QUEEN SQUARE INSTITUTE OF NEUROLOGY

UCL

IoN MENTORING SCHEME

MENTORING

HANDBOOK

Welcome!

Mentoring is a crucial part of supporting career progression and we are dedicated to trying to find an appropriate mentor for any person who requests one at IoN.

This handbook has been produced to provide guidance and to help mentor and mentees make the most about this relationship.

We welcome feedback regarding this handbook and will endeavor to improve and develop the content for future versions. Contact person: Dr. Bilal Malik, IoN Mentoring Scheme Lead (b.malik@ucl.ac.uk).

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IoN EDI Committee: Mentoring Action Group

Dr. Bilal Malik

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A kind reminder: this scheme is powered by volunteer work.

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Mentoring – what is it and how does it work?

*"**Mentorship** is the influence, guidance, or direction given by a mentor. **Mentor** is someone who teaches or gives help and advice to a less experienced and often younger person."*

Source: Wikipedia

Mentoring enables people to achieve their potential through a work-based relationship between two parties who are not connected within a line management structure. At its core, a successful mentoring relationship relies on two important factors:

- the **mentor** should be **more experienced** than the mentee and guides the mentee towards an agreed objective that is **connected to a career plan**.
- the **mentee** takes primary responsibility for **managing their learning** with the help of the mentor.

Mentoring is a crucial part of supporting career progression. Appraisals now include a question asking if you are involved in a mentoring scheme (as a mentor, mentee, or both). Your involvement will be recognised as an important part of your career development. Being a mentor is also recognised in the UCL Academic Careers Framework as adding value to an application for promotion.

Who can be a mentor?

Anyone can be a mentor! PhD students and Research Assistants can mentor Masters Student. Junior Postdocs can mentor PhD students. You are never too junior to be a mentor, and you will always have relevant information to share with those who are less advanced in their career path.

How can mentees benefit?

- Receiving advice in career direction;
- Receiving guidance on UCL/IoN policies and procedures for career and salary progression;
- Help shaping CV;
- Building confidence;
- Creating new opportunities for networking.

How can mentors benefit?

- Recognised involvement in a programme of strategic importance to your Institute.
- Mentoring is a promotion enabling and citizenship activity which is encouraged by the Institute and the Faculty.
- Funding bodies increasingly value an active mentoring programme and often encourage senior staff to be mentors.
- Developing mentoring/coaching skills.
- Increased confidence.
- Personal fulfilment, particularly satisfaction from seeing junior staff progress.

How are mentor-mentee pairings made?

We will pair you with a mentor who is senior to you and based in a different Research Department at IoN, to ensure no conflict of interest.

Mentoring is a voluntary scheme. Each mentor/mentee pair will be required to agree and sign a mentoring agreement setting up mutual responsibilities and expectations. The mentor or mentee will be able to withdraw from the scheme at any point.

Expectations

As a mentor

As a mentor you should expect to:

- Be trained on basic mentoring skills
- Understand, and be familiar with, UCL Academic Careers Promotions Framework
- Be assigned a small number of mentees who are in a different IoN research department, and are more junior than you
- Respond to the needs and agenda of the mentee
- Treat information given by the mentees confidentially except in exceptional circumstances (see later section)
- Meet with mentees 2-3 times a year

As a mentee

As a mentee you should expect to:

- see your mentor 2-3 times a year
- be listened to
- have information you give to the mentor be treated confidentially except in exceptional circumstances (see later section)
- be asked probing questions to try to understand motivations for decisions taken or to be taken
- be questioned about future aspirations
- receive advice about promotions or CV
- feed-back on your experiences (for scheme evaluation)

What happens at meetings?

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 the mentor and mentee to fit both the mentee's desired outcomes and the mentor's responsibilities within UCL and elsewhere. Content will, of course, be determined by the mentee's own specific objectives.

As a matter of course both the mentor and 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 basis. The mentoring pairing can be renewed for another 18 months upon mutual agreement.

What about confidentiality?

Mentor-Mentee pairings are **strictly confidential.**

At the heart of mentoring is a relationship based on **trust**. 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 leads 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 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 (those who organise the mentoring scheme).

Typical issues may be:

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

Some of these issues may be solved by talking frankly.

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 lead of the Mentoring Scheme (Dr. Bilal Malik: b.malik@ucl.ac.uk) you should be able to reach a satisfactory conclusion.

Code of Conduct

1. The mentor's role is to respond to the mentee's needs and agenda; it is not to impose their own agenda.

2. Mentors must respect the mentee's right to confidentiality.

3. The mentor and mentee should be aware of procedures for resolving difficulties.

4. Mentors and mentees should respect each other's time and responsibilities, ensuring they do not impose beyond what is reasonable.

5. Either party may dissolve the relationship.

6. The mentor will not intrude into areas the mentee wishes to keep private until invited to do so.

7. 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 the Mentoring Scheme Lead (Dr. Bilal Malik: b.malik@ucl.ac.uk) to confirm the meeting took place.

Mentoring Agreement

The mentee would like to discuss the following topics:	
How often will you meet?	
What is the date of your next meeting?	
Where will you meet?	
Any additional area/issues you want to discuss and agree to?	
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 mentors may use to increase a mentee's self-awareness of the situation. These questions can help improve communication and understanding.

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/FBS Mentoring Leads

At the Institute of Neurology we are committed to supporting the Career Development of all our members of staff and students. We have different offerings for Masters students, PhD students, non-clinical/clinical Research and Academic staff. We are also part of the faculty-wide mentoring scheme for Technical and Administrative Professional Services staff. For more details, see below or get in touch with:

- Non-clinical Research and Academic staff, including PhD students (contact Bilal Malik: b.malik@ucl.ac.uk);

- Clinical Research Fellows/Associates, including PhD students (contact Ed Wild: e.wild@ucl.ac.uk);

- Under-represented Student Mentorship Scheme (contact Laura Convertino or Michael Moutoussis: laura.convertino.18@ucl.ac.uk or m.moutoussis@ucl.ac.uk);

- Faculty-wide Professional and Technical Services staff (contact Ciara Wright: ciara.wright@ucl.ac.uk).

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

- Dembkowski, S, Eldridge, F, & Hunter, I (2006): The Seven Steps of Effective Executive Coaching, Thorogood

- Galwey, T (2000): The Inner Game of Work, Orion Business Books

- Landsberg, M. (2003): Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You, Profile Books

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

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

- Zeus, P and Skiffington, S (2000): The Complete Guide to Coaching at Work, McGraw Hill

Useful Links

IoN Equality, Diversity and Inclusion website https://www.ucl.ac.uk/ion/equality-diversity-inclusion-0

UCL HR Policies and Procedures https://www.ucl.ac.uk/human-resources/policies-procedures-and-advice

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

UCL Pension Services http://www.ucl.ac.uk/hr/pensions/

Information about work-life balance, parental leave policy, family friendly benefits, employee assistance programme

https://www.ucl.ac.uk/ion/working-institute/staff-benefits-and-wellbeing

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

UCL's equality networks, including:

- Enable@UCL: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/enableucl

- RaceMatters@UCL: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/racemattersucl

- Out@UCL: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/outucl

- Parents and Carers Together (PACT): https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/parents-and-carers-together

- UCL Astrea – Network for Women in Professional Services: https://www.ucl.ac.uk/astrea

- Gender Equality Network: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/gender-equality-network

- UCL Menopause Network: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/ucl-menopause-network

- UCL Women http://www.ucl.ac.uk/hr/equalities/depts/index.php

- Interfaith Forum: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/interfaith-ucl

- Neurodivergent Staff Network: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/neurodivergent-staff-network

- UCL Trans Network: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/ucl-trans-network

- LGBTQ+ STEM @UCL Network: https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion-committees-and-networks/lgbtq-stem-ucl-network

UCL Complaints Procedures http://www.ucl.ac.uk/hr/docs/grievance.php

Also see the ION Staff Handbook which is downloadable from the ION Intranet https://www.ucl.ac.uk/ion/intranet/handbook

This handbook includes helpful information about promotion and salary progression.

Thank you!

for being part of the IoN Mentoring Scheme