



Chief Officers 3rd Sector



CO3 Mentoring Guide

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Foreword

CO3's legacy is steeped in Third Sector leadership. We provide a range of services that supports, connects and builds leadership development. The Mentoring programme is an integral support service that we provide to our members. It builds on CO3's role in facilitating peer support and also strengthens strong connections with leaders in the Public, Private and Third Sectors.

Mentoring is a powerful tool that ultimately improves and builds and strengthens our sector. Our Mentors generously share their expertise and experience.

May I take this opportunity to thank all of our Mentors for their continued support in providing this service.

The guide is a sound reference document and an invaluable practical tool to support Mentors and Mentees. It is an excellent resource to support every step of the mentoring relationship.

We hope that you find this Guide a useful resource as you embark on your mentoring experience.

Nora Smith

Acknowledgements

I would like to thank those involved in the development of the first and second editions of this publication, in particular to our Mentors who have shared their knowledge, skills and experiences with a wide range of CO3 members how have directly benefited from the CO3 mentoring programme.

1. Introduction

This Guide aims to provide both mentors and mentees with some suggestions for getting the most from their mentoring relationship. Many of these suggestions have come directly from those who have participated over the last 10 years in the CO3 Mentoring Programme.

The Guide also provides some insights for those planning to set up a Mentoring Programme.

meeting right through to a review plan for use at the end of each Programme.



2. Background

Mentoring has become increasingly popular as a means of personal development, particularly at senior executive level. The opportunity to learn what the individual wants at a time and place to suit them makes mentoring a highly effective development technique.

In developmental mentoring, the hierarchy is not important – it is the experience gap that matters. With over 400 members, CO3 felt there was a great opportunity to tap in to a peer's experience and expertise through mentoring.

Third Sector.

Some Theory on Mentoring

This Guide is designed to offer practical guidance, rather than to consider the theoretical concepts behind mentoring. There is a suggested reading list and list of useful websites for those who , it may be useful to summarise a few key points about what mentoring is, and what it is not.

a) What is a Mentor?



“Experienced and trusted advisor”

Oxford Dictionary

“Someone who provides an enabling relationship that facilitates another's personal growth and development”

Morton-Cooper & Palmer, 1993



b) The Differences between Mentoring, Coaching and Counselling

It is important that both the mentor and the mentee understand what mentoring is (and is not), and what it can (and can't) do. This ensures that expectations remain realistic and avoids disappointment in the mentoring relationship. Clarity of expectation about the mentor's role will
ference to the quality of the outcomes. A mentor may drift into coaching or counselling 'mode' during a meeting, but the relationship should lean predominantly towards the mentoring 'mode' to avoid confusing the relationship.

Courtney gives a clear summary of the differences between coaching, mentoring and counselling in his report - "A Guide for the Journey" (see Reading List): Comparing Mentoring and Coaching

Comparing Mentoring and Counselling

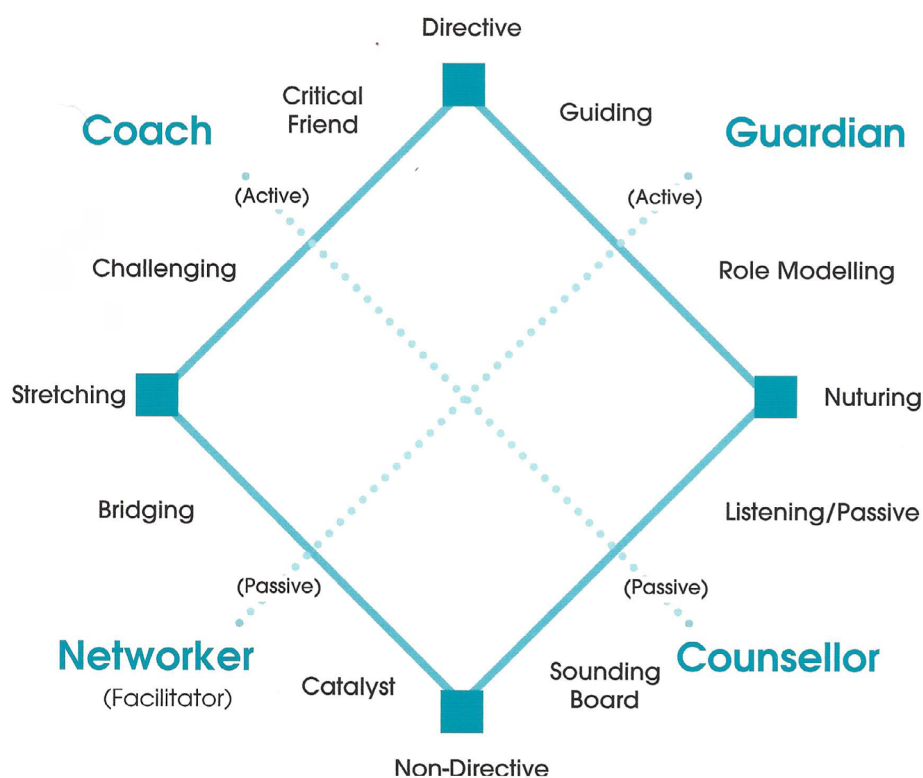
Mentoring	• Supports holistic personal development • Supports career development • Mentee controls learning process
Common to Both	• Mentor imparts experience • Mentor models desirable skills
Coaching	• Coach controls skill development process • High expert orientation

Comparing Mentoring and Counselling

Mentoring	• • May have other contact with mentee • May open doors for mentee to new networks
Common to Both	• Active listening • Helps identify problems and solutions • Enables person to discover their own wisdom
Counselling	• Crisis/problem orientation • Applies diagnostic/therapeutic techniques • Low self-disclosure • No involvement outside counselling meetings

c) Mentor Helping Roles and Behaviours

Clutterbuck Associates provide a model to demonstrate the various roles and behaviours which the mentor can adopt to assist the mentee. If you imagine an axis going through the diagram below, the vertical axis measures how directive the mentor is - a directive approach will involve the mentor guiding the mentee through the issues and perhaps being a 'critical friend' in telling the mentee things which a personal friend may not. At the other extreme, the mentor may act more as a sounding board or catalyst for the mentee to work through the issues themselves. The higher up this axis, the more actively involved the mentor is in the problem- solving (but note that, at no point, does the mentor tell the mentee what to do!).



The horizontal axis measures the level to which the mentor stretches or nurtures the mentee. At one extreme, the Mentor may challenge the mentee's thinking or open new doors for them by putting them in touch with the mentor's own network. At the other extreme, the mentor may use a more 'hands off' approach.

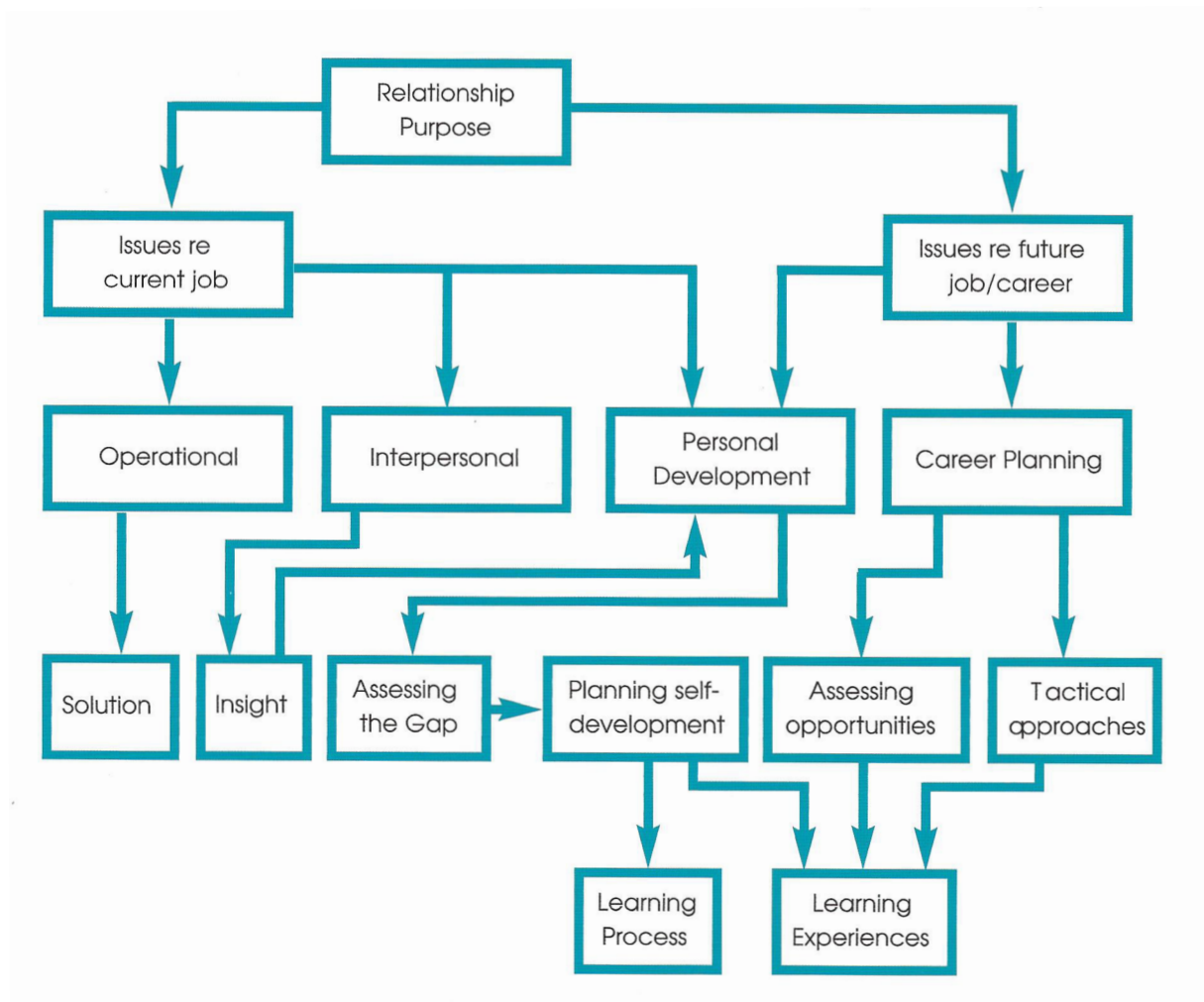
The diagram demonstrates how a skilled mentor will be able to utilise various helping roles and behaviours depending on the needs of the mentee, moving between being a coach, guardian, networker and counsellor.

During previous CO3 Mentoring programmes, the most helpful mentor behaviours (as cited by mentees) were “Sounding Board” and “Critical Friend”. The fact that these are at opposite extremes on the diagram highlights the fact that each relationship will be totally unique!



3. The Mentoring Journey

Clutterbuck and Megginson ("Mentoring Executives and Directors") provide a useful diagram to demonstrate the issues which may be discussed during a mentoring relationship.



Some of the issues discussed during previous CO3 Mentoring Programmes have included:

-
- Confronting issues with a board member/ staff member
- Implementing a system of performance management in the organisation
- Improving strategic management skills
- Building emotional intelligence

4. Phases of the Mentoring Relationship

The mentoring relationship will pass through a number of 'phases' during the six months. If the two parties have not met before, the relationship will be quite formal at the beginning. But as they get to know one another and build trust, the relationship should develop and become more open. After the six months are completed the two normally have built a strong rapport. If they do decide to continue the relationship, it is important to make sure that they agree clear goals – otherwise it will be more of a friendship. If the parties become too close, the mentor may become more of a

friends is a good thing, but this comment is to demonstrate that it may be better for the mentee to

Phase 1: Laying the Foundations

Make agreements to ensure the relationship is successful and set some ground rules on how you will work together. Some guidelines can be found in the Appendices:

1. Mentoring Ground Rules – Questions to Ask (Appendix 1 A)
2. CO3 Code of Ethics for Mentoring (Appendix 1B)
3. A
4. Sample Mentoring Agreement (Appendic 2A)

During this stage, the mentor will seek to clarify the aims and objectives of their role in the relationship. Create rapport, show commitment, be patient and allow the mentee to arrive at their own decisions, rather than directing the mentee as to what to do.

Phase 2: Beginning to Understand

The mentee analyses their present position in terms of job, skills and experience, and works through where they would like to progress / any particular issues they would like to resolve with the help of the mentor. A recent appraisal, or psychometric test may provide a starting point. The two can then set some objectives for the relationship and work out an action plan. By providing constructive feedback, the mentor can coach and even demonstrate new skills to the mentee. This process will enable the mentor to facilitate new understanding within the mentee.

Phase 3: Learning and Incorporating Change

The two work through the action plan, and meetings will be used for problem-solving (see Appendix 2C and 2F for sample problem-solving tool) providing information, sharing experiences or simply listening. For the process to be effective, the mentee must own any solutions which are generated. The mentee will get more from the meetings by preparing beforehand (see the sample Mentee Preparation Form in Appendix 2B). It may also be useful to keep a record of each meeting (see Appendix 2D) and a diary during the relationship (see Appendix 2E)

meeting themselves and the actions taken as a result of those meetings. This allows them both to think about what did and didn't go well and so learn from the mentoring experience. (see Appendix 1E)

Phase 4: Winding Down

It is important to review progress together. A suggested format can be found in Appendix 1D and 1E to help with this. If the parties decide to continue beyond the 6-month timescale, it is useful to complete another Mentoring Agreement to help the relationship maintain focus.

5. An example of a Problem-Solving Model

CO3 is grateful to BT for sharing its approach to structuring the mentoring process amongst

- Challenges
- Choices
- Consequences
- Creative Solutions
- Conclusions

Challenges

challenges related to the mentee's work are highlighted before a prioritisation of their importance is undertaken. It is at this stage that the mentee, in conjunction with the mentor, sets objectives for what they hope to achieve within the session and also within the relationship as a whole.

Choices: Once the challenges have been set, the next stage of the process involve the person setting out the choices they have in response to the challenges. The mentee states all the possible and viable resolutions to the challenge posed. Examples of possible choices range

change in the person's behaviour or that of someone else's.

Consequences: The process continues to determine what the consequences are likely to be if any of the stated choices are implemented. The mentee can achieve this by listing what they perceive to be the main advantages and disadvantages of each of the possible choices. Once this has been completed, the mentee rates each choice on a scale of one to ten, depending on the attractiveness of each possibility.

Creative Solutions: Once the mentee has established the possible options available and their respective attractiveness ratings, other solutions can be generated to the stated challenges. Working in conjunction with the mentor, the mentee considers the challenges, choices and consequences and then attempts to formulate new possible solutions by combining the most attractive aspects of the stated choices and consequences. At this stage the mentor might suggest things to the mentee in order to encourage new ways of understanding the challenge. The mentor should aim to stimulate the mentee's imagination in order to think how they can go about doing things in a new way.

6. Tips for Mentees

a) Managing the Relationship

- The mentoring relationship should be driven by you. Be clear about what you want and take time to develop a clear structure in your mind before you start. The Mentoring Agreement (see Appendix 2A) can then be used as a framework for the relationship and will ensure clarity for both parties
- Be open and honest with your mentor about whether you are getting what you need from the relationship. The skill of giving and receiving feedback are fundamental to effective relationships and are an important part of the process (See Appendix 1G). If all else fails, speak to the programme manager
- Use e-mail and phone contact to strengthen the relationship between meetings (but check that your mentor is happy to do this)

b) Managing Yourself

Be open from the start. Invest your trust in your mentor to reach a deeper level in the relationship more quickly.

- Protect your mentoring time for your mentoring meetings. Mentoring is hugely beneficial for the mentee, but it only works if you meet regularly! We know that all too often the “time for me” is the first thing to go when there are diary clashes. Remember Mentors are very busy people too – so please show them the respect they deserve by keeping the diary date and not cancelling
- Prepare for each meeting. A sample preparation forms is included in Appendix 2B. By being focused, the hour with your mentor will be much more productive. A vague ‘chat’ may make you feel better at the time by getting things off your chest, but it will not necessarily be the best approach to work out a way forward
- Feel confident to use your mentor as a resource, and don’t feel that you are ‘pestering’ them (unless you actually are!!). By signing up to the Programme, the mentor is demonstrating that they want you to ‘need’ them!
- Avoid dependency. The mentor is not there to solve your problems but to act as a sounding board and share their experiences with you. The decisions on which course of action to take lie solely with the mentee
- Don’t be afraid to take risks – trust your mentor. Often the mentor can see the true potential of the mentee (whereas the mentee’s confidence may have been knocked by current or recent issues)

7. Tips for Mentors

a) Managing the Relationship

- Maintain regular contact. Don't wait for the mentee to always make the first move at the beginning of the relationship - especially in a situation where the mentor is more 'senior' (e.g. has been a chief officer for many years, on various committees, etc). However, if it is always the mentor who is ringing / arranging the next meeting, then this needs to be confronted
- Be clear about boundaries from the start. The sample Mentoring Agreement Form (Appendix 2A) is useful to start the relationship on a formal basis. Agree issues such as contactability (e-mail, mobile, etc), what you can (and can not) help with, and how you will review whether the relationship is meeting both parties' needs. It is much easier to expand the boundaries by mutual agreement, than to try and install them halfway into the relationship
- Don't hold all the meetings at your office. The first meeting is best held on 'neutral ground' - informal environments are good for encouraging openness and helping the mentee relax (e.g. hotel lobby or coffee shop). Once the relationship is established, meetings can alternate between offices if acceptable to both parties – but be aware that this may impact on the relationship
- Always be honest, but avoid being judgmental. Your role is to provide a safe 'haven' for the mentee to open up, both with you and themselves. The skill of giving and receiving feedback are fundamental to effective relationships and are an important part of the process (See Appendices 1G)
- Respect each other's confidentiality. Trust is at the very heart of any mentoring relationship, but particularly so at chief executive level. Be open and ensure that you spend time building trust at the start. This will be time well invested as the relationship will deepen more quickly if the foundations of trust are there
- Flexibility is important. The relationship may be more time-intensive at the start or during a crisis. This should not be seen as a sense of failure but of success!
- Timing of the meetings can have an impact on their success (e.g. some people may enjoy a Friday afternoon and find it cathartic to off-load any issues before the weekend)

- Others may prefer a Monday morning to set them up for the week). Discuss when you and your mentee are at your best and when energy levels are highest (e.g. are you a lark or an owl?!))
- Look for small wins early on to help build the relationship
- Encourage peer mentoring - show the mentee that you want to learn from them too
- Realise that everyone is unique. There is no set script or process. Use your instincts!
- Work out an Exit Strategy that suits both parties to ensure that the mentee won't feel abandoned in the middle of their 'journey'. You can then help the mentee build up their self-reliance to cope alone after the relationship ends



b) Managing Yourself

- One of your most important responsibilities is to have good listening skills. Listen much more than you talk- and really listen. Deep listening may give you an insight into what the mentee is not saying (i.e. spotting the underlying issues). Watch for the non- verbal clues (i.e. person's body language). Avoid becoming "one who speaks and listens to himself speak". Don't jump to conclusions -listen all the way to the end to hear the punch line!
- Good questioning skills can also help to draw out the issues. Before asking the question think why you are asking it. A good question can empower the mentee to enable them to think about the issue and resolve it for themselves, a poor question might lead nowhere. Try not to phrase closed questions (which require a simple yes or no answer) or phrase questions in a way that may influence the mentee (See Appendix 1F for some sample questions)
- The mentor must have goals and expectations of what they want out of the relationship. It is not enough to just want 'to give something back'. Have professional and personal goals – these may be different but they will impact on each other. The mentors in past CO3 Programmes commented that they learnt a great deal from their mentees. This mutual 'give and take' strengthens the relationship and will increase the likelihood of its success
- Make sure that you can commit the time and effort involved before you sign up as a mentor. Mentoring is hugely rewarding for the mentor, but it will require the one-hour each month (and usually e-mail/phone contact in between, depending on what you have agreed with your mentee). It is unfair to the mentee if the mentor pulls out after a couple of meetings due to 'time pressures'
- Recognise that you will need support too. It may be useful to speak to other mentors taking part in the Programme. Having your own mentor can also be helpful (after all you will be developing your own skills during the relationship!)
- Don't expect to have all the answers. It is a more valuable learning experience for the mentee to develop their own problem-solving techniques and wisdom, than to 'borrow' these from the mentor. Instead, help the mentee think through the options or give them access to your networks
- Stand back from the issues raised by your mentee, but work together on them. Don't take responsibility for the individual at the same level as you would a direct report. Be clear about boundaries at the start and ensure that you maintain the correct mindset to avoid encouraging

A sample Mentoring Agreement is included in this Guide, and provides a very clear framework for the start of the relationship. Any extensions of these boundaries can then be negotiated during the relationship (such as extension of the timescale or what can be discussed)

- Don't take for granted the small things – i.e. the personal touch of asking about family, hobbies, etc. Take time to get to know the mentee at the first meeting, as opposed to trying to identify the mentoring 'need'. This helps deepen the relationship and build trust. Once the relationship is established, the rest will follow
- If the relationship falters, persevere. As a last resort, contact the programme manager for assistance



8. Tips for Programme Managers

- Get yourself a mentor/ mentors to help you during the planning and implementation of the programme. They will provide invaluable support and wisdom, and you will not feel so isolated (particularly if this is the first programme when you may feel under a great deal of pressure to ensure its success)
- Preparation before launching a programme is vital. Set very clear objectives and be clear about how you will evaluate success
- Ensure stakeholders have bought into the mentoring process, by highlighting the benefits and expected outcomes from the programme. They can then help champion the recruitment and promotion for the programme
- The complexity of some of the issues being dealt with in a mentoring relationship at Chief Executive level may not be resolved in the initial timescale. However it is better to indicate a specific length for the relationship (particularly when recruiting mentors). Mentors and mentees can then agree if they want to extend this
- Most of the mentors in the pilot programme stated that they would not have signed up for an open ended time commitment, yet most parties agreed to continue beyond the initial agreed timescale
- Provide “Awareness sessions” for any potential mentors and mentees to give them an overview of mentoring and an indication of what they can expect if they decide to sign up to the programme. Specific group training can then be given to mentors and mentees
- Invest time in the recruitment and matching process and this will pay huge dividends for the success of the programme. Research demonstrates that, normally, 7 out of 10 relationships will succeed during any programme
- If possible attend the first five minutes of the first meeting between each mentoring pair. You can introduce them to each other and remind them of the objectives of the programme, and of any forms/procedures that you want them to follow. You can then leave the meeting and give the parties space to let the relationship develop
- Monitor the programme to ensure its success. This may be a quick monthly phonecall to participants to check the relationship is working. It is worthwhile holding Focus Groups after 3 months and 6 months. This not only gives the Programme Manager valuable feedback, but

is also another opportunity for participants to build their network of contacts and share tips or concerns with others in the group

- Confidentiality is a priority when managing any mentoring programme, but particularly so when the participants are Chief Executives whose issues may affect a large number of staff, or have a big impact on customers. It is important to build trust with all participants to enable them to confide any concerns they may have with either the relationship or the management of the programme
- If appropriate, former mentees should be encouraged to become mentors on any subsequent programmes. This will create a good recruitment pool of people who understand mentoring and are advocates of its benefits
- Many programmes fail because participants are loosely matched and told to 'get on with it!' Don't underestimate the resources needed to run an effective mentoring programme. This investment of time is particularly important if mentoring is a new or relatively new concept in the organisation. Once a mentoring culture develops, the Programme Manager can become more 'hands off' after establishing the matches



9. Benefits of Mentoring

a) To Mentees

- Mentoring may be one of the few times the mentee gets praise and recognition for their hard work – ‘food for the soul’
- Improvements will not just be professional – in fact at chief exec level it is the softer ‘human’ skills which will often be improved through mentoring. Most chief executives will have a , the power of mentoring is that the mentee can learn from another’s wisdom and experiences (without going is not unique, or that they have actually already solved part of the problem themselves)
- It is good for the mentee to gain a fresh perspective on their role, and get an objective view (with no hidden agendas/extra baggage)
-
- Sometimes referred to as a ‘critical friend’, the mentor may ask challenging questions or encourage the mentee to move outside their comfort zone. But this is why mentoring is not a ‘normal’ friendship – a true friend may be too close to you to see your weaknesses (or if they can see them, they may not want to lose your friendship by talking about them!). Good mentoring relationships may have a shelf life, beyond which the two become too comfortable with one another and the mentoring will not be as effective. But both will have gained a trusted friend

b) To Mentees’ Organisations

- Mentoring is **FREE**
- Mentoring is a much more efficient method for developing staff when compared to a training course or conference. What the mentee learns is 100% relevant to their needs and at a time and pace to suit them

- Mentoring is an ongoing developmental process whereby the mentee can talk through different options, return to work and try them out, then discuss the results with the mentor at the next meeting (a learning cycle)
- The mentor can help the mentee to overcome obstacles which would have otherwise held them, and therefore the organisation, back
- It introduces an ethos of mentoring and coaching which the mentee can then bring back into the organisation and use with their staff
- This can prevent sickness absence and aid more effective decision-making. able to manage issues within the organisation
- Indeed, two of the mentees on the CO3 programme stated that, without the help of their mentor, they would either have left their job, or would have suffered ill health due to the pressure of their job during the last six months. The costs to the organisation (sickness pay, steering the organisation without it's leader, and the effect on staff morale) could be drastically reduced by enabling more mentoring to take place at this senior level

c) To Mentors

- Reminds the mentor of skills that they may have forgotten they had – this builds self-
- Taking time out to hear about someone else's issues makes the mentor think about how they would deal with them – this is a good learning process, and good preparation should the issues arise in the future
- It will help them improve their skills of listening and enable them to see things from another perspective – again, these skills can then be brought back and used in dealing more effectively with staff in the mentor's organisation
- The mentor does not feel the same level of responsibility for the mentee as they would for a direct report. The mentors in the CO3 Mentoring Programme said that this felt particularly liberating because they were able to listen to the mentee, share their experiences and then help the mentee work through the issue without getting emotionally involved. This approach can then be brought back into the mentor's organisation and they can practice this new skill of delegating more decision-making, and mentoring their own staff, which makes the staff feel more empowered

d) To Mentors' Organisations

- The skills which the mentor develops (mentioned above) are brought back into the organisation. In the CO3 Mentoring Programme, one-to-one relationships were reported to have become more effective, and team-working had also improved
- Mentoring involves sharing best practice – the mentor can learn how other organisations operate and adapt this learning to suit their own organisation
- Someone else's
how they are dealing with it in their own organisation.
- Gaining new ideas about how people tackle issues differently demonstrates different possible solutions
- Being matched with someone from the same sector can be very powerful, by giving an insight into their organisation in the future
- Being matched with someone outside the sector is equally powerful, as it can show that, whilst there are some differences, many of the issues at senior management level are the same. This can be reassuring (i.e. "It's not just me, then!") and may provide some very different solutions for resolving the issues
- Mentoring helps the mentor understand their strengths – both within themselves and the organisation. This helps them value themselves and the organisation more – a mindset change to appreciate the mentor's own skills and those of the team. The mentor has been re-motivated, and this will have a knock-on effect on staff
- f retention.
Enthusiasm is contagious. The leader's mood and approach to work rubs off on staff over time (think about a time when you have worked for either a highly motivated or highly de-motivated boss....remember how that made you feel?) People are inspired by a motivated leader and are more productive
- Mentoring is ethically good for the organisation because it encourages staff to 'give something back' through the organisation

- The impact of mentoring is therefore like a ripple in a pond – and the positive effects will be felt far away from the actual mentoring pair



10. Signs of Successful relationships

- Very few cancellations or date changes
- Both parties enjoy the experience and are stretched by it – “equals” who have an understanding and respect for one another’s views
- The mentee emerges from each session with a new insight into an issue that has been bothering them, and feel energised to take action about it
- A certain amount of “positive challenge”. As Clutterbuck says “growing pearls of learning requires at least some measure of grit in the oyster!”. The advantage of a mentor over a friend is that the mentor should tell the mentee truths and challenge them in a way that a friend may not
- A high degree of trust
- The chemistry is right between the two individuals – they can relate on a personal level and the relationship becomes less formal as it progresses



11. Things that may go wrong – and how to avoid them!

- of the resource of a mentor. Change this mindset to make sure you get the most from this valuable resource
- The parties may fail to establish rapport. Because of the chemistry required in a mentoring relationship, there is no guarantee that it will succeed
- If the two do not 'click'

As stated above,

party. It is better to be honest with each other and end the relationship than to carry on (or worse, to not return calls and hope they go away!)
- Lack of time was cited as the number one problem in the CO3 Mentoring Programme. By

last Friday each month) to ensure the meetings are consistent. If mentors and mentees are clear about time commitments before they sign up to the Programme they are more likely to avoid cancelling (although some cancellations may be unavoidable due to the nature of the chief executive role)
- Lack of clarity about the purpose of the relationship. If the mentor and mentee have clear goals to work on, it provides a boost to the rapport-building process – if only because it provides a clear, shared point of reference and interest
- The Mentoring Agreement and initial discussions should clarify expectations of both parties. Be realistic about what each other can do

12. Appendices

Appendix 1: Some Guidelines for use before, during and at the end of the mentoring relationship

- 1A Mentoring Ground Rules – Questions to Ask
- 1B CO3 Code of Ethics
- 1C A Checklist for the First Meeting
- 1D Winding Down the Mentoring Relationship – Guidelines
- 1E
- 1F Mentor Questions
- 1G Feedback

Appendix 2: Sample Forms for use during the relationship

- 2A Sample Mentoring Agreement
- 2B Mentee Preparation Form
- 2C The 5 C's Model
- 2D Record of Meeting
- 2E Diary Format for Mentee
- 2F G-STAR Model

Appendix 3: Further Reading and Useful Contacts

- 3A Further Reading
- 3B Some Websites specialising in Mentoring, Leadership and Adult Learning

Appendix 1

Some Guidelines – before, during and at the end of the mentoring relationship.

1A Mentoring Ground Rules – Questions to Ask

1. a) Are we clear about each other's expectations of:
 - Each other?
 - The mentoring relationship?
 - What we hope to learn from each other?
 b) How closely do our expectations match?
2. a) What are the core topics we want to discuss?

b) What, if any, are the limits to what we talk about?
3. How formal or informal do we want our meetings to be?
4. To what extent is the mentor prepared to allow the mentee to:
 - Use his or her authority?
 - Use his or her networks?
 - Take up time between meetings?
 - Are we agreed that openness and trust are essential?
5. How will we ensure they happen?
6. Are we both willing to give honest and timely feedback (e.g. to be a critical friend)?
7. a) What, if any

b) What are we prepared to tell others:
 - About the relationship?
 - About our discussions?
 c) Who shall we tell, and how?

8. What responsibilities do we owe to others as a result of this relationship (e.g. to line managers, peers, the Programme Manager)?
9.
 - a) How do we ensure the mentee's line manager/Chair is supportive?
 - b) Is there a clear distinction between the roles of mentor and line manager / Chair?
 - c) If there are overlaps, how will these be managed?
10. When and how shall we check this relationship is 'right' for both of us? Clutterbuck & Megginson, 1999

1B CO3 Code of Ethics in Mentoring

Competence

The mentor will:

- Ensure that their level of experience and knowledge is sufficient to meet the needs of the mentee
- Ensure that their capability is sufficient to enable them to operate according to the Code of Ethics

Context

The mentor will:

- Understand and ensure that the mentoring relationship reflects the context within which the mentoring is taking place
- Ensure that the expectations of the mentee are understood and that they themselves understand how those expectations are to be met

Boundary Management

The mentor will:

- At all times operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the mentee either to a more experienced mentor, or support the mentee in seeking the help of another professional, such as a counsellor, psychotherapist or business/ financial advisor
- Be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the mentee

Integrity

The mentor will:

- Maintain throughout the relationship a level of confidentiality which is appropriate and agreed at the start of the process
- Disclose information only where explicitly agreed with the mentee, unless the mentor believes that there is evidence of serious danger to the mentee or others if the information is withheld
- Act within applicable law and not encourage, assist or collude with others engaged in conduct which is dishonest, unlawful, unprofessional or discriminatory

Professionalism

The mentor will:

- Respond to the mentee's learning and development needs as defined by the agenda brought to the mentoring relationship
- Not exploit the mentee in any manner, including, but not limited to financial, sexual or emotional matters within the professional relationship
- The mentor will ensure that the duration of the mentoring contract is only as long as is necessary for the mentee
- Understand that professional responsibilities continue beyond the termination of the mentoring relationship. These include the following:

1. Maintenance of agreed confidentiality of all information relating to the mentee and his/her organisation
 2. Avoidance of any exploitation of the former relationship
 3. Provision of any follow-up which has been agreed to
 4. Safe and secure maintenance of all related records and data
- Demonstrate respect for the variety of different approaches to mentoring and other individuals on the programme
 - Never represent the work and views of others as their own

CO3 would like to acknowledge the European Mentoring and Coaching Council of Ethics which informed the CO3 code. www.emccglobal.org

1C A Checklist for the First Meeting

1. Where shall we meet and for how long? The first meeting should, where possible, take place at a neutral venue
2. What do we want / need to know about each other?

Career Ambition:

- career history
- what you enjoy/dislike about your work
- strengths and weaknesses
- where you want to be in five year's time

Development goals:

- The main purpose for the relationship
- Any other benefits – e.g. increasing visibility, expanding networks
- How will you measure success?

Social:

- interests outside work
- family life

3. What will make this a satisfying and useful relationship for both of us?
4. What expectations do we have of each other (ground rules and verbal/written contract)?
5. What are our priorities?
6. Agree date and time of next , and preferably all, meetings
7. Do we want to set an agenda for our next meeting?
8. Are there any issues we should get to work on now?
9. Have we exchanged contact details – work / mobile / e-mail

1D Winding Down the Mentoring Relationship – Guidelines

These guidelines may be of assistance as you reach the end of the 12 month period

1. Review journey alone and together. See the separate Guidance Note on “Reviewing the Mentoring Relationship”
2. If the parties have agreed to end the relationship, the last meeting should be used to review the 12 month journey, and to assist the mentee to develop an Action Plan to help them move forward
3. The mentor may be able to help signpost the mentee to other potential mentors who will be more appropriate to help take the mentee’s Action Plan forward. Or the programme manager may be able to identify a mentor from within CO3 or other networks
4. Relationships which have worked well will tend to continue in some form – even if the parties agree to keep in contact and meet up every now and then as part of each other’s ‘network’
5. If the parties agree to continue the mentoring relationship, it should be mentee-driven:
 - Draw up a Mentoring Agreement for another specific period (e.g. 3 or 6 months)
 - Be very clear as to why the relationship should continue, how often you will meet, and what each expects to gain from continuing the relationship
 - Build in review dates to ensure that the relationship is meeting both parties’ needs

When a mentoring relationship is extended beyond the Programme’s timeframe, it usually changes slightly, becoming more of a friendship of mutual benefit. The partners meet more as equals and mutual sounding boards. There will be little or no interaction with CO3 (although we will be glad to help in whatever way we can), the Agenda may be more fluid, and meetings may be less frequent.

It may be helpful to keep the programme manager informed if you do decide to continue the relationship – this will be useful information for including in our evaluation to stakeholders. It is a sign of success if relationships continue beyond the programme timescale.

6. The mentor may decide that, as a result of the mentoring relationship, they now wish to find a mentor for themselves. If required, CO3 can assist with the search
7. Whether the parties decide to continue or end the mentoring relationship, CO3 will provide a list of useful resources/contacts to aid Action Planning and future Personal Development

1E Reflective Practice and Reviewing the Relationship

Reflective Practice has been described “ Individuals engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in others” (Brookfield 1995; Thiel 1999)

We recommend that both Mentees and Mentors use reflective practice throughout their mentoring journey. When individuals reflect on what they have done it helps them to understand the link between their actions and the practical results those actions achieved. When they become reflectors, they are then able to apply their new knowledge and skills to their future activities.

When you reflect, think about:

- Decisions you made intuitively, or spur of the moment
- What you find you can do easily and what proves more difficult
- What takes you by surprise

Quick Review – after each meeting.

- Did I plan I advance?
- Did I ask the questions I wanted to?
- What has worked well so far?
- What would I do differently?
- What didn't I get done that I intended to do?
- What do I need to do to move forward on this?
- What opportunities are available to me?
- What I have I learned from this?
- What does this mean for future situations?

Final Review

1. What has the relationship delivered in terms of:
 - a. expected outcomes?
 - b. unexpected outcomes?

These outcomes may involve changes in knowledge, skills, behaviour, etc

2. What do you see as the benefits of the mentoring relationship to the mentee's and mentor's organisations?

Plan

1. What would you like to achieve in the next 6 or 12 months?
2. How will you work towards achieving this?
3. Identify possible obstacles and how you might overcome these
4. Who can help you achieve your objectives/goals?

Useful Contacts/Resources:

See list of Further Reading and Useful Contacts at the back of this Guide

1F Mentor - Questioning Skills

1. What will give you the most value from today's session?
2. What do you want to focus on today?
3. What is keeping you awake at night?
4. What is the present situation in detail?
5. What is happening now that is working well?
6. What is happening now that tells you that you have a problem?
7. What do you have control over?
8. What strengths and resources do you bring to this?

9. Where do you want to be a year from now? How will you measure your success?
10. If you had to find a way, what would it be?
11. What do you not know about this situation/project? How could you find out?
12. If you improved one thing you do, what change would make the biggest improvement to you area of or your organisations performance?
13. What would you do if you knew you couldn't fail?
14. What do you enjoy about what you do?
15. What might you be overlooking?
16. Who else has done this before?
17. What have you learned from this?
18. What can you do differently next time?
19. What did you do well?
20. What will you do next?

Adapted from
[An Introduction to Enterprise Mentoring – A Pocketbook for Mentees](#)

1G Feedback

Giving and receiving feedback in the right way is critical to ensuring an effective mentoring relationship

Methods of Giving Feedback

Positive Feedback – Give praise for their strengths and achievements. This is the easiest form of feedback, and is extremely important.

Negative Feedback – This can involve commenting on a persons actions or behaviours that may be hindering them in their personal growth. It is more difficult to do but is equally important. If given skilfully it is a valuable way to identify areas for personal development.

Constructive Feedback – Is a combination of positive and negative feedback and is probably the most productive way of giving feedback.

Destructive Feedback – Has no benefit what so ever. This is criticism without positive suggestion and is to be avoided at all costs as it is de-motivating.

Receiving Feedback

The way you receive feedback may affect the way it is given to you. You can influence the person who is giving feedback to become more effective by responding with constructive questions
Here are some tips:

- Always welcome feedback and enjoy the praise when you get it!
- Listen to what is said and do not jump to conclusions. Try to understand why you are receiving feedback.
- Try not to be defensive or justify what you have done.
- If you don't understand, ask the person to clarify what they mean.
- Ask for examples of your behaviour that has given rise to the feedback.
- Agree what needs to happen next, what you will both do , and when.

Appendix 2

2A Sample Mentoring Agreement

In signing this agreement, both parties agree:

1. To meet for at least one hour every month for the next twelve months
2. To keep all mentoring appointments where possible, and to ensure prompt rearrangement where absolutely necessary
3. To maintain confidentiality regarding our discussions
4. To a 'no-blame' conclusion of this mentoring relationship if necessary
5. Mentee's Objectives:
6. Mentor's Objectives:
7. We have read and agree to abide by the Code of Ethics

Signed (Mentee): _____ (Mentor): _____

Date: _____ Date: _____

2B Mentee Preparation Form

This may be useful to help you gather your thoughts before each meeting.

- What has been going well since our last meeting?
- What didn't I get done that I intended to do?
- What do I need to overcome at the moment to move forward?
- What opportunities are available to me right now?
- , do I want to discuss with my mentor this month?
- What was the most useful aspect of the last meeting and why?

2C The 5 C's Model – a sample form

CHALLENGE (What do I want to do)

CHOICES (What are the options)

Option 1:

Option 2:

Option 3:

Etc.

CONSEQUENCES (Possible outcomes of each option)

Option 1:

Positive

Negative

Attractiveness:

1	2	3	4	5	6	7	8	9	10
very poor									excellent

Option 2:

Positive

Negative

Attractiveness:

1	2	3	4	5	6	7	8	9	10
very poor									excellent

Option 3:

Positive

Negative

Attractiveness:

1	2	3	4	5	6	7	8	9	10
very poor									excellent

CREATIVE SOLUTIONS (what other solutions can I now see?)

CONCLUSIONS (My Action Plan)

2D Record of Meeting - Sample Form

Date:

Objective of meeting:

Meeting Notes:

Action Agreed:

For Mentee:

For Mentor:

Date of Next
Meeting:

2E Sample Diary Format for Mentee

(Write this up each time something happens which relates to your mentoring objectives)

Objective:

Ideas:

Plan:

Date

What happened

Key Learning:

2F G-STAR Model

This is a particularly useful technique in mentoring. Use it to explore a particular issue with your mentor – it can often be a fast track to the real answers you are looking for.

G What are your **GOALS**?

- What are your goals for today's discussion?
- What will give you the most value from today's session?
- Do you have control over this issue?
- When do you need to achieve this goal by?

S What **SITUATION** are you facing?

- How do you feel about the situation?
- How can you describe the situation?
- What do you know about the current situation?
- What do you not know about the current situation?

T What is your **THINKING** at this time?

- What options have you considered about the situation?
- What underlying assumptions are you making?
- Think how others would solve this problem.
- Think about how you will measure your success.

A What **ACTIONS** are you considering?

- What do you need to do first?
- By when do you need to have this done?
- In what sequence will you do these tasks?
- Can you think of anything that may disrupt your actions?

R What **RESULTS** do you expect?

- Are the results realistic?
- Have you considered other outcomes?
- What contingencies can you put in place?
- What are the consequences of not achieving these results?

Adapted from
An Introduction to Enterprise Mentoring – A Pocketbook for Mentees

Appendix 3

Further Reading and Useful Contacts

3A Further Reading

- Boydel et al.** (1994) *A Manager's Guide to Self-Development*, Maidenhead: McGraw Hill
- Brookfield, S** (1986) *Understanding and Facilitating Adult Learning*, Buckingham: Open University Press
- Chang, R.Y. and Keith, P** (1993) *Step by Step Problem Solving*, London: Kogan Page
- Clutterbuck** (1991, 2nd Edn) *Everyone Needs a Mentor*, London: CIPD
- Clutterbuck Associates** (2003) *Guides: How to be a Great Mentor and How to be a Great Mentee*
- Clutterbuck, D and Megginson D** (1999) *Mentoring Executives and Directors*, Oxford: Butterworth-Heinemann
- Courtney, R** (2000) *A Guide for the Journey*, Belfast: NICVA
- Craig M** (1994) *Analysing Learning Needs*, Aldershot: Gower Publishing
- Cross, P** (1986) *Adults as Learners*, San Francisco: Jossey-Bass
- Emmett, S** (2003) *How to Mentor and Support Learning*, London: Spiro Press
- Illeris, K** (2002) *The Three Dimensions of Learning*, Roskilde University Press (distributed by NIACE)
- Knowles, M** (1990, 4th Edn) *The Adult Learner*, Houston: Gulf Publishing
- Kolb, D** (1984) *Experiential Learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall
- Landale A** (Ed) (1999, 3rd edn) *Gower Handbook of Training and Development*, Aldershot: Gower Publishing
- Lovell, B** (1989) *Adult Learning*, London: Croom Helm
- Ostermann, K & Kottkamp, R** (1994) *Rethinking Professional Development*, in Bennett et al (Eds.) *Improving Educational Management through Research and Consultancy*. Milton Keynes: Open University Press
- Pegg, M** (1999) *The Art of Mentoring*, Chelmsford: Management Books 2000 Ltd
- Peterson R** (1998, 2nd edn) *Training Needs Assessment*, London: Kogan Page
- Schon, D** (1984) *The Reflective Practitioner: How Professionals Think in Action*, San Francisco: Jossey-Bass
- Whittaker, M and Cartwright, A** (2000) *The Mentoring Manual*, Aldershot: Gower Publishing

3B Some Websites specialising in Mentoring, Leadership and Adult Learning

Chief Officers Third Sector: www.co3.bz

Association of Chief Officers of Scottish Voluntary Organisations: www.acosvo.org.uk

Association of Chief Executives of Voluntary Organisations: www.acevo.org.uk

Association for Management Education and Development: www.amed.org.uk

The Coaching Network: www.new.coachingnetwork.org.uk

Chartered Institute of Personnel & Development: www.cipd.co.uk

Department for Employment and Learning: www.delni.gov.uk

Educational Guidance Service for Adults: www.egsa.org.uk

The European Mentoring and Coaching Council: www.emccglobal.org

Exemplas Mentors' Forum: www.exemplas.com

The Greenwood Partnership

Management and Leadership Network: www.mln.org.uk

National Institute for Adult Continuing Education (NIACE): www.niace.org.uk

The Work Foundation: www.theworkfoundation.com

Established in 1985, Chief Officers 3rd Sector (CO3) is a leading membership-based organisation that focuses on supporting, developing and connecting Third Sector leaders in Northern Ireland.

We have a growing membership base of just under 700 Third Sector leaders. Our members range from leaders of some of the largest charities and social enterprises through to small community and faith-based groups.

We use the term Third Sector to describe the breadth of our members' work. Members work across all policy areas and connect to all government departments. Our members offer considerable expertise, services and innovation. Our members lead organisations that contribute resources and investment in public services, employ tens of thousands of people and have a considerable asset base to help strengthen the economy.

We are supported by a small staff team who work closely with members, as well as partner organisations in the private & statutory sector and government departments. CO3's capacity to deliver services has been enhanced in recent years. Membership numbers have increased substantially, from 60 in 1998 to just under 700 in May 2021.

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