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A Guide to Mentoring for UEA staff

1. What is Mentoring?

Mentoring is a relationship where one person (the mentor) supports the learning, development and progress of another person (the mentee). It is a long term, individualised form of support, which is tailored to meet the needs of the mentee, and is focussed on helping them to achieve their career development goals. A mentor provides support by enabling the mentee to benefit from their experience, offering information, advice and assistance on matters such as career planning, networking, personal development, leadership, managing change and making career transitions.

1.1 Features of mentoring

In the workplace, mentoring is often organised via formal mentoring schemes. But mentoring frequently happens informally too, and in these instances people do not necessarily recognise that they are in a mentoring relationship. Indeed, sometimes a single, one-off conversation can be transformational for an individual. This is referred to as 'spot' mentoring. It is also common for people to have different mentors at different stages of their careers.

The mentor role involves the following aspects (Starr, 2014):

- The mentor provides appropriate support to an individual because the mentor has knowledge, skills or experience that are relevant to that person's situation and goals
- The mentor has a series of conversations with their mentee that usefully relate to the mentees personal and professional development goals and aspirations
- The relationship may or may not have a fixed duration (depending on the level of formality), but there may be a period of time over which the relationship is most relevant and therefore most active.
- The mentor feels a degree of benevolence towards the mentee and is committed to supporting them – they would like to see them succeed
- The mentor shares knowledge and experience without insisting theirs is the right way. The mentor can act as a positive influence and is someone whom the mentee respects, but it is not expected that the mentee should be like the mentor, or make the same choices.
- The mentor is concerned with the mentee's growth and development and recognises their status as an equal in the mentoring relationship. Although the mentee benefits the most, the learning is mutual, as it provides the mentor with an opportunity to reflect on practice, consider different perspectives and update their knowledge.

This approach is known as '**developmental mentoring**'; it is non-hierarchical and is about empowering the mentee to take responsibility for their own development. The mentee sets

the learning agenda based on their needs and the mentor provides insight and guidance, helping them to achieve their desired goals.

This differs from ‘**sponsorship mentoring**’, where the mentee is a protégé (literally 'one who is protected'). Here, the mentor takes some responsibility for the mentee’s career development, intervening on their behalf. The mentor is usually more senior, and will tend to prefer a mentee who they perceive to be very similar to themselves. These relationships can be problematic if the power dynamic changes and the mentee stops taking advice. The form of mentoring presented in this document is developmental mentoring.

1.2 Differences and similarities between coaching and mentoring

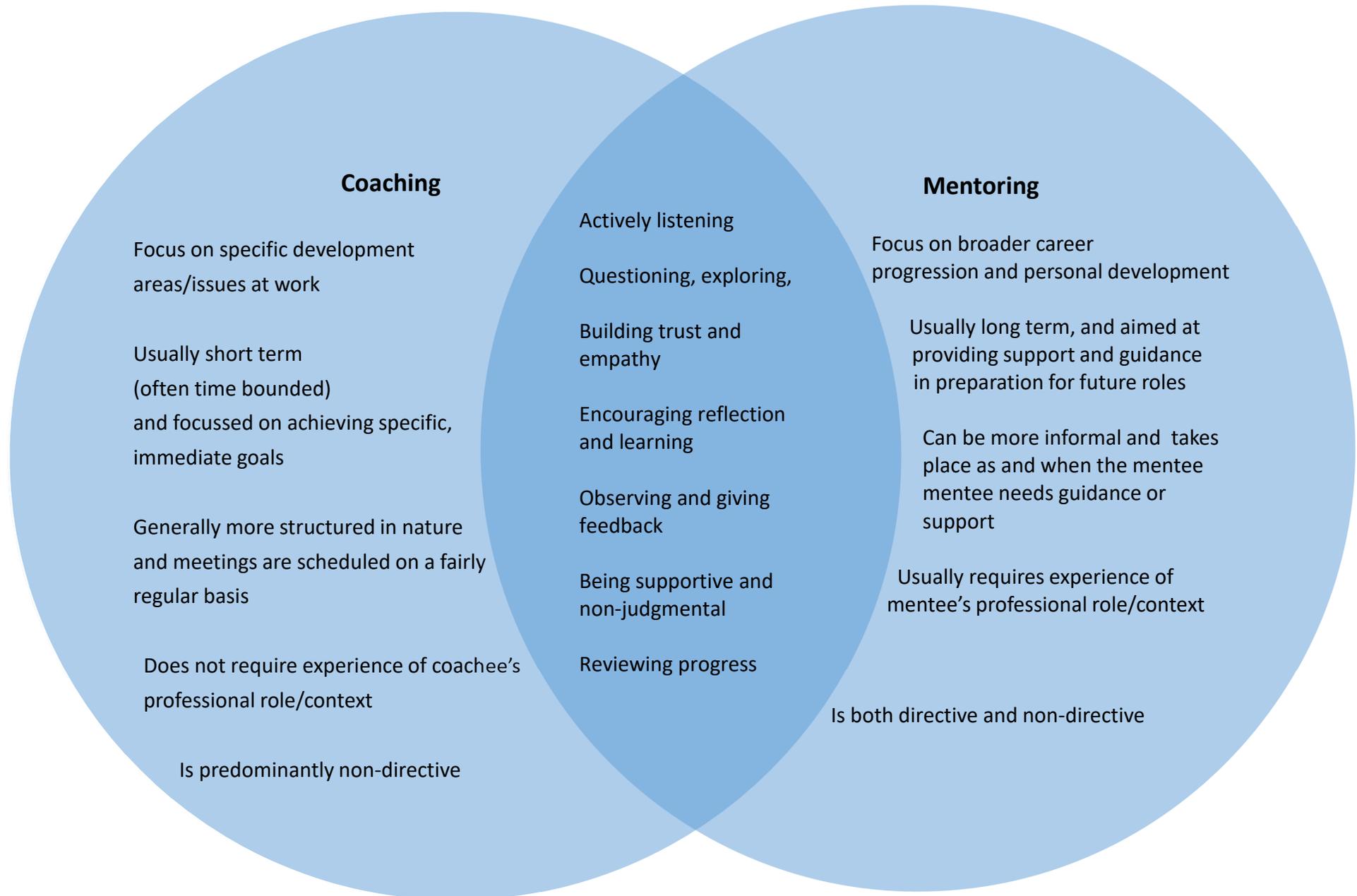
Mentoring is sometimes confused with coaching, and the terms are often used interchangeably. Consider these definitions:

“A mentor supports an individual as s/he experiences shifts in professional identity, taking an active role in defining the learning agenda at the start of the relationship in the light of their additional knowledge and experience, but gradually enabling the mentee to take an increasingly active role in shaping their own learning”. (Kay and Hinds, 2005)

“Coaching is a process that enables learning and development to occur and thus performance to improve. To be a successful Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.” (Eric Parsloe, 1999)

In ‘Transformational Mentoring’ Hay (1995) describes mentoring as a ‘*developmental alliance*’; a relationship between equals in which someone is helped to develop themselves. This could just as easily describe coaching.

These definitions do not necessarily convey rigid distinctions between coaching and mentoring, but they illustrate that both coaching and mentoring are a series of learning conversations which help to facilitate analysis, reflection and action, and ultimately enable a person to achieve their development goals. However, there are some key differences between coaching and mentoring in the workplace. The confusion arises because there are overlaps in the skills and activities involved in both processes (see the diagram below). The coaching and mentoring network provides a more detailed summary of the common things that coaches and mentors do (see <http://new.coachingnetwork.org.uk/>).



In coaching, the coachee learns something about themselves and their situation, supported by questions from the coach who listens actively and intensively. The coach helps the coachee to think through issues, explore options, and identify action they wish to take. The coachee does not receive advice or instruction from the coach - it is about enabling the coachee to develop their own wisdom. This approach is non-directive.

Unlike a coach, a mentor will be both directive and non-directive, using coaching skills to facilitate the mentee's learning, but also drawing on their knowledge and experience to explicitly guide, inform and recommend where appropriate. This is nicely summed up below:

'Mentoring is sharing specific knowledge and expertise in an area that a colleague wishes to develop. Coaching is a holistic process that can benefit someone without needing specialist knowledge in the client's field. Both processes can be at work within the same session, although the overall 'designation' of the relationship may indicate where the focus lies.'
(Lynne Blanchfield, KITE Project)

1.3 Mentoring activities

A mentoring relationship will involve many activities which contribute to the mentee's development, depending on their career stage. These may include:

- providing information, guidance and direction
- induction into the department/profession
- helping someone understand their role and responsibilities
- translating organisational culture and values
- identifying and clarifying learning needs
- enabling reflection and enquiry
- assessing and evaluating
- observation and feedback
- joint planning and goal setting
- building confidence and supporting progression
- articulating learning and practice
- reviewing change

For example, for a new member of academic staff, a mentor can provide basic information about teaching and research activities, examinations, key meetings, important deadlines, submission dates and administrative duties. They can help with the preparation and observation of lectures, seminars, tutorials and research; provide guidance on marking and assessment practices and the construction of exam questions; and give feedback on research articles, conference papers and publications. The mentor can also encourage the mentee to consider their longer-term career aspirations, and what steps might help them to progress. Therefore, a mentor will assume many roles over the course the relationship:



1.4 Development of the mentoring relationship

Meggison et al (2006) identify 5 phases which characterise the developmental mentoring relationship, as it evolves over time. In the initial stages of mentoring, the mentor will tend to take charge of the relationship, creating a safe, supportive space for dialogue, and working hard to build trust and rapport with the mentee. As the relationship develops, the mentee will grow in confidence, becoming more autonomous and taking responsibility for shaping the direction of the relationship. The mentor's role will change accordingly to become more analytical, critical and reflective.

Building rapport, developing trust, shared understanding of the objectives and the parameters of the relationship are established.

The relationship has a clearer sense of direction with greater definition of the mentee's medium-long term goals.

The most productive stage of mentoring. The relationship is well established. The mentee has more confidence and takes more control in managing the relationship and the mentoring process.

The relationship has become more mutual in terms of learning. The mentee has become more self-reliant and has made significant progress in achieving their goals.

The mentee has achieved their goals and is equipped with the confidence and personal strategies to continue their development without the mentor. The relationship draws to a close and either ends or shifts to become friendship.

1.5 Should managers also be mentors?

A more supportive style, which involves using mentoring skills, is now recognised as an effective management approach, which can enhance staff performance and help prepare people for future roles (see Daniel Goleman's Six Leadership Styles, 2000). However, there is a difference between the manager-employee relationship and the mentor-mentee relationship.

A manager is primarily responsible and accountable for the performance of an individual. A mentor is not. Whilst many managers successfully demonstrate mentoring behaviours on an informal basis, they also exercise significant power and influence over the working life of the mentee. A mentor is impartial and removed from the mentee's immediate workplace context. They do not evaluate the mentee with respect to their job performance and achievement of departmental objectives. Their focus is wholly on the personal and professional development of the mentee. This creates a safe learning environment, where both parties are equal, and issues can be discussed openly and honestly without fear of negative consequences. Clutterbuck and Megginson (1995) define mentoring as "*off line help by one person to another in making significant transitions in knowledge, work, or thinking*". Therefore, there is an important distinction to be made between managers applying mentoring skills in the workplace during the course of interactions with their staff; and the role of a mentor who is outside the line management structure, whether they are mentoring informally, or as part of a structured scheme.

2. Benefits of Mentoring

There are many potential benefits of mentoring for the mentee, mentor and the organisation. These are summarised in the table below:

Table 1: Benefits of mentoring

Mentee	<ul style="list-style-type: none"> Opportunities for reflection and learning Understanding of the culture, structures and practices of the organisation Awareness of the organisations' long-term plans and strategies Guidance and feedback from someone knowledgeable and experienced Access to networks and other learning and development opportunities Increased self-esteem and confidence Personal growth and development of new skills and knowledge Enhancement of existing skills and knowledge Career planning, advice and support
Mentor	<ul style="list-style-type: none"> Increased motivation and sense of achievement from helping others develop Enhanced professional development, interpersonal skills and updated knowledge Opportunity to reflect and challenge assumptions and attitudes Chance to review one's own practice and development needs Broadening of perspective through exposure to different ideas and experiences Increased job satisfaction Enhanced reputation
Organisation	<ul style="list-style-type: none"> Increased job satisfaction, productivity and motivation Improved performance Better recruitment, retention and progression of employees Improved succession planning and internal capacity building Improved communication and enhanced working relationships Strengthening and reinforcement of culture and internal networks Tacit knowledge is shared Helps to build a learning culture Maximises potential and helps develop talent

3. Models of Mentoring

Mentoring in organisations can appear in many forms to take account of particular contexts and needs. Some common models are shown in the table 2. Mentoring is essentially about developing personal support networks, and the nature of these support networks may shift over the course of a person's career to reflect changing professional development needs. Therefore, particular approaches to mentoring may be helpful at certain points in a person's career. It is also possible for an organisation to utilise multiple forms of mentoring. Whatever model is adopted, successful mentoring rests on the adherence to fundamental principles and behaviours, which are explored in section 4.

Table 2: Models of Mentoring

One to one mentoring	<p>This is the traditional model of mentoring, where the mentor is someone experienced, more advanced in their career, and usually senior to the mentee. The individualised attention that the mentor is able to provide the mentee allows for high levels of understanding and rapport. These relationships are long term and focussed on the mentee's personal and career development.</p> <p>This type of mentoring relationship can evolve informally, where a mentee self-selects a mentor; or it may come about as the result of formalised mentoring activity. The former generally does not involve tracking progress on goals and objectives.</p>
Group mentoring	<p>One mentor meets with multiple mentees at a time, in small groups. The difference between this and peer group mentoring is that the mentor is someone who is more senior and at a later career stage. Mentees typically have a common or similar goal.</p> <p>This method is especially effective in situations where there are large numbers of mentees and time and mentoring resources are limited. Once a level of trust and openness has been achieved, this model is also effective for sharing collective knowledge and ideas.</p>
Peer mentoring	<p>Individuals at about the same career stage can form productive mentoring relationships. Peer mentoring (also called buddying) occurs when a more experienced individual takes on responsibility for the guidance and development of less experienced or new colleagues at a similar level.</p> <p>This type of mentoring can be effective for sharing organisational and job related knowledge or to provide insight into some of the challenges and experiences that others may encounter. This mentoring is usually informally structured and can be 1-1 or conducted in groups.</p>
Co-mentoring	<p>This formalises the mutual learning that takes place in a mentoring relationship. Both participants perform the role of mentor and mentee and are able to experience being the giver and receiver.</p> <p>Structured co-mentoring is recommended, where each person takes their turn to be mentored by the other to ensure mutual benefit. On the other hand a more fluid approach to co-mentoring allows mutual exploration of common issues, which can inform both parties. (Garvey et al, 2009).</p> <p>This model of mentoring is particularly useful for those who have reached senior levels in their careers, and is the equivalent of working with a critical friend and confidante, with professional topics being discussed.</p>

(Hanover Research, 2014, Hussain, Z, 2009), Clutterbuck, D et al, 2006)

4. Foundations for Successful Mentoring

4.1 Fundamental principles

Effective mentoring relationships rest on a number of key principles (Clutterbuck et al, 2006, Clutterbuck and Megginson, 2012):

Clarity of purpose

This might sound obvious, but the mentee needs to have specific learning objectives – something they wish to achieve or resolve or an outcome they aspire to.

Rapport

Alignment of values between mentor and mentee can help to build and sustain the relationship. But it is useful to recognise that challenge and difference in perspective may be lacking if values are too well aligned. The ability to build rapport encompasses the ability to accept and value difference.

Role boundaries

Understanding the role of the mentor helps to ensure that appropriate behaviour is used. Mentors need to know the boundary of the mentoring role - and when to refer a mentee on if they require support that is outside of the role of developmental mentoring.

Voluntary participation

The relationship will work best when both mentor and mentee want to be there and are committed to the process.

Competence

The mentor and the mentee need to bring some skills and attributes to the relationship. For example, the mentee needs communication skills to articulate ideas and issues. The mentor must have the ability to listen and to challenge constructively, to be honest, to reflect on what is said during and beyond the dialogue, and to demonstrate empathy.

Review

The mentor and mentee should take time to review the relationship – this increases openness and commitment and provides opportunities to share what has been learnt by both parties, thus enhancing the mentoring relationship.

Evaluation

Evaluation is used as a stimulus for the mentor and mentee to examine what they are doing and what they have learned.

The expectations and behaviour of both the mentee and the mentor will evolve throughout the process and as a consequence, the nature of the relationship will change and develop over the duration of the mentoring arrangement.

4.2 Helpful mentor attributes, skills and behaviours

A good mentor will demonstrate the following attributes:

- a genuine commitment to the development of others
- experience that is relevant to the needs of the mentee
- knowledge of the organisation - its culture, networks, structures and processes
- readiness to devote time and provide input into mentoring
- a desire to create a relationship based on trust, respect and equality

In addition, these skills and behaviours are essential for effective mentoring (Clutterbuck and Megginson, 1999; Hussain, 2009):

Being a good role model

Effective mentors demonstrate professionalism and naturally tend to be good role models. However, the mentee should develop their own individuality rather than imitating the behaviours of the mentor. Therefore, the mentor must help the mentee think about what behaviours fit best with their personality and strengths.

Listening carefully

To formulate pertinent and helpful questions in a mentoring session and to identify which aspects of their own experience (if any) they should draw upon, it is essential that the mentor listens carefully to their mentee. The mentor should summarise their understanding of the mentee's response, and ask questions to clarify relevant points.

Asking effective questions

The success of a mentoring conversation depends on the quality, not the quantity of the questions asked by the mentor. These should be challenging enough, so that they prompt the mentee to engage in genuine self-reflection and achieve greater insight into their situation.

Giving advice

It is important for the mentor to hold back from giving advice and offering a solution. The mentee should be encouraged to develop their own solutions through the use of effective questions. However, there are times when a simple "This is what you need to do" is the required approach. The skill is to understand when to give advice and when to hold back. This becomes easier with practice and experience.

Being a critical friend

Critical feedback is not always comfortable either for the mentor or the mentee, but it is one of the things they are most likely to appreciate. Critical but constructive feedback will lead to a more meaningful dialogue, deeper reflection and better learning outcomes.

Career planning

A mentor draws upon knowledge and experience of the profession, the institution and internal and external networks to help the mentee identify career paths and job opportunities, and to consider how the mentee might develop to maximise their prospects.

Providing support and empathy

There will be times when a mentor just needs to be there to listen, empathise and help the mentee regain their confidence and self-belief. Jumping in to solve their problem may make them feel inadequate and will not help build resilience.

4.3 Mentoring roles and responsibilities

The role and responsibilities of the mentor

The role of the mentor is to create a safe and supportive space for the mentee to discuss their personal and professional development needs; and to ensure that the relationship builds momentum and continues to be productive. In summary, they should:

- Arrange to meet with the mentee as soon as possible after accepting the role
- Encourage the mentee to think about what they want from the process.
- Clarify that the process is about ensuring that their needs are the focus and the mentor role is to support them in achieving their aims.
- Stress that confidentiality is of utmost importance.
- Discuss the best place and time to meet to suit their interests.
- Make regular contact; if the mentee cancels or does not attend an appointment the mentor should make contact straight away. They should not let the process drift.
- Encourage the mentee to think about the way that the process is meeting their needs: the mentor should check from time to time that the approach is still appropriate.
- Be clear about the boundaries of the relationship: keep a professional distance.
- Start each meeting by ensuring that the mentee's agenda has been clarified. For example, a session could start with the question 'What do you want from the meeting today?' At the end of the meeting the mentor should ask whether the mentee has covered the ground they wanted to in the session.
- Build in a review, especially if the mentoring is coming towards the end of a block of pre-arranged sessions.
- Talk to the mentee at an appropriate point about concluding the relationship. This may be at the end of a particular event, for example, at the end of the probationary period or the completion of a specific project. The ending needs to be explicit and appropriate and a discussion of what, if anything, might replace the relationship needs to be discussed.

The role and responsibilities of the mentee

The role of the mentee is to ensure that their professional needs are being met in the meetings. They should think about what they need from the meetings and make this clear to the mentor. They need to:

- Take responsibility for their learning and reflection
- Consider and articulate their agenda for each meeting

- Make it clear how the sessions are meeting their needs and whether the approach taken by the mentor is appropriate.
- Take a note of any action that has been decided. It is not up to the mentor to do this
- Be as honest as they can about how they understand the issues being discussed and their responsibility to it
- Honour the meetings arranged and be on time; if they have to change a meeting time they need to record the next date in their diary and keep it, even if things are going well
- Stick to the agenda and not stray into other areas
- Be clear about the boundaries of the relationship: keep a professional distance
- Regard all conversations as confidential
- Be realistic and not expect the mentor to solve their problems
- Ensure that the mentor has any tasks/information to read in advance of the next meeting

(Developed from Kay and Hinds, 2005)

5. Establishing the mentoring relationship

Effective mentoring is almost entirely dependent on the quality of the relationship between the mentor and mentee. The initial stages of mentoring are particularly important in determining how the relationship subsequently develops and if it is successful in the long term. Roles and responsibilities must be clearly understood by both parties.

5.1 Preparation

It is important that the mentee spends time reflecting on their development needs at the start of the mentoring relationship, and gives some indication of the progress they would like to make in these areas. Some form of self-assessment is helpful here. Development needs may be identified through the appraisal or promotions process, or linked to areas contained within relevant professional development frameworks (e.g. RDF, HEA PSF, AUA etc). Revisiting the self-assessment at the end of the mentoring process can help to identify the 'shifts' that have taken place in the mentee's development.

The first mentoring session is an important opportunity to develop personal rapport and establish expectations for the relationship. It is useful if both the mentor and mentee prepare for the meeting by reflecting on the following questions (Clutterbuck and Megginson, 2012):

Mentee	Mentor
<ul style="list-style-type: none"> • What are my major needs? • What are my short, medium and long term objectives? • What do I want out of the mentoring relationship? • What are the things that the mentor can help me with? • How can I help the mentor help me? • How do I like to learn? • How will I know if the mentoring is working or not working? 	<ul style="list-style-type: none"> • Why do I want to be a mentor? • What can I offer the mentee? • What do I want out of the mentoring relationship? • What career and life experiences have helped me most in my own personal and professional development? • How can I help them plan their professional development? • How will I know if the mentoring is working or not working?

Sharing responses to these questions will encourage meaningful discussion about the mentoring relationship and help the process of rapport building.

5.2 The Mentoring Agreement

The ground rules for the mentoring relationship, and an understanding of how the mentor will work with the mentee should be discussed early on, preferably as part of the first mentoring meeting. This working agreement (sometimes referred to as 'contracting') covers matters such as meeting practicalities; arrangements for contact; confidentiality; roles and responsibilities; boundaries and expectations; objectives of the mentoring;

evaluation etc. If the agreement is overlooked, difficulties or misunderstandings can arise later on. Agreement can be made verbally, or produced in written form, and levels of formality will vary depending on the mentee's personal preferences and the nature of the scheme. The mentor should be mindful that this agreement provides a useful reference point when reviewing progress with their mentee.

6. Designing a Mentoring Scheme

This section provides general guidance on what to consider if you are thinking of setting up a mentoring scheme in your school or department. It is by no means exhaustive, and some aspects are likely to be more or less relevant depending on the setting, size, and nature of your scheme. Careful design and preparation of your scheme means that you are more likely to engage the right people and meet the needs of participants.

6.1 Purpose

Be clear about the purpose and aims of the scheme. Why is the scheme needed? Is mentoring the best way to achieve these aims? For example, are there specific issues the scheme is intended to address? Provide evidence of these and identify the potential benefits of mentoring for individuals and the school/department/organisation. If possible, demonstrate how mentoring will support specific strategic objectives, but be realistic and avoid presenting mentoring as a remedy for a range of organisational problems.

6.2 Selection, training and support for mentors/mentees

Who will be the mentors and mentees? Think about how they will be recruited and if there needs to be selection criteria of some kind. If for example, the scheme is for early career researchers or junior managers, what should be the 'career gap' between the mentor and mentee?

Sufficient availability of mentors is a key issue. How will the scheme attract mentors? Will mentors receive some kind of recognition or reward? What incentives are in place? Is the pool of mentors wide enough? Can the scheme look beyond the immediate school or department, perhaps even externally? Do mentors need to have exactly the same career background or subject specialism?

Training can be mandatory or optional and probably needs to reflect the rigidity of the scheme. Given the uniqueness of individual pairings, a less prescriptive approach may work well. Training can also sometimes discourage potential mentors. A 'light touch' briefing that covers the key definitions and core principles involved in mentoring may be sufficient, especially where the staff group concerned already has related experience and the required skills set. In other scenarios, more in depth training may be needed, covering theory, good practice and skills development etc. Exactly what is offered will depend on the nature of the scheme and the context, but it is vital that the aims and expectations of

mentoring are clearly communicated to both mentors and mentees from the outset. If training is not provided, guidance, information, and support must be readily available.

6.3 Matching

In most cases the mentee will choose their mentor, sometimes with a third party to provide assistance to ensure they make a well informed decision. A common approach is for mentors to complete a profile containing information about themselves: previous experiences of mentoring or being mentored; motivations for becoming a mentor; what they have to offer a potential mentee (skills, knowledge, experience, accomplishments, networks); how they hope both mentors, mentees and the school/department will benefit from participation in the scheme; and personal information they are happy to share. This information is usually held on an internal website or database, for potential mentees to view. Mentees complete a similar profile and define what they are looking for in a mentor. This can be shared with the mentor and anyone involved in helping to pair people.

Consideration should be given to issues around confidentiality, ethics and standards and how difficulties within the mentoring relationship will be handled. It is also recommended that a 'no blame' divorce clause is built into the matching. Either the mentee or mentor can end the relationship at any point if it is not working. It is good practice for both parties to meet once or twice before making a firm decision to enter into a mentoring relationship.

6.4 The mentoring relationship

From the outset, the time commitment expected from mentors and mentees should be clear. How frequently will mentors and mentees meet and for how long? How will they interact – face to face, telephone, email or skype? What will be the duration of the mentoring relationship? Mentoring relationships can be indefinite or time bound, but workplace mentoring will usually have a specific end point, for example at the conclusion of the mentee's induction or probationary period.

6.5 Scheme co-ordination

Costs for marketing, resources and training need not be significant, but sufficient funding must be made available for staff to support and co-ordinate the scheme. Scheme co-ordination will vary depending on the size and nature of the scheme, but as a general guide responsibilities may include:

- marketing and communicating information about the scheme
- acting as a first point of contact for potential mentors and mentees
- assisting in the matching of mentees with mentors
- providing support and guidance for scheme participants
- tracking relationships and recording information
- dealing with difficulties that may arise within individual mentoring relationships
- organising training and on-going support
- reporting on progress to scheme sponsors
- managing funds

- evaluating the scheme

Consider what systems will be used to manage scheme information. These can be simple and low cost, but must be secure and robust. The larger the scheme, the more time consuming the administration involved will be. A very large scheme with high numbers of participants, may benefit from an automated system to undertake some administrative functions. However, automation cannot replace the role of the scheme co-ordinator. The scheme co-ordinator performs a vital function. All too often, it is an unofficial part of someone's role that is not acknowledged. It is strongly recommended that the responsibility for scheme co-ordination is formally recognised and included in a job description, with clear provision made for the necessary time commitment needed to support the scheme.

6.6 Senior level support and promotion of the scheme

A mentoring scheme is more likely to succeed if it has senior level support, and a strong business case will help to secure this. Senior management will need to understand the benefits of mentoring and how the scheme will help to achieve organisational goals and objectives. Include case studies, testimonials and evidence of impact from other mentoring schemes where possible. It is also important to stress that mentoring is a long-term activity, spanning years rather than months. It requires sustained investment in order for the benefits to be fully realised. Finding advocates for mentoring at senior level can be a valuable source of on-going support.

6.7 Piloting and evaluation

It is recommended that you pilot your mentoring scheme before rolling it out. Mentoring schemes are time and resource intensive. A pilot will help to determine if full implementation is a worthwhile investment, and provide evidence for management and funders. Evaluation of the pilot will highlight strengths and weaknesses in design, and generate information that can be used to market the scheme.

Ongoing monitoring and evaluation of the scheme is important. Monitoring is essential to ensure that standards of quality and good practice are adhered to. Consider how evaluation will be conducted in both the short and long-term. How will the overall scheme itself be evaluated? What methods will be used to do this? How will you know if the scheme has been successful or not and what criteria will be used to make those judgements? Be aware that it can be difficult to separate the effects of mentoring activity from other variables. It can also take time for the benefits of mentoring to become fully apparent. A longer term evaluation provides valuable evidence of impact and benefits.

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On-line resources

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www.clutterbuckassociates.co.uk

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The Coaching and Mentoring network

<http://new.coachingnetwork.org.uk/>

Approaches to mentoring and coaching

<https://www.vitae.ac.uk/>