

Mentoring Policy and Procedure

This policy provides a standard definition for, and a consistent approach to, mentoring for Fun Foundations Day Nursery. Mentoring is defined as a tool that promotes self-directed learning and supports the continued professional development of individuals by providing them with a more senior/ experienced member of the team for guidance. Responsibilities for performance management are distinguished from those of mentoring relationships. Attention is drawn to existing policies on conduct and equity that must be observed within individual relationships and in programme design. Principles of best practice for programme design are provided. The organisation is guided centrally by the Care and Social Services Inspectorate in Wales' National Minimum Standards.

The role and responsibility of the heads of organisations and managers for staff development and performance management is not diminished by application of this policy.

Aims and objectives

This policy provides a framework, based on best practice principles, to support and inform the design and development of mentoring practice for mentors and mentees participating in the programme.

The objectives of this policy are to:

- emphasise that mentoring is a voluntary relationship and is not a process to be imposed,
- recognise mentoring as a valued element of the staff development framework
- ensure that mentoring is not confused with, or substituted for, the performance appraisal system
- establish that mentoring relationships are governed by existing policies on quality, equal opportunity, inclusiveness, code of conduct and privacy.
- support and encourage mentoring as part of the organisation's overall strategic plan.

It is expected that senior managers will review the mentoring needs of their staff as part of their annual strategic planning process.

The mentoring relationship

The nature of mentoring relationships varies according to the context and purpose of establishing them. Mentoring can be used to transfer specific skills, knowledge and professional learning and development. In a staff development framework that emphasises self-managed learning, best practice is mentoring that encourages mutual learning and development in support of organisational goals.

Fun Foundations views mentoring as a private and non-reporting relationship that:

- Understands different learning styles

Fun Foundations recognises the need for flexibility within a mentoring programme, as the context and purpose of programmes will vary and some variability in the mentor role might be expected. However, the following fundamental principles will apply to the mentor's role:

- Commitment to developing others and to the mentoring process.
- Respect privacy and confidentiality
- Commitment to CPD
- Flexibility and empathy

The role of the mentee may also vary depending on the context and purpose of the mentoring program but will, in principle, include:

- Commitment to CPD
- Desire to learn and progress within the organisation
- Flexibility
- Taking responsibility for the success of the mentoring relationship and their own development needs.
- Showing respect for the time and effort being devoted to them by their mentor and keep their appointments (or re-schedule in advance).
- Responsive to help
- Reflective - seeing mentoring as a way of raising self-awareness, learning from experiences.

Recognition of mentoring as a valued element in staff development

The managers of Fun Foundations have responsibility for nurturing the staff reporting to them. This could include activities associated with mentoring.

Key characteristics of the mentoring relationship

The mentor has no:

- responsibility or authority over the mentee
- role in dealing with issues of non-compliance or under-performance

The mentoring relationship provides a confidential, non-judgemental and non-directive environment. The partners in a mentoring relationship are equal within it and share responsibility for the relationship.

Line managers will take part in discussions to arrange a mentoring relationship for a staff member who reports to them. They should be aware of staff development needs as well as what appropriate support mechanisms are available, including formal mentoring arrangements, and they should pass that information to staff.

Specific development outcomes or issues from within the mentoring relationship may be fed into the annual review process, if requested by the mentee and agreed to by the mentor. However, line



managers have no direct role in the relationship and should not expect to receive information that is confidential to the relationship.

Code of conduct, equity and confidentiality

The mentoring programme in Fun Foundations will adhere to:

- the Care and Social Services Inspectorate in Wales' National Minimum Standards
- policies and procedures relating to personal relationships in the workplace

The mentor and the mentee are equally responsible for ensuring that the mentoring relationship is conducted within the bounds of these policies.

Both the mentor and mentee have a duty to respect the confidential nature of the relationship and the dialogue that takes place within it.

All participants in the programme have a responsibility to know the relevant policies and procedures, and to understand how these impact on the mentoring relationship. Participants have equal responsibility for ensuring they comply.

Implementation

Fun Foundations has a programme coordinator to implement and manage the mentoring programme. The coordinator will:

- organise ongoing training available for mentors
- provide induction training for mentees
- co-ordinate a communication strategy to promote a consistent approach to mentoring throughout the organisation
- monitor and evaluate the mentoring practice
- provide implementation guidelines which comply with the organisation's policy and procedures; up-dating these when evaluation results indicate this is necessary

Principles of best practice in mentoring arrangements

Fun Foundations will implement and review it's mentoring programme against the following.

- Provide a clear statement of objectives for the programme.
- Ensure that information about the programme is equally available to all staff.
- Recruit individuals to the programme who support and champion it.
- Recruit a coordinator to manage the mentoring programme.
- Provide clear statements on the roles and expectations for all parties.
- Encourage staff to volunteer as mentors and mentees. This may include identifying potential participants.
- Base mentor recruitment and selection on a list of skills that are consistent with the programme's objectives.

- Support mentees to establish clear goals and development objectives.
- Provide the opportunity for any participant to request a change in mentoring partner or to withdraw from the programme without recrimination.
- Provide training and other support available for all participants, including the co-ordinator of the mentoring programme.

Design on-going monitoring and evaluation for the programme ahead of its implementation. This policy will be reviewed and updated on an annual basis to ensure good practice is maintained.

The mentoring process

Process stages	Mentoring activities	The purpose
Introduction	Introductions, sharing of backgrounds, interests and personal information.	Create a connection
Foundation	Explain mentor-protégé roles, relationship and the mentoring process. Explain expectations. This can include a 'negotiated' agreement/plan (Appendix A).	Clarity of and consensus on purpose
Orientation	Orientation to the department, new job responsibilities, work processes, competencies and expectations.	Reduce the stress and increase the team feeling.
Collaboration	Work together to prepare and plan for start of the protégé's work assignment. Mutual sharing of ideas, discovering how work flow, time and paper work management, and collaboration support both partners' work effectiveness and learning and development. (Appendix B - Action Planning and Goal Setting).	Good start, build team, mentor seen as a caring helper.
Problem-solving	Joint analysis of issues and problems. Development of options, strategies and plans to implement and evaluate results.	Development of thinking and knowledge.

Personal framework	<p>Building a strong mentor-protégé relationship.</p> <p>Reinforce protégé self-esteem and confidence.</p> <p>Explore each others' career dreams, views and strengths as employees and as persons.</p>	Mentor is seen as trustworthy and an openness is created.
Professional framework	<p>Discovering the 'big picture' such as:</p> <ol style="list-style-type: none"> 1. planning activities as a sequence. 2. assessing results and adjusting activities to increase effectiveness 3. worrying less about following plans and more about accomplishing a plan's purpose. 	Mentor seen as a model and protégé is increasing skill, insight.
Professional development	<p>Building a 2-way mentoring relationship where mutual feedback and support for learning and increased effectiveness is the norm.</p>	Promote mentor and protégé growth.
Transition	<p>Building a peer relationship, promoting the protégé's ability to work independently, but maintaining support for each other's growth.</p> <p>Promoting learning and support links with other staff, creating a broader team concept.</p>	Promoting mentor and protégé inter-dependence.

The process will start with meeting 1, in which the introduction, foundation and orientation can be achieved. Following this, both the mentor and the mentee will arrange for a second meeting, at a time that is convenient for both. The frequency of the meetings will depend on the level of experience and orientation of the mentee.

See Appendix C for a sample of a mentor log and a template.

The relationship cycle

Stage	Characteristics	Skills
Beginning: establishing rapport	<ul style="list-style-type: none"> Getting to know each other. The first impressions. Trying to see the positive in the relationship. Bonding. Exchange ideas about the nature and boundaries or limits of the relationship. Agree a formal structure for meetings. Agree on processes for working together. Begin to determine goals through action planning processes. 	<ul style="list-style-type: none"> Ask open-ended questions. Use body language that is open and not guarded. Listen actively. Demonstrate empathy. Avoid being too prescriptive. Use prompts. Agree how you will work together. Non judgemental.
Challenging and testing: setting direction	<ul style="list-style-type: none"> Mentee challenges Testing phase Rethinking first impressions Difficult feelings or emotions may surface. Be consistent in your communication, even if it is difficult. Demonstrate respect. Raise sensitive issues at the beginning of your interactions. 	<ul style="list-style-type: none"> Build problem-solving techniques into your open-ended questions. Work with mentee to diagnose learning needs. Set goals and identify priorities. Refine action plan. Learn about mentees learning style. Share yours

<p>Progression 'mentoring for real'</p>	<p>The relationship begins feeling right again Trust is established Growth in the mentee can be observed A 'deeper' bond and connection has been formed Greater mentee independence May be some disclosure Sharing expertise Adapt goals and processes in light of review – new issues identified Relationship evolving Outcomes being achieved</p>	<p>Avoid advising, and allow mentee to actively problem solve.</p> <p>Build on your knowledge of your mentee's strengths to foster deeper discussions</p> <p>Give positive feedback</p> <p>Challenge where appropriate Monitor progress</p> <p>Support and encourage mentee independence</p>
<p>Ending: preparing for closure</p>	<p>Relationship may become deeper or mentee may start pulling away Reflection Find common language to sum up your feelings Move towards maintenance stage</p>	<p>Provide feedback that describes growth that you observed Discuss learning points Be prepared to listen and affirm the fears that your mentee may have Renegotiation Evaluation of the experience Identify next steps</p>

Appendix A

Mentoring Agreement Form

We are both voluntarily entering into this partnership. Our meetings will focus on the mentee's learning and development issues.

We agree that:

1. The mentoring relationship will last for _____ months. This period will be evaluated every three to six months. The timescales for the meetings will be decided by the programme and will end at the predetermined date.

2. We will meet at least once every _____. We undertake to honour all pre-arranged meetings unless there is an unavoidable cancellation. If this happens we will arrange an alternative date. If for any reason either of us cannot make a meeting we will inform our partner at least 24 hours in advance and arrange an alternative date.

3. Each meeting will last a minimum of _____ hours and a maximum of _____ hours.

4. In between meetings we will contact each other by telephone/email no more than _____ a week.

5. The aim of the partnership is to work on the following issues:

a)

b)

c)

6. We agree that the mentor's role is to:

7. We agree that the mentee's role is to:

8. We agree that the content of these meetings will be confidential.

9. The mentor agrees to provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.



10. We agree to forward _____ any necessary documentation to the coordinator of the programme. We understand that it will be used to inform evaluation processes.

Date: _____ Date for Review: _____

Mentor's signature:

Mentee's signature:

Appendix B

Action Planning and Goal Setting

Action planning and goal setting are key mentor skills. They provide the focus and direction of the working relationship.

Action planning is a clear, step-by-step process to achieve the goals. This means helping the mentee create a vision of where they are going. Clarifying the vision, creating a plan and setting goals are recognised tools for self-management which can enhance personal and professional performance. Planning is also useful in developing personal organisation skills.

Written action plans should:

- record the mentee's needs and strengths
- record goals and targets
- set out some of the principal strategies to be used to bring about the desired change
- identify actions that will be needed to support the mentee achieve their goal
- state the targets for progress and dates for review.

An important part of the work that you will do as a mentor is to help break goals down into manageable steps or targets, which are 'SMART' – that is:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

They will also help your mentee develop strategies for achieving their targets, and their goals.

When helping your mentee develop the skills of action planning and goal setting it is best to start with a few simple, straightforward goals. They should be careful not to set goals that are too numerous, or too complex.

As your mentee achieves results, you can support and guide them towards increasing the number of goals and adjusting time frames.

The best way to begin to determine goals is to work on some simple opening questions.

Question 1. What do I aim to achieve through mentoring processes?

Question 2. What three short term goals can I set myself to get me started? Make sure their answers are specific and measurable.

Question 3. Where am I today in relation to my three goals?

Question 4. What Actions Steps do I need to put in place to get me from where I am today to where I want to be?



Question 5. What is the time frame required in order to complete each Action Step? Putting time frames for each action step allows them to monitor their progress, and helps to keep them on track.
Question 6. What resources do I need to achieve my goals? Where will I find the resources? Who else do I need to help me?

Goals may be either short or long term. There must be an action tied to each goal. If your mentee has one big goal they may need help to break it down into smaller parts, or short term goals with actions for each.

Signatures	Date of Next Review
<i>A. Ferguson</i>	June 2021

Action Plan

Mentee name: _____

Action plan: _____ Start date: _____

Completion date: _____

Goal 1

Actions	Timescales	Milestones	Success criteria

Additional comments:

Appendix C

Case Study Mentor Log

Establishing the mentoring relationship

25/1/10 – 1st contact was an email saying hello and providing bit of background about me, followed by telephone contact to arrange time for a chat

9/2/10 – arranged telephone call with mentee. Lasted about 30mins. Used it to gain more information about each other and to begin to tease out some of issues for mentee and arrange face to face meeting. Followed up summary email.

2/3/10 – Face-to- face meeting in XXXXXX. Lasted approx 3hrs. Used to build on telephone contacts, establish rapport, check and agree our understanding of mentoring and of our different roles; as well as exploring what we could expect of each other. Began to tease out thinking about mentee's goals for the relationship. Identified a couple of simple action points from our discussion. Discussed frequency and type of meeting – mixture of face to face and telephone conversations.

Did some preparation for the meeting and made some bullet point notes as an aid for the session - very helpful.

Used simple techniques to – break the ice; look at our expectations of each other (what we want/ don't want from the relationship...); explore mentee's vision for self which helped our focus and lent itself to unpicking possible goals for the relationship.

At end of session felt we had built sufficient rapport and gained enough direction to move forward. Thought the threads of mentee's goals established; mentee appeared to be of same opinion. I wrote up summary of the meeting and sent to mentee seeking agreement that it was accurate record. Confirmed it was.

Agreed to continue. Geographical and cost considerations taken into account. Agreed a mix of telephone and face to face contacts. Arranged to have a chat on 26/3/10.

I enjoyed the experience; mentee was welcoming and willing participant. Open to sharing information, her thoughts for her future learning and development and the issues that are affecting her in her learning and work role. Willing to explore further with me as a sounding board, trusted listener and challenger. We covered a lot of ground and mentee's goals for relationship had begun to emerge and agreed to check and refine next time.

Note: A confidential record was made of the meeting and agreed as accurate by mentee and mentor.

Subsequent contacts

26.3.10 Telephone mentoring contact. Duration approx 1hr

Prior to call: Sent email to touch base re call. Mentee sent brief agenda as focus of our meeting which helped my preparation--- mostly about mentee's course of study and work role; one item seeking information from me.

Call: Briefly caught up with each other re family/weather etc before focusing on the purpose of the call. Agreed mentee would make confidential notes of our discussion.

We'd agreed a couple of action points at last meeting and they had been carried out. Outcomes: Mentee feeling more confident; mentee had sought information re course of study – reassured about progress

Discussion Focus:

- Course of study: information gained would help mentee plan her study work more effectively and reduce impact/encroachment on family time. Discussed next piece of study.
- Number of work situations made significant impact on mentee's time; raised number of points for mentee to discuss during session. Through questioning and reflection identified some issues – coping with demands on time, balancing priorities, sense of being alone, lack of information to support practice or to ameliorate sense of frustration and disappointment, bordering at times on anger.

Mentor able to share similar experiences, which provided additional insight to mentee. Mentee gained additional perspective. Able to bring to light some of the very positive actions the mentee had undertaken to deal with some difficult situations and feelings and unpick with the mentee some of the learning areas and skills development that had taken place. Mentee noted at meeting own knowledge and skills were being strengthened, for example, increased awareness and knowledge of organisations, increased confidence, relationship building, delegation and trust, reflection and rationalising

Confirmed some action points for next period, around... Agreed next contact date: 30.4.10, Telephone contact.

30.4.10 Telephone mentoring contact. Duration approx 1hr

Prior to call: Sent text to touch base re call and agenda

Call: Brief informal chat first off. Agreed to share recording of confidential note – mentor to note review discussion; mentee’s focus was the main discussion and action points we’d agreed to focus on:

1. review of action agreed at last meeting
2. identified areas of discussion – progress with course of study, current work role
3. revisit mentoring objectives and confirm still focus
4. checking mentoring helping; is progress being made.

1. We’d agreed a couple of action points at last meeting and they had been carried out with following outcomes.

- Mentee feeling more confident, noting progress and responsiveness from staff being managed. Using line management as source of information and feedback more effectively.
- Sense of frustration and uncertainty re-emerging re course of study - agreed to pick up in main discussion.

2. Discussion focus

Primary focus and time spent on course of study – mentee had presented work and received it back with comments. Mentee uncertain what was being asked for and what else she could do. Used comparison with mentee’s previous learning experiences as starting point to exploring where the difficulties lay, other ways of looking at things and began to unpick what was felt to be a mental block. Mentee acknowledge that discussion had helped clarify and reassure – more confident about next step

3. Revisited and confirmed the goals that had been agreed were being worked towards and were still important to mentee.

4. Is mentoring helping?

Both thought progress being made. Some achievements acknowledged.

Relationship offering mentee ‘a positive opportunity to reflect’; ‘sound things out and test in practice’; ‘move forward’; ‘recognise and build on skills’.

Acknowledged that there had been a lot of sharing experiences which is beneficial to both.

Agreed next meeting would be face to face and that our discussion would be specifically concerned with exploration of mentee’s role.

1.6.10 Face to face mentoring visit. Duration approx 2 hrs and then went out for lunch

Prior: Sent email to touch base and confirm

Meeting: Agreed shared note record

Reviewed action points and what had been happening with mentee. ‘Breakthrough’ was the

word used in respect of her working towards her qualification – had achieved better communication between her and provider, more focused support from manager, better at making links between own practice and course of study and how her learning is impacting on practice. Achieving units – great morale booster. Mentee feeling more focused and confident, has timetabled and set deadlines for study and assignments and completion. As she said ‘can see bright light at end of the tunnel’. As mentor, sensed shift also in attitude to undertaking further study.

Some general points: mentee felt more able to step back and analyse some aspect of her current priorities and work load more objectively. More aware of other people’s roles and priorities which at times had felt inconsistent with her own – increased her perceptiveness which is ‘adding value’ to relationships.

Discussion focus:

Had agreed previously to focus on mentee’s role and used variety of strategies, for example:

- questions which invited explanation of role, examined what she thought the drivers were for this; what were the issues for her
- questions which examined what she wanted to achieve, what her employer wanted her to achieve and explored similarities and differences
- comparing and contrasting similar roles she had undertaken - was one easier than the other? If so why – was it a matter of skills and knowledge, resource, support infrastructure etc?
- how her current learning pathway was supporting her in the complexity of her role.

Conscious in the discussion about not transgressing mentor boundaries and focusing on how to support mentee to explore above – maintaining open questioning very useful, for example, You said... can you explain? It would be helpful if you elaborated on...? Why do you feel this way ...what do you see as the cause ...what do you think would help ...what will you do to make these happen?

Agreed some action points with mentee. Acknowledged may be difficult for mentee to carry forward but urged to stick with it and to reflect and assess outcomes – possible lines of alternative direction may emerge.

Asked if mentee wanted to continue with the relationship (as CCUO pilot was nearing its end). She was very positive about relationship and wanted it to continue. Asked what she had got out of it she responded ‘I am definitely benefiting’, adding that ‘The opportunity to step back and to become detached from the emotions and frustrations of my role’.

We agreed to continue and set date for next contact – telephone contact 23.7.10

Meeting Log Template

Name of mentee	Name of mentor	Date of meeting
Review of action points/targets set at last meeting		
Action points agreed for next meeting		
By whom:		By when:
Signed: Mentee _____ Signed: Mentor _____		

