

Mentoring is a valuable development activity from which both mentees and mentors can gain a great deal. The experience, insight and guidance provided by mentors is often invaluable to people at an earlier career stage and empowers them to identify and take their next step. The value of a professional relationship outside line management structures, often from a different part of the organisation altogether, provides a confidential space to freely discuss goals and objectives. Mentors have the opportunity to develop their leadership and interpersonal skills, reflect on their own practice, and use their experience and expertise to support the development of others.

There are also benefits for the institution. UCL 2034 recognises '*Valuing our staff*' as a key enabler to delivering the strategy, emphasising the importance of investing in staff, and mentoring is highlighted as an objective for addressing personal development needs. Mentoring is associated with a wide range of positive personal and career outcomes, both for mentors and mentees.

## What is mentoring?

Mentoring is a learning tool to support personal development. In this relationship, the Mentor helps the Mentee to 'discover their wisdom'.

Some characteristics of mentoring:

- Mentoring is essentially a supportive form of development.
- It focuses on helping an individual manage their career and improve skills.
- Personal issues can be discussed more productively unlike in coaching where the emphasis is on performance at work.
- Mentoring activities have both organisational and individual goals.
- Ongoing relationship that can last for a long time.
- Can be more informal and meetings can take place as and when the Mentored individual needs some guidance and/or support.
- More long term and takes a broader view of the person. Often known as the 'Mentee' but the term client or Mentored person can be used.
- Mentor usually passes on experience and is normally more senior.
- Agenda is set by the Mentee with the Mentor providing support and guidance to prepare them for future roles.

Source: CIPD mentoring scheme West Yorkshire Branch

“Mentoring is a relationship between two parties who are not connected within a line management structure. The mentor should be more experienced than the mentee and should guide the mentee towards an agreed objective that is connected to a career plan.”

Source: UCL Organisational Development

## What mentoring isn't

Mentoring is not:

- A substitute for line management, or supervision
- A short-cut to promotion
- An alternative to networking or friendship
- Coaching

Source: Imperial College mentoring handbook



# The difference between mentoring and coaching

Coaching	Mentoring
Coaches need not have first-hand experience of the coachee's line of work. The coach can be an independent external professional with expertise in coaching.	Mentoring is customarily a planned pairing of a more skilled or experienced person (usually in the same field of work) with a less experienced person.
Line managers can use coaching techniques successfully in the management and development of team members.	Ideally Mentors have no line management relationship to the Mentee.
Coaches will ask 'powerful' questions and not offer or give advice.	Mentors will often provide direction and advice and should 'open organisational doors' for Mentees.
Coaches can be found with a variety of backgrounds and expertise; if relationships are brokered by the employer, the services they provide tend to be informed by the organisation's objectives.	Mentors can provide a neutral 'sounding board', assure total confidentiality, and have no agenda other than assisting their Mentees in their development and to reach their goals.
Effective coaching is intended to help you to learn rather than by "teaching" you. By engaging with an experienced coach, the coachee will develop insights, making them more effective in their work.	Mentoring involves helping Mentees to develop their career, skills and expertise often drawing upon the experiences of the Mentor in the process.

Adapted from definitions in cached UCL HR pages

## Confidentiality

For the mentoring relationship to succeed, it must be confidential. Any information that the Mentor receives about the organisation or other people 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, the Mentee or another individual to be at risk. In these cases, the Mentor will discuss the course of action with the Mentee before talking to the appropriate contact as detailed in the section '*What happens if things go wrong?*', below. 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.

## Roles and responsibilities

The relationship between Mentor and Mentee is Mentee-centred. The Mentor's role is to encourage the development of the Mentee.

<b>Role of the mentor is to:</b>	<b>The Mentor encourages the mentee to:</b>
Listen	Listen
Question, to elicit facts	Clarify understanding
Give information, knowledge about organisation/ occupation and informal networks	Share thinking
Give advice on career development	Review and reflect on themselves
Offer different perspectives	Change assumptions
Offer support and encouragement	Consider different perspectives
Draw on own experience when appropriate	Develop and manage a career plan
Confront and discuss current issues	Take responsibility for their own development
Take the lead and make decisions in the early stages of the relationship	Make decisions to maximise the outcome of the mentoring relationship

### Mentor

As a Mentor, you support a Mentee by:

- Giving them an insight into your work and career
- Assisting them with practical tips on planning a successful job search strategy
- Offering advice and guidance with their career thinking
- Developing understanding, skills and support with problem-solving
- Encouraging reflection, recognising and celebrating effective practice
- Identifying areas for development and improvement of self confidence

### Mentee

As a Mentee, you:

- Communicate your circumstances clearly, concisely and honestly
- Question where you do not fully understand or comprehend
- Provide information, knowledge about organisation/occupation and career to aid your Mentor with the provision of advice and support
- Act upon advice on career development
- Accept differing perspectives
- Accept support and encouragement
- Provide your own experience to aid discussions
- 'Own' the relationship and make decisions – when the relationship is established – guide the mentor on the direction you wish to take. Seek and act on feedback from them as the two of you develop the conversation

# UCL Mentoring Programme

## Goals

Staff at UCL bring a wealth of experience to the workplace. Colleagues who perform roles with a strong element of programme or project management can call upon large reserves of innate specialist knowledge and generalist skill. They can also call upon the knowledge and skills of their colleagues.

This programme aims to help colleagues develop their careers by facilitating learning and support between those with differing experience and perspectives, gained within and beyond this institution. Within the mentoring relationship, the Mentee and Mentor define their goals, based around the following two questions:

1. What does the Mentee want to achieve through their participation in the mentoring programme?
2. What will success look like?

## Timeframes

Each mentoring relationship is expected to run for an initial 6 months and the mentor and mentee should meet once a month for at least 1 hour. Keep in mind, to get the most out of the programme, both parties may need to make some time outside of the scheduled meetings.

## Evaluation

Your mentoring focal point (if applicable); will seek to evaluate your mentoring experiences. It is important to us to continue to explore the longer-term benefits.

## Overview of programme and framework

Mentoring provides many personal and professional benefits to both the mentor and the mentee. This programme is focussed on bringing together individuals with an interest in project and programme management.

This document aims to outline the expectations of mentors and mentees and provides a framework with which to manage the programme. There are also some suggestions for questions which are designed to stimulate conversation in each session if needed.

The sorts of conversations that can take place in mentoring can include:

- Career aspirations
- Blocks and challenges
- Relationships at work
- Learning from mistakes
- Promotion
- Performance issues

## Expectations of participants

For the relationship to work, both parties need to be engaged and committed.

The mentee will:

- Be proactive
- Come with an agenda
- Reflect on the mentoring sessions
- Aim to integrate learning from each session

The mentor will:

- Actively listen
- Ask exploratory questions
- Challenge appropriately
- Be empathic
- Respect the mentee's agenda
- Provide shape and purpose in the conversations
- Have a genuine desire to support the mentee
- Be in touch with current realities for more junior staff



# Suggested Programme Framework

## Prior to the First Session

1. Both the Mentor and the Mentee must review the contract to confirm they understand expectations (refer to page 19 for an example contract)

2. The following training must be completed:

- UCL Mentoring interactive briefing
- Relevant LinkedIn Learning courses:
  - **Mentor: Being a Good Mentor**  
<https://www.lynda.com/Communication-tutorials/Welcome/490858/549488-4.html>
  - **Mentee: Being a Good Mentee**  
<https://www.lynda.com/Leadership-Management-tutorials/Being-Good-Mentee/639056-2.html>

3. Once the matching of mentors and mentees is complete, the mentor should contact the mentee to arrange the first session

Both parties should prepare for the first session:

- Consider your own expectations and goals and what you want out of the relationship
- What will you need to do in order to make the first meeting effective?
- What does the other party need to know about me and what do I want to know about them?
- Consider how much time you can spare for this and make a time commitment in your diary – 1hr a month is recommended
- Think about your preferred learning style

The mentee should do further research in regards to their reason for mentoring and goals they have in mind e.g.:

- Job descriptions for future roles
- Details of issues
- Examples of projects of interest

## Session 1 – Introduction and Reason for Mentoring

### Introductions

This is an opportunity to get to know each other and develop a rapport as well as ensure you are aware of each other's expectations. You should discuss the following:

- Who are you? What is your role and experience, what can you bring to this?
- Discuss how to work together – e.g. schedule all meetings up front or as you go
- Discuss the details of the mentoring contract
- Provide contact details
- Discuss your definition of success for the programme?
- These details should be recorded (an example mentoring contract is on page 19)

*NB: If after the first session, the mentee or mentor do not feel that the relationship will be effective, either party should contact their mentoring focal point (if applicable) and if comfortable, discuss with the other party.*

### Homework:

Mentee to think about the following in preparation for the next session:

- Where would you like to be in 3 years?
- What would help you achieve your goals?

## Session 2 – Goals and Objectives

### Review of first session

- Is there anything that you want to change?
  - e.g. Do you think we have the right balance of talking and listening?

### Set goals

- Mentor to share experience and look to help the mentee identify goals
  - Where would you like to be in 3 years? What would help you achieve your goals?
  - Ensure goals are SMART (Specific, Measurable, Attainable, Realistic, Time-bound)

### Discuss how to achieve goals

- Discuss approaches, methods, techniques etc. to achieve goals & objectives
- Review definition of success discussed in first session

**Homework:** Mentor to explore UCL/external courses available in preparation for next session  
Mentee to:

- Think about personal strengths and weaknesses
- Practice techniques or identify opportunities to develop skills

## Session 3 – Skills & Strengths and Weaknesses

### Skill gap analysis

- Review of skills required for desired role
  - Mentor should help the mentee identify skills required and steps to acquire them
- What do you need to meet your goals?

### Strengths & weaknesses

- What are you good at, what do you enjoy? How do you make better use of strengths?
- What would you like to improve? What are your areas for development?

## Session 4 – Mid-way point

- No defined agenda
- Review of progress and issues

## Session 5

- No defined agenda
- Review of progress and issues
- Initiate proactive conversations to plan for the ending
  - *Note: the next session will be the final session of the programme*

## Session 6 – Evaluation and Next Steps

### Review of initial objectives and progress

- Assess progress against them
- Celebrate achievements and learning

### Next steps

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself motivated?
- Agree about future contact/nature of the relationship.
- Be aware when the mentoring relationship has run its course

# Tools – for the Mentor

## The skill of Active Listening

Active listening is the ability to listen and internalise what is being said; essentially listening and understanding. You can use your whole self to convey the message of an active listener involved in the discussion, showing interest, gaining trust and respect. This can be achieved by using verbal and non-verbal communication.

Non-verbal communication has more impact than words alone, so facial expression, eye contact, non-verbal prompts (e.g. head nodding) and body posture (leaning slightly towards the Mentee, showing interest) will contribute towards building upon the professional relationship and improving discussions.

Your surroundings can also be utilised to create a climate appropriate for discussion to occur. The aim is for a quiet, pleasant and relaxed environment with no physical barriers (e.g. a desk between Mentor and Mentee) to be used to conduct the meeting in.

Within active listening, we can concentrate on two important aspects used within mentoring:

1. Being focused: Keeping the Mentee focused on a specific discussion topic, keeping the conversation confined around one area. This is difficult as Mentees in the early stages of mentoring tend to have many questions and move from one to the other without linking or having a structured approach.
2. Using verbal prompts: Using sounds or key words to encourage the Mentee to talk more, clarify a point or extend an idea, for example:
  - The use of expressions like 'I see' and 'Go on...' and by using sounds like 'Uhhuh' and 'Ye-e-s'.
  - Repetition of key words within a discussion e.g. If the Mentee says 'I am really concerned...' repeating 'concerned?' may prompt the Mentee to expand further and shows the Mentor is interested and concentrating on the Mentee. Likewise, this works vice versa.

There are of course barriers to active listening which anyone involved in mentoring needs to be aware of. Awareness of these barriers will allow the Mentor to encourage, support, show interest and respect to the Mentee. Barriers to listening include:

**Tuning in and out** – on average we think approximately four times faster than we speak, leading to listeners tuning out, using the space to address their own thoughts or concerns rather than staying tuned into the listener.

**The glazed look** – there are times when an individual will concentrate on the speaker (Mentee) rather than on what is being said for whatever reason, bringing on that glazed look on the face of those listening, a look we all recognise.

**Mentee-centred** – issues discussed are less important to the Mentee, the discussions should always work around the development of the Mentee and not the subject being discussed.

**Becoming heated** – certain phrases, words and views may cause Mentors to feel as if they should dive in with their own opinions; resulting in the Mentee becoming irritated, upset and switching-off. It is OK to give your own view but remember the professional discussion is for the Mentee and it is their 'arena' with the Mentor's primary task being that of the facilitator/listener.

**Giving space** – during discussions the Mentee will have silences and pauses, which will vary in length. Try not to rush in and fill these, as we all have differing periods of reflection and thinking. It is important to allow the Mentee time to internalise their thoughts.

## Using the art of questioning

Questioning, if used effectively, is a very useful and powerful tool. It allows the Mentee–Mentor relationship to develop, assisting the Mentor in understanding the Mentee’s situation or dilemma, assisting the Mentee in exploring and understanding their experiences with the hope of formulating avenues and actions for the future. There are many reasons to ask questions, they may be:

- To satisfy curiosity
- To obtain or clarify information
- To assist in exploring an issue
- To look at possible alternatives
- To check understanding
- To challenge contradictions, views etc.
- To move the discussion forward
- To direct the discussion

Questions are powerful; it is important to select those which are of greatest use. Questions can essentially be broken down into two types, closed or open questions.

1. Open Questions: These are questions which require more than just a ‘yes’ or ‘no’ response and usually begin with ‘How?’ ‘Where?’ ‘What?’ ‘Who?’. Questions beginning with these can be used to:

- Gain information – ‘What happened as a result of...?’
- Explore personal issues – ‘What is your view on...?’ ‘What are you expecting to achieve?’ ‘How are you feeling having...?’
- Consider and explore avenues – ‘What are the possible options for...?’ ‘What may help when...?’ ‘How would you deal with...?’

2. Closed Questions: These are questions which evoke a ‘yes’ or ‘no’ response and in doing so narrow down the opportunity for the Mentee to expand, closing down the discussion e.g. ‘Do you...?’; ‘Did you...?’.

Continual use of closed questions will restrict the discussion, resulting in the Mentee saying less and the Mentor asking more and more questions. The overall effect is poor communication and a difficult environment to work within. There are times when closed questions are useful. They can be used to summarise and confirm a discussion, bringing parties up to speed and to the same level e.g. ‘So, you are saying that you don’t have an issue with...?’.

Avoid asking multiple questions. These are a number of different questions asked within the same sentence. They are unclear, cause confusion and stop both parties from focusing on the meeting.

Source: CIPD mentoring scheme West Yorkshire Branch

# The 5Cs Model of Mentoring

This model provides a framework for discussion, although it will not always be a linear process nor covered in one meeting.

5Cs	Mentor Conversation Prompts
<b>Challenges</b>	<p>Let's look at where you currently are in your career:</p> <ul style="list-style-type: none"> <li>▪ What are the broad challenges you're facing?</li> <li>▪ Which of these is most pressing?</li> <li>▪ What would 'success' look like for you?</li> </ul>
<b>Choices</b>	<p>Let's start with the most pressing challenge:</p> <ul style="list-style-type: none"> <li>▪ How would you tackle this challenge?</li> <li>▪ Have you tried anything before? If yes, how did it go? If not, what do you think your options might be?</li> <li>▪ Is there anything else you could do?</li> <li>▪ Anything else?</li> </ul> <p>Repeat to generate multiple choices</p>
<b>Consequences</b>	<p>Let's look at the first choice you identified:</p> <ul style="list-style-type: none"> <li>▪ What are the likely consequences of (your first) choice?</li> <li>▪ What are the positives and negatives?</li> <li>▪ What about another choice?</li> <li>▪ What are the positives and negatives?</li> </ul> <p>Repeat to consider the consequences of all choices</p>
<b>Creative Solutions</b>	<p>Let's step back for a moment and see if there are any other options we haven't already thought of:</p> <ul style="list-style-type: none"> <li>▪ Have you ever been in a similar situation and if so, what did you do then?</li> <li>▪ Do you know anyone else who has experienced similar challenges that you could learn from?</li> <li>▪ I'd like to share something from my own experience that I think could help here</li> </ul> <p>Based on all of your options, now what do you think would be best?</p>
<b>Conclusions</b>	<p>Let's explore the option you've chosen:</p> <ul style="list-style-type: none"> <li>▪ What action(s) are you going to take now?</li> <li>▪ What steps will you need to take first?</li> <li>▪ How and when will you start?</li> <li>▪ What can you do to get some early successes?</li> <li>▪ How can I help you get there?</li> </ul> <p>Continue to monitor progress with actions in further meetings</p>

Source: UCL Organisational Development

## Tools – for the Mentee

It is important to remember that the Mentee is responsible for their own growth. Therefore they need to be actively involved in the discussions that take place. They are taking control of their development by managing themselves, using the Mentors as facilitators.

The Mentee has responsibilities to the Mentor and only by taking these on will the relationship work. The responsibility is one that is shared by both parties. It is the Mentee's duty to input into the relationship building the Mentor's involvement and commitment. As the Mentee, you can develop and support this relationship with:

**Clarity** – clear communication of your needs and aspirations to and from the Mentor will make the meetings focused and both parties will know where they stand.

**Networking** – use any contacts and confidential information sensibly, seeking permission from the Mentor when using their name or details

**Taking action** – agreed tasks need to be completed within the negotiated timeframes

**Not making demands** – that burden the Mentor-Mentee relationship especially around the issues of time and networking

**Remembering** – mentoring is just as much your responsibility, it is a two-way process and you will get what you are prepared to put in

The Mentee can start to ask questions helping themselves to bring forward concerns, ideas, hopes, past experiences etc.

### Review meetings

To make effective use of the review meetings the Mentee needs to prepare by reflecting on their past experiences. This will develop understanding, allowing you to consider future needs, explore options and strategies with the Mentor's input.

The Mentee can start this process by considering the following prefixes to sentences:

- I am experiencing difficulty with...
- In terms of support, I may need...
- I want to develop my skill(s) in... What would you suggest?
- Things that have gone well are...
- How can I find out more about...?
- I have appreciated your support and ideas on... etc.

The prefixes above are only limited examples and many more will come from your reflections and thoughts. One way to ensure you are able to reflect on clear issues is to use some form of learning log, journal or diary system.

A **learning log/recording system** allows the Mentee to self-review and it is through this process you learn, develop and - importantly - take ownership of the process. You can then reflect, recognise achievements, analyse practices and identify areas for development. Some of the common questions, which may be used to help the Mentee reflect, are:

- What have I achieved?
- What have been difficult areas when...?
- What analysis has come from?
- What have I learned from...?
- What do I need to change so I can...?
- What do I need to develop to allow me to...?



Things to include and remember when you use a learning log/recording system:

- Reflection and analysis – concentrate on key learning points
- Support and development needs – be specific
- Difficulties that were encountered and how they were resolved
- Identified strengths
- Achievements and successes

The log is for your own development and needs only be shown to those who have contracted into the mentoring programme with you.

The mentoring programme will only work if you are willing to engage meaningfully in it. It is a two-way process and is there as a tool to support your development. You are equal partners in a relationship, which allows you access to professionals from the world of work. Using their skills, expertise and experience, you can start to develop yourself.

The materials used within the Mentor section are just as useful to the Mentee. It is helpful to familiarise yourself with the Mentor materials to understand the process and demands.

Source: CIPD mentoring scheme West Yorkshire Branch

## What happens if things go wrong?

Taking early action is always best. Typical issues may be:

- Mentor/Mentee constantly cancelling appointments
- Not getting on
- Breaking confidence

Please contact [local mentoring focal point](#) (if applicable) in the first instance in this sort of situation.

If you feel the life or livelihood of your Mentee, Mentor or another member of staff is at serious risk, the contacts below may be more appropriate.

For serious mental health/non-work related issues:

- UCL's [Employee Assistance Programme \(EAP\)](#) is available 24 hours a day, 7 days a week and 365 days a year for staff. This is provided by Care first, an independent provider of employee support services. Care first employ professionally qualified Counsellors and Information Specialists, who are experienced in helping people to deal with all kinds of practical and emotional issues such as wellbeing, family matters, relationships, debt management, workplace issues, and much more.

To contact Care first in confidence, call 0800 197 4510. Care first also have a comprehensive website and log in details are available [here](#).

- Samaritans are open 24 hours a day, 7 days a week and 365 days a year. To contact them, call 116 123 (free) or [jo@samaritans.org](mailto:jo@samaritans.org).

For other serious situations between members of UCL staff, students or officers:

- Contact your Faculty or Division HR Business Partner: <https://www.ucl.ac.uk/human-resources/about-hr/contacting-hr/people-hr/hr-business-partnering-contact-details>

# Supporting Guide for Mentors & Mentees

This section is aimed at helping mentors and mentees prepare for the sessions.

*Please note that these are only suggested questions.*

## Session 1 – Introduction and Reason for Participating in Programme

The first mentoring meeting is critical for building rapport and the result of this conversation will be an agreement that spells out the expectations and responsibilities of both mentor and mentee.

- Get Acquainted: Start with what you might have in common.
- Find the commonalities as well as uniqueness. Break the ice by talking about why you have joined the programme, passions, aspirations, interests. What do you do when you are not working?
- Define time commitments and general rules of behaviour.
- Confidentiality (What do we need to do to protect the confidentiality of this relationship?)
- Expectations (what do you most want from me as your mentor?)
- Goals (what do you want to have achieved by the end of the mentoring?)
- Success criteria and measurement (How will we know if we have succeeded?)
- Accountability (How do we ensure that we do what we say we are going to do?)
- Protocols for addressing stumbling blocks (What might get in the way/take us off track? What process should we have in place to deal with any stumbling blocks we encounter?)
- Consensual mentoring agreement (What do we need to include to ensure that this agreement works for us?)

## Session 2 – Goals and Objectives

You have collaboratively created a mentoring agreement outlining what they wish to accomplish and when. Now it's time to plan how will go about achieving set goals.

Discuss your 6 month mentoring goals

- Identify your top 3 goals
- In 6 months' time what do you want to be saying/doing differently?
- How will you know/measure you have achieved your goals?
- How passionate on a scale of 1 – 10 are you about your goals?
- Where are you now?
- What are your strengths that will help you achieve these goals?
- What are the development areas be addressed?
- What is getting in the way? (fears, obstacles, people)
- What can you do about the obstacles?
- What do you commit to doing between now and next session?
- Set a homework and accountability for them to work on in between sessions based on overcoming an obstacle.

## Session 3 – Skills & Strengths and Weaknesses

The mentor should assist the mentee with identifying skills required and ways to determine their own strengths and weaknesses:

- What are you good at?
- What have others complimented you about?
- What have others had to help you with on more than one occasion?
- Which projects and tasks seem to drain your energy?
- Which projects have you spent hours on without getting tired?

- What are your hobbies, and why do you like doing them? What don't you like about it? Did it come easy to you, or did you find it difficult?
- When you encountered difficulty learning or performing a task, what motivated you to continue?

## Sessions 4 & 5 – No set agenda

Check in on progress. This is the half way point.

- What have you accomplished so far?
- How long have you been working on this?
- Where do you need to refocus?
- What is your next step?
- What do you have to do to make it happen?
- What problems or obstacles might occur that would prevent you from achieving the best result?
- What will you do if the first plan does not work as well as you expect?
- What resources do you have; what do you need?
- How can I help you succeed?

Questions to prompt conversation:

- What have you achieved/pleased about since our last session?
- What have you learned since last time?
- We have 1 session left, how are you doing on your 6-month goals?
- What is still challenging?
- What can I most support you on today?
- What is the step up for you?
- What is it time to let go of?
- What do you commit to between now and our last session?

## Session 6 – Evaluation and Next Steps

It is expected that mentors help mentees to close relationship in a constructive and professional manner

- Celebrate – what have you achieved?
- What are you proud/pleased about?
- What is there still to work on?
- What are your new 6-month goals?
- What are our next steps (continue working together? Work with a new mentor? Complete programme for now?)
- Acknowledgements – What do we want to say to complete our 6-month mentoring?
- What are our next steps?

# UCL Mentoring Contract

<p><b>Meeting logistics</b> Where, when, how often, length of meetings, etc</p>	
<p><b>Contact between meetings</b></p>	
<p><b>Learning goals/objectives</b></p>	
<p><b>Record keeping/goal tracking</b> How to measure progress</p>	
<p><b>Expectations/style of mentoring</b> How you like to be challenged</p>	
<p><b>Rules</b> What will and won't be discussed</p>	
<p><b>Reviewing the relationship</b> How and how often; how will you know when the mentoring has served its purpose and should come to an end</p>	
<p><b>Mentee:</b></p>	<p><b>Date:</b></p>
<p><b>Mentor:</b></p>	<p><b>Date:</b></p>

Source: UCL Faculty of Brain Sciences

## Further information

The excellent and comprehensive guide from the West Yorkshire Branch of the CIPD:  
[https://www.cipd.co.uk/Images/west-yorkshire-mentoring-pack\\_2011\\_tcm18-9423.pdf](https://www.cipd.co.uk/Images/west-yorkshire-mentoring-pack_2011_tcm18-9423.pdf)

Imperial College's guide for Mentees is good, and provides particular insight into the Mentor – Mentee lifecycle:

<http://www.imperial.ac.uk/staff-development/development-options/talent-development/mentoring-at-imperial/guidance-for-Mentees/>

Evaluating mentoring – a brief guide by a leading practitioner in the field:

[www.davidclutterbuckpartnership.com/wp-content/uploads/Evaluating-Mentoring.pdf](http://www.davidclutterbuckpartnership.com/wp-content/uploads/Evaluating-Mentoring.pdf)

Many guides refer to the GROW model, which is a structured way of looking at where you want to be, where you are now, and how you will make the journey from one to the other.

Some information on the model can be found at

[https://www.mindtools.com/pages/article/newLDR\\_89.htm](https://www.mindtools.com/pages/article/newLDR_89.htm)

Further details of the 5Cs model can be found at

<https://www.keele.ac.uk/academicdevelopment/resources/mentoring/The%20Five%20Cs%20Model%20of%20Mentoring.docx>

The CIPD have a guide on Reflective Practice which contains tools and techniques which Mentees, in particular, might find useful:

[http://www.cipd.co.uk/Images/reflective-practice-guide\\_tcm18-12524.pdf](http://www.cipd.co.uk/Images/reflective-practice-guide_tcm18-12524.pdf)



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