

Support Staff Mentoring Scheme



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Briefing Session

- Thinking about mentoring...
- About our scheme
- Your expectations
- LUNCH
- Feedback from past mentees/mentors
- Mentoring demonstration
- Next steps and mentoring contracts
- Any questions

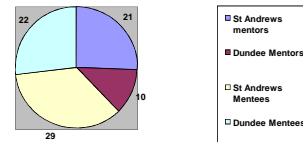


Background to the scheme

- Mentoring and networking scheme for female academics in 2005
- In 2007 a pilot mentoring scheme for research staff
- In 2009 a second cycle of the RS scheme
- Positive feedback leads to third cycle of the scheme in 2010, expanded to 'early career academics'
- Parallel scheme developed in 2010 for support staff

Lessons from the academic scheme

The number and roles of applicants in the mentoring scheme for research staff



25 mentoring pairs established

Unmatched mentees given priority for next scheme

Lessons from Academic cycles 1 and 2

- On average, pairs met 4-7 times over 1 year period
- 51% of mentees reported meeting their objectives 'very well' and 46% 'somewhat'
- Colleagues and supervisors supportive of involvement in the scheme
- 83% thought the scheme should continue
- 3 matches continuing

Lessons from Academic cycles 1 and 2

- Strike whilst the iron's hot
- Protect time in the diary for meeting
- Use the support of the scheme coordinator
- Mentee should set goals
- Different arrangements suit different people



The shape of our scheme

- Approx 50 participants, 20 mentoring pairs
- Finite time period – 1 year
- Mentee drives
- Evaluation points – Dec + April
- Support for mentees and mentors



A mentor can help a mentee to

- set realistic targets
- plan own personal development
- become more self-confident
- accept challenges
- learn from experience
- develop suitable learning styles
- find useful resources



Mentoring skills

- active listening & questioning
- analysing & problem solving
- reflecting
- summarising
- giving feedback
- supporting
- challenging



Mentor roles

- Supporter
- Coach
- Advisor
- Networker
- Teacher
- Buddy



Questionable mentor roles ???

- Assessor
- Role model
- Protector
- Advocate
- Counsellor



A mentor may act as

- | | |
|--------------------|--------------------|
| ○ a mirror | ○ an eye opener |
| ○ a sounding board | ○ a door opener |
| ○ a launch pad | ○ an idea bouncer |
| ○ a safety net | ○ a feedback giver |
| ○ a stick | ○ a problem solver |
| ○ a carrot | ○ an inspirer |
| ○ a motivator | |



Personal & professional development

- For mentee
 - Prepare for supervision and review
 - Learn to work reflectively
- For mentor
 - Learn to listen, ask questions, provide meaningful challenge
 - Help mentee to set realistic goals
 - Do not need to have answers
 - Discipline – stay in role, confidentiality



Underlying principles

- The mentee is in control
- Personal responsibility
- Trust and confidentiality
- Developmental
- Collaborative
- Protected time for discussion and reflection



Mentee concerns

Beginning

- Uncertainty, anxiety
- Excitement, anticipation

Middle

- Growing confidence
- Frustration, mid-term blues

End

- Relief, achievement
- Concern about future



Structure of a mentoring meeting

- Agree contract
- Introductory stage
- Main stage
- Concluding stage
- Reflection on process



Introductory stage

- Manage environment
- Welcome, put at ease
- Check expectations
- Set time limits
- Explain purpose & process: contract



Main stage

- Celebrate things going well and why
- Explore concerns & problems
- Feedback: support & challenge
- Discuss SMART targets



Concluding stage

- Write down SMART targets
 - S** Specific
 - M** Measurable
 - A** Achievable
 - R** Relevant
 - T** Time-constrained
- Arrange future meeting
- Reflect on process



Mentoring is about

- communicating
- clear roles and responsibilities
- outcomes and processes
- support and challenge
- nurturing a good relationship
- developing your skills



Your Expectations

- Mentors: What do you expect from your mentee?
- Mentees: What do you expect from your mentor?



Reflections from a mentee

- Louise Major, early career academic scheme



Reflections from mentors

"We have met, revised my mentee's CV and identified areas for progress. My mentee has changed direction."

"This has given my mentee the confidence and knowledge that there are other people going through similar problems, which makes the problems seem smaller."



Reflections from mentors

"My mentoring partner and I are well suited and we often discuss work and non-work issues that I can't discuss at my workplace."

I feel I can encourage and advise her given some of my experiences, and in return she also acts as a 'sounding board' to give impartial advice."



Reflections from mentors

"It caused me to think about my career, and how I could have done things differently"

"I've got a real feeling of giving something back. This has allowed me to do something positive with my experience, and given me the opportunity to think both critically and positively"



Demonstration

- Listen to the interactions
- Follow the sequence
- Look at the body language



Mentoring contracts and next steps

- About the mentoring contract...
- Mentees to initiate first meeting
- Any problems, contact me cmw9@st-and.ac.uk



Questions?

