

# **UCL IOO**

**Internal Mentoring programme**

**Guidance Notebook**

March 2016

## Mentoring Code of Conduct

- a) The mentor's primary role is to assist in the development and learning of the mentee, and to avoid imposing their own agenda.
- b) Mentoring partners recognise the need for confidentiality and adhere to a level of confidentiality that is mutually acceptable and within the boundaries of the scheme.
- c) Agree a mutually acceptable schedule for meetings, email and telephone calls, including attending additional meetings and workshops organised by the project team.
- d) Mentors facilitate and encourage mentees to accept increasing responsibility for managing the relationship, and avoid the mentee becoming dependent on the mentor.
- e) The mentor should respect any topics or issues that the mentee considers sensitive, but also continue to help the mentee tackle issues that may relate to personally sensitive topics.
- f) Mentee and mentor should review the mentoring relationship at agreed intervals to assess how it might be made more effective.
- g) Mentee and mentor share the responsibility to manage the end phase of the relationship and to agree how any further contact or communication should take place.
- h) Mentors and mentees should contact the Project Co-ordinator if they encounter a problem with their mentoring partner or feel the code is being breached or likely to be compromised.

## The role of the mentee

As a mentee in the early stages of an academic career being mentored by an experienced senior academic can generate a number of expectations about what a mentor can help with. In most cases mentors deliver much more than mentees initially hope for. To obtain the most from a mentor and their experience in the sector, mentees should adopt a proactive approach which focuses on:

- Identifying the skills, knowledge and/or goals they want to achieve.
- Agreeing a mentoring work plan with the mentor that includes goals, activities and timelines – reviewing progress at agreed intervals.
- Discussing how to build on strengths and address weaknesses.
- Actively engaging with the mentor to identify learning activities and locating resources and people that might be helpful.
- Looking for opportunities to share information that might be valuable to the mentor.
- Agreeing mutually convenient times and frequency of meetings, as well as telephone and email exchanges.
- Regularly reviewing how well the relationship is going and raising any initial concerns with the mentor.
- Contacting the Project Co-ordinator regarding any concerns about the mentor or the scheme.
- Reflecting on learning and development activities, and keeping a log of meetings/sessions, email/phone exchanges in meeting notes/learning log.
- Discussing what arrangements for on-going communications would be acceptable to the mentor beyond the formal end of the project.

## **MENTORING ACTION PLAN**

Use this form to plan your personal and professional development.

**Where am I now?**

**Where do I want to be?**

What action do I need to take	When?	Who will help?	What challenges will I need to overcome	How will I know when I have achieved my goal

First review date \_\_\_\_\_

Mentee \_\_\_\_\_ Date \_\_\_\_\_

Mentor \_\_\_\_\_ (Optional)

**Meeting Notes** *(make extra copies as needed)*

**Main Discussion Topics:**

**Action Required by Mentee:**

**Resources Required:**

**Action Required by Mentor**

**Next Meeting**

**Date:**.....**Time:**.....

**Venue:**.....

**Discussion Topics for Next Meeting:**

**Mentee** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

## Coaching with GROW

The GROW model devised by Sir John Whitmore is probably the most common coaching model used in business. It offers a way of structuring coaching sessions to facilitate a balanced discussion. Whitmore emphasises that GROW is not the heart of coaching. An effective coach will listen sensitively and using a range of questioning techniques to help their client.

- **GOAL** - defining what you want to achieve
- **REALITY** - exploring the current situation, relevant history and future trends
- **OPTIONS** - coming up with new ideas for reaching the goal
- **WHAT/WHO/WHEN** - deciding on a plan of action

In practice, since most coaching is driven by questions, this means that different types of question are used at each stage:

- **GOAL** - questions to define the goal as clearly as possible and also to evoke an emotional response  
*[What do you want to achieve? What will be different when you achieve it? What's important about this for you?]*
- **REALITY** - questions to elicit specific details of the situation and context  
*[What is happening now? Who is involved? What happens if you do nothing? What is likely to happen in future?]*
- **OPTIONS** - open-ended questions to facilitate creative thinking  
*[What could you do? What ideas can you bring in from past successes? What haven't you tried yet?]*
- **WHAT** - focused questions to get an agreement to specific actions and criteria for success  
*[What will you do? When will you do it? Who do you need to involve? When should you see results?]*

# GROW

## GOAL

- What is the one area you would like to work on?
- What would you like to achieve long term? – When?
- Where do you want to be short term? – When?
- What personal control or influence do you have?
- How will this help you be more effective in your role?

1. Is this goal smart?
2. Whose goal is it?

## REALITY

- What is happening now?
- What is happening right now that makes this an issue to you?
- Who is involved?
- If the situation doesn't improve, what will happen?
- What have you done about this so far?
- What results did that produce?
- How often have you tried this?
- What was missing from the situation?
- What are the major constraints to finding a way forward?
- What is stopping you from doing this?
- Ask yourself honestly, what is really going on?

1. Do you have a full picture of what is happening and why?
2. Have you supported or criticised
3. Who summarised

## OPTIONS

- What options do you have to move this forward?
- What else could you do?
- Do you know someone else that handles this really well? -What would they do?
- If you could get advice from anyone or anywhere else, where would you get it?-What do you think that advice would be?
- If your neck was on the line and you were really under pressure, what would you try then?
- Picture yourself doing this really well, what would you be doing?
- What are the advantages of this? The disadvantages?

1. Have you explored the advantages & disadvantages?
2. Where would a short role-play be appropriate?
3. Have you deflected questions back?
4. Who summarised?

## WILL

- Which of these options are going to be most effective?
- Will this achieve your goal?
- Do you need to action any more of your options to achieve you goal?
- When are you going to start?
- What could stop you doing this?
- What will you do to overcome this?
- Who needs to know what you are doing?
- What support do you need?
- How and when will you tell me what is happening?
- How do you rate your chances of carrying out the action on a scale of 1-10?

1. Will give you support?
2. Have you gained total commitment? (How will you measure this?)
3. When will you follow this up?
4. Has a detailed action with time-scales been agreed?
5. When is the follow up session booked?