



## INTRODUCTION

Coventry and Warwickshire Chamber Training recognises how valuable mentoring is to the success of Apprenticeships for both the employer and the person undertaking learning. To that end we have enhanced our approach to mentoring and developed a *new* toolkit for your information and support.

It outlines what is involved in being a mentor; it also includes a selection of tools that can be used throughout the mentoring process to support a person in fulfilling their potential. Case studies have shown that mentoring is not only of value to the individual but also to the company. Successful mentoring has a positive impact upon:

- Staff morale
- Staff retention
- Productivity

### What next?

- Read the toolkit
- Identify a suitable mentor
- Start mentoring

If you require support / guidance we are here to help; either with 1-2-1 informal guidance or by attending an accredited mentoring course, where you could qualify as a mentor.

When you think about it, most of us play many roles in life – we're someone's sister, brother, cousin, friend or work colleague. We tend to take these roles as a matter of course. Mentoring is a role we are less familiar with but probably already do without thinking about it. The following toolkit outlines what is involved in becoming a mentor and a selection of tools that can be used throughout the mentoring process to support a young person in fulfilling their potential.

## DEFINITIONS OF MENTORING

There is no, one universally accepted definition of mentoring. This is because it depends very much upon why, where and with whom it is being applied.

- A one-to-one non-judgemental relationship in which an individual voluntarily gives time and support to encourage another.
- An individual who can provide a person with the benefit of their life, training or work experience with a view to encourage them to move confidently through a range of new experiences.
- The support of one individual by another developed through regular contact over a period of time.
- A process by which an older and more experienced person takes a younger person under his/her wing, freely offering guidance, support and encouragement. The mentor becomes among other things, a role model who inspires the person undertaking learning (the mentee).

## WHY MENTOR?

Mentoring is increasingly popular and is used in a wide range of settings. For example;

- In business – to support human resource strategies, personal development.
- In schools and other educational institutions – to raise self-confidence, personal and social skills.
- In support of people who are at risk of not progressing or achieving their goals.

## MENTORS ARE

- People who, through their actions and work, help others achieve their potential
- Someone who helps another person on a one-to-one basis, through an important transition.

## TYPES OF MENTORING SKILLS

- Good listening skills
- Effective verbal communication
- Objective, practical approach to problem solving
- Non-judgemental and calm manner
- Encouragement and positivity

## KEY BENEFITS OF BEING A MENTOR

- Personal development and fulfilment
- Improved self-awareness
- Enhanced listening, coaching and feedback skills
- Gaining new approaches and ideas
- Satisfaction from helping others develop

## ORGANISATIONAL BENEFITS OF MENTORING

- Encouragement to help staff achieve their full potential
- Enabling staff to learn from the experiences of colleagues
- Increased motivation and personal fulfilment of staff
- Aids staff retention
- Supports individuals to meet work objectives

## BENEFITS FOR A MENTEE

- Practical support and advice
- Technical, ethical and general business guidance
- Development of interpersonal skills
- Access to an impartial sounding board
- Increased confidence and motivation
- Help with personal and professional goals

## KEY POINTS TO REMEMBER WHEN WORKING WITH A MENTEE

- Mentoring can be a powerful tool but is not the answer to all potential problems, however it can be used to complement other strategies of development or support.
- Clear objectives are important from the outset – to enable effective relationships to develop and to evaluate success.
- Mentors and mentees need to understand their respective roles
- Effective evaluation provides information that can be used to make programmes more effective in the future.
- Mentor qualities include good listening skills, the ability to relate, be supportive and non-judgemental, to be confident about the development of the relationship and when to call in specialist help if necessary.

## HOW TO GET STARTED

This toolkit has been designed to assist you with the planning your mentoring sessions. The initial starting point is to get the parties together to establish the working relationship. We will guide you in how to get started.

## THE PROCESS

- Decide who would be most suitable to support the learner
- Set up the initial meeting
- Agree how frequently the meetings will take place
- Agree some ground rules
- Keep a record of discussions and any actions

## PLANNING YOUR FIRST MEETING

Planning is a way of setting some logical steps that help you establish what you want to achieve, where you want to meet, what you hope to get out of the relationship. This information sets some logical steps to plan a first meeting with your mentee and can also be given to the mentee to help them contribute to the meeting.

Basic background information

- Mentee's name
- Preferred name
- Contact number
- Email address
- Best time to contact

Does the mentee understand what is involved in mentoring?  
If NO explain the process.

Typically, a first meeting allows two people to get to know each other and gain a bit of comfort. To do so, you need to plan out some conversation starters. For example:

- What are some questions I could ask my mentee to get to know him/her without prying – these are questions that cannot be answered with a ‘yes’ or ‘no’
- What do we both hope to get out of the mentoring relationship

Finally discuss and sign ‘Our Agreement’ and book the next mentoring session.

Our Agreement

By signing this agreement we are both committing to do our best to honour the following ground rules.

1. Meet regularly
2. Come to our discussions prepared. If we’ve agreed to some actions between discussions, have it completed.
3. If we have a problem or something that doesn’t feel right to one of us, we will talk about it – even if it isn’t easy. We won’t avoid facing the problem. We’ll deal with it together.
4. Keep what is said between us – maintain confidentiality. This means that we won’t go telling other people what our mentor/mentee told us. We’ll keep it private. The only exception would be when either party is breaking the law.
5. Really listen to each other. Try to understand the other person’s view point.

Mentor Signature .....

Mentee Signature .....

Date .....

**MY PERSONAL SNAPSHOT**

As of \_\_/\_\_/\_\_ (fill in date)

Every once in a while it's a good idea to step back from your day to day life and ask yourself – Where am I? How am I doing? It will help you get a real picture of where you are – if you're not honest, you'll end up with a picture of someone else, and that won't help you develop your skills.

**QUESTIONS**

What are my strengths at work?

- 1
- 2
- 3
- 4

What do I need help or advice with?

- 1
- 2
- 3
- 4

**MENTORING LOG**

Date	Agreed Actions	Mentor & Mentee's signature