



# Mentoring @ Strathclyde

Family Friendly  
Mentoring Scheme





# Contents

Foreword	2
Introduction	3
What is mentoring?	4
Mentoring @ Strathclyde: An Introduction	5
Getting Started	6
Is Mentoring right for you?	8
Key Features	9
Being a Mentor	10
Being Mentored	11
The Mentoring Relationship	12
Further Sources of Support	14
Acknowledgements	15
Appendix 1	17
Appendix 2	19

# Foreword

I am delighted to introduce the Family Friendly Mentoring Scheme, which is a welcome extension to our other well established and successful University mentoring schemes.

We are committed to supporting staff members who are on or have recently returned from family leave (maternity, paternity, shared parental and adoption); and/or our academic staff who are on or have returned from Family Friendly Research Leave. This Family Friendly Mentoring Scheme is designed to support staff and to encourage professional development at a time when work/life balance is likely to be most challenging.

Whether you are a member of staff seeking support or a potential mentor who is considering giving up time to support a colleague, I hope that this handbook helps you to better understand the Family Friendly Mentoring Scheme. I encourage you to enthusiastically contribute to the successful running of the Scheme. With your help we can ensure that the University continues to strengthen its support for our working parents.

**Sandra Heidinger**

Director  
Human Resources



# Introduction



This booklet will guide you through the University of Strathclyde's Family Friendly Mentoring Scheme as well as offer guidance and advice on how best to develop a mentoring relationship.

It includes:

- Information about mentoring – what it is and the benefits.
- The Family Friendly Mentoring Scheme – how it works and how to get involved.
- Guidance on the mentoring relationship – how to make it work for you.
- Support which is available and next steps.

If you are interested in finding a mentor, or are interested in being a mentor, you may wish to join the scheme. Staff already participating in a mentoring relationship may also wish to participate in this scheme in order to receive additional guidance and support on how best to structure the relationship.

University of Strathclyde is committed to providing a supportive environment for all staff. The Mentoring Scheme is part of a range of development opportunities which OSDU provide within the University. Overall, it is supporting staff to achieve their full potential.

There is a similar mentoring scheme for Researchers, Support Staff and Teaching Staff. Please visit our webpage (<http://www.strath.ac.uk/hr/mentoringstrathclyde/>) to find out more.

If you have any questions, please get in touch:

Mentoring Scheme Co-ordinator  
Organisational & Staff Development Unit  
e-mail: [osdu@strath.ac.uk](mailto:osdu@strath.ac.uk)  
phone: 0141 548 4332

# What is mentoring?

Mentoring is a one-to-one supportive relationship focused on learning and development which will help individuals fulfil their potential. In essence it is a non-judgemental relationship which will facilitate and lead to an individual's development. The mentoring process happens when:

“an experienced individual, outside the reporting relationship, holds regular meetings and discussions and takes personal interest in guiding and supporting the development of a less experienced person in progressing within and beyond their immediate role.”  
(Hale 2000)

A mentoring relationship is out with the direct line management relationship. The mentoring scheme will match a person with relevant experience (the mentor) to a member of staff who can benefit from this experience (the mentee). It's a partnership, where both the mentee and mentor will benefit and develop through the relationship.

## Benefits of Mentoring

Overall, mentoring will contribute towards a supportive working environment.

Benefits for the individual mentee include:

- support for career and professional development;
- enhanced networking;
- help with setting and achieving goals;
- support, encouragement and increased confidence;
- to have a sounding board, out with their usual work area;
- find solutions to challenges.

For the mentor, benefits include:

- develop interpersonal and communication skills;
- satisfaction from helping another person grow and develop;
- an opportunity to reflect on one's own practice;
- increased self awareness;
- build leadership skills;
- offer new perspectives on the culture of the University.

For the University, benefits include:

- a supportive and positive environment;
- enhancing performance;
- developing and retaining staff;
- increased commitment to the institution.

# Family Friendly Mentoring Scheme: An Introduction

Many members of staff benefit from informal mentoring opportunities. This family friendly mentoring scheme provides a structured format which promotes fair and equal access to mentoring support, should that be appropriate for the individual in supporting them. It will also enhance more informal mentoring activity at Strathclyde by the support which is available as a feature of the scheme.

The Family Friendly Mentoring scheme is designed to support you if you are on or have recently returned from:

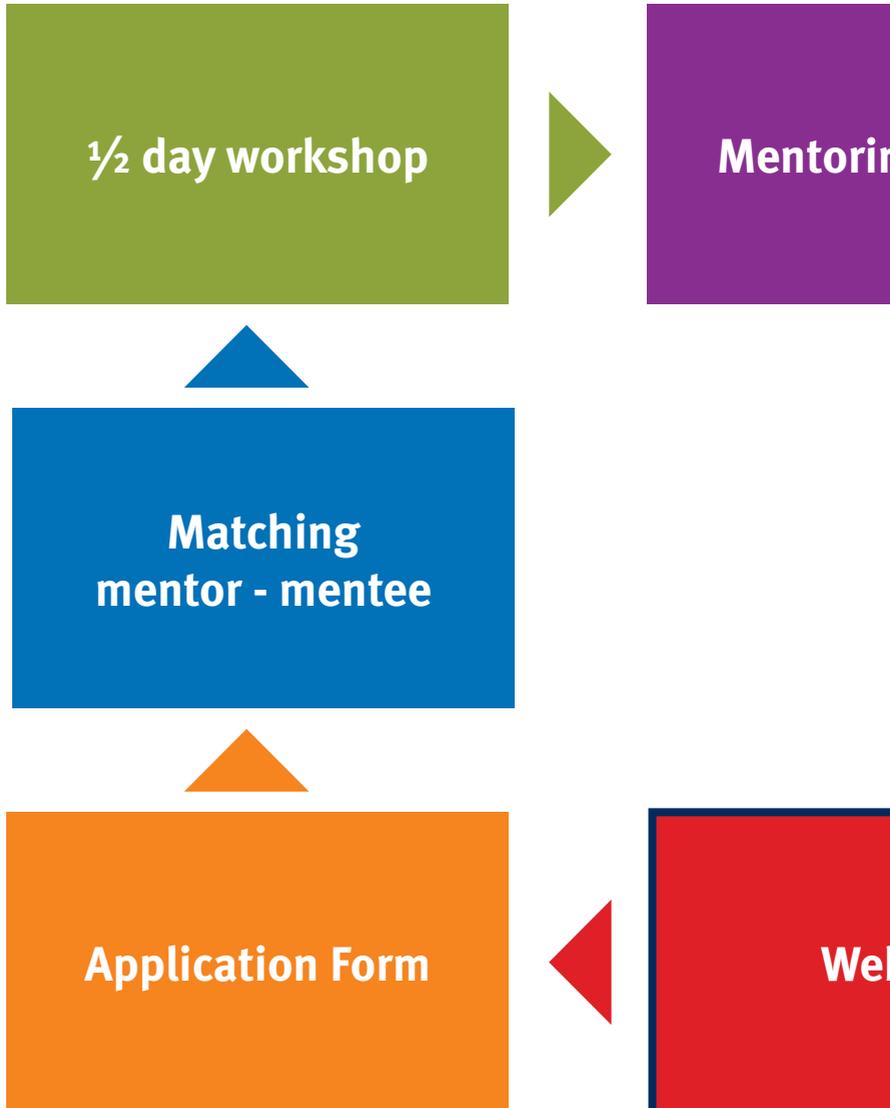
- Family leave (maternity, paternity, shared parental and adoption); and/or
- For academic staff only: Family Friendly Research Leave.

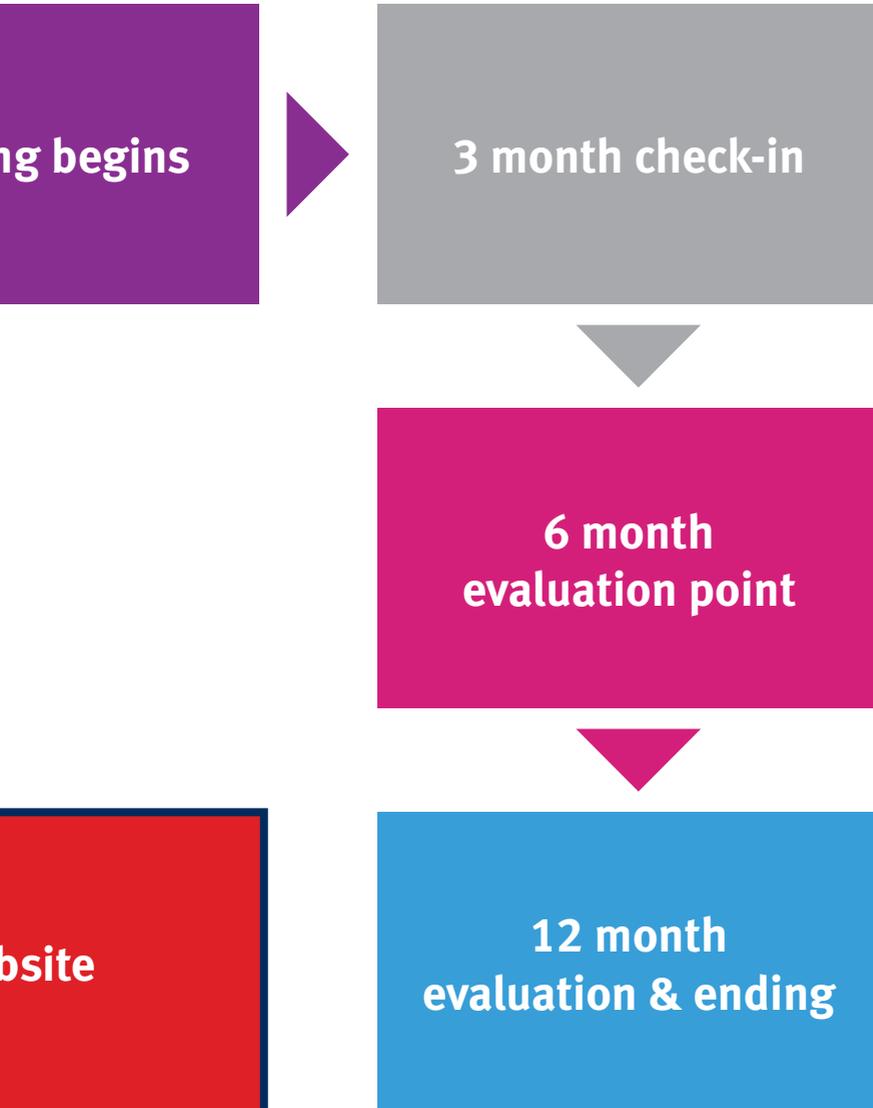
The goals of the scheme are to:

- Support and encourage you in your career and professional development, during family leave and/or Family Friendly Research Leave;
- Provide advice and suggestions about how to maximise the benefit of Keeping In Touch and/or Shared Parental Leave In Touch days, if you choose to take them;
- If required, maintain and/or increase your confidence during Relevant Family Leave and/or Family Friendly Research Leave;
- Provide practical advice, share experiences and provide suggestions on how to balance the demands of your role with family life; and
- For academic staff only: Provide advice and suggestions about how to maximise the benefit of the teaching backfill member of staff, whilst you are on Family Friendly Research Leave.

We are particularly interested to hear from mentors who have personal experience of dealing with these issues and who are keen to support fellow colleagues to balance work and home life at these key stages.

# Getting Started - The Process





# Is mentoring right for you?

To help you decide if mentoring is right for you, there are a number of sources of support to guide you through the process.

## **Website – [www.strath.ac.uk/hr/mentoringstrathclyde](http://www.strath.ac.uk/hr/mentoringstrathclyde)**

You will find information on the Mentoring Scheme as well as other resources on mentoring in general. If you then decide you would like to join the scheme either as a mentor or mentee, please complete an application form.



**The Application Form** can be found at the end of this booklet or on-line at  
**[www.strath.ac.uk/hr/mentoringstrathclyde](http://www.strath.ac.uk/hr/mentoringstrathclyde)**

This should be sent to [osdu@strath.ac.uk](mailto:osdu@strath.ac.uk) or OSDU, Level 4, Graham Hills Building.



**Matching** - To enable mentors and mentees to be ‘matched’ the new annual cycle of the scheme will be publicised and staff wanting to be involved in the scheme will register via the online form. Based on the information given on the form and the available mentors and mentees in the scheme, a provisional match will be made. You will be notified via email. Your mentor/mentee is not likely to come from within your own department.



**½ day workshop** - You will then be invited to attend a ½ day workshop which will give you the opportunity to find out about the scheme, consider your part in the mentoring relationship and hear about others’ mentoring experience.



**3 month check-in** - The relationship begins. We will do a short check in with you 3 months after the workshop via email.



**Mid-point Evaluation** - We will ask for some feedback on how things are going, via a questionnaire at the 6 month point.



**12 month evaluation** - At the 12 month point we will ask for some final feedback. We will also ask whether you will be continuing with the relationship and if not, if you wish to continue to be part of the Scheme either as a mentor or mentee in a different relationship or in a different role.

# Key Features

The Scheme has a number of key features. It is:

- **Voluntary** – it is up to each individual – Mentor or Mentee – if they wish to join the scheme. It is the voluntary nature which will ensure the relationship and outcomes from it are as beneficial as possible.
- **Flexible** – the relationship that is developed between the Mentor and Mentee should be flexible enough to respond to the needs brought by the individuals. It is up to the pairs to determine when and where they meet, duration of sessions, what to discuss and how to work. Principally, however, it is the Mentee that is expected to drive the relationship.
- **The mentee drives the process** – from making the first contact with their Mentor to ensuring that subsequent meetings are arranged, planned and prepared for.
- **Timeframe** – it's important to define how long the relationship should last. The scheme allows for a 12 month relationship, with the option of extending that if appropriate. Equally, if the objectives are met before the 12 month timeframe, you can agree to end the mentoring arrangement. So that everyone is kept on-track, a 6 monthly evaluation will be conducted in addition to an evaluation at 12 months if required. In terms of time commitment, involvement from both parties is likely to be around 1 to 2 hours per month. This is only a guide and is at the discretion of the mentor and mentee.
- **Support** – there is dedicated website space with resources. Development sessions will also be offered for both mentors and mentees. There is also a Scheme Co-ordinator who oversees the management of the Scheme.
- **Confidential** – for any mentoring relationship to be successful it must be confidential. It is up to each individual if they wish to tell their Line Manager that they are entering into a mentoring relationship and if so they do not need to disclose the content of mentoring meetings/sessions or who their mentor is. Caveats will apply where confidentiality cannot be maintained; these will be agreed between both parties.

If there are any issues or concerns with the mentoring relationship these should be raised initially with each other. If further support is required then the Scheme Co-ordinator should be contacted.

# Being a Mentor

A Mentor can take on many roles within the mentoring relationship using a range of skills and behaviours. A good mentor will be flexible enough to respond to the needs of the mentee and the situation. Typical roles are::

**Expert** - a source of technical / professional knowledge

**Sounding Board** - test ideas and suggestions

**Critical Friend** - supportive, giving constructive feedback

**Guide** - showing you how the University and associated systems work

**Adviser** - to give advice, however you decide how best to use that advice

**Facilitator** - supporting you to make things happen, highlight opportunities, access to key people

**Motivator** - encouragement and motivation to achieve goals

**Goal Setter** - help you set and focus on your goals

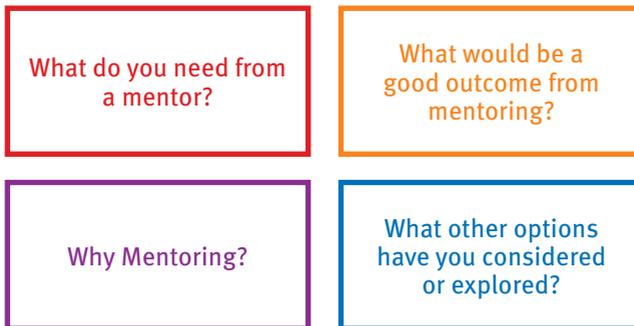
**Challenger** - challenge assumptions, encourage different ways of thinking

# Being Mentored

You may question whether mentoring is right for you and what is involved. It will take time and effort on your part. Some factors to consider before entering into a mentoring relationship are:

## Expectations

Everyone will have different expectations around what mentoring will give them. It is worthwhile to be clear on yours. A few questions to help you do that are:



## Responsibilities

In return, there will be responsibilities. A key feature of this scheme is the individual taking overall responsibility and driving forward the mentoring process; therefore, you need to consider taking the lead on the following aspects to ensure that the process is successful:

- Arrange meetings – the practical aspects of arranging time, date and venue for your meetings.
- Keep-on-track – taking the time to plan for each meeting; make contact with your mentor if it's been a while since you last met; get things back on track, if things have slipped.
- Be honest – with yourself, about how your progress is going. Also, be honest with your mentor, about how the relationship is going – does the focus need to change? Has the 'real work' been completed, however the relationship continues? Is there enough challenge versus support for instance, advice giving versus questioning?
- Listen to feedback – listen to what your mentor says. Ask questions, although you don't have to agree with the answers.
- Follow up – on agreed actions and take responsibility for next steps. Being in a mentoring relationship is about development, so to make progress ensure that your actions are completed.

# The Mentoring Relationship



Once the mentoring relationship gets underway, there are different phases to look out for. The timeline below will help you navigate through the first 12 months.

## Beginnings (3 months)

The start of the mentoring relationship is a time where rapport and trust should be developed and the ground rules set. Clarity on the purpose and outcome of the mentoring is essential and should be agreed at this point.

It is helpful to establish a mentoring agreement or contract, which sets out what needs to be done and how. Appendix 1 shows an example. This has been found to be helpful for keeping the process focussed. As the relationship develops and other issues emerge these can easily be added or a new agreement made.

## Middle (6 months)

This part of the relationship is when most of the work will be done. Many see this as the most rewarding part of the relationship, as it often involves a much deeper level of challenge, probing and analysis.

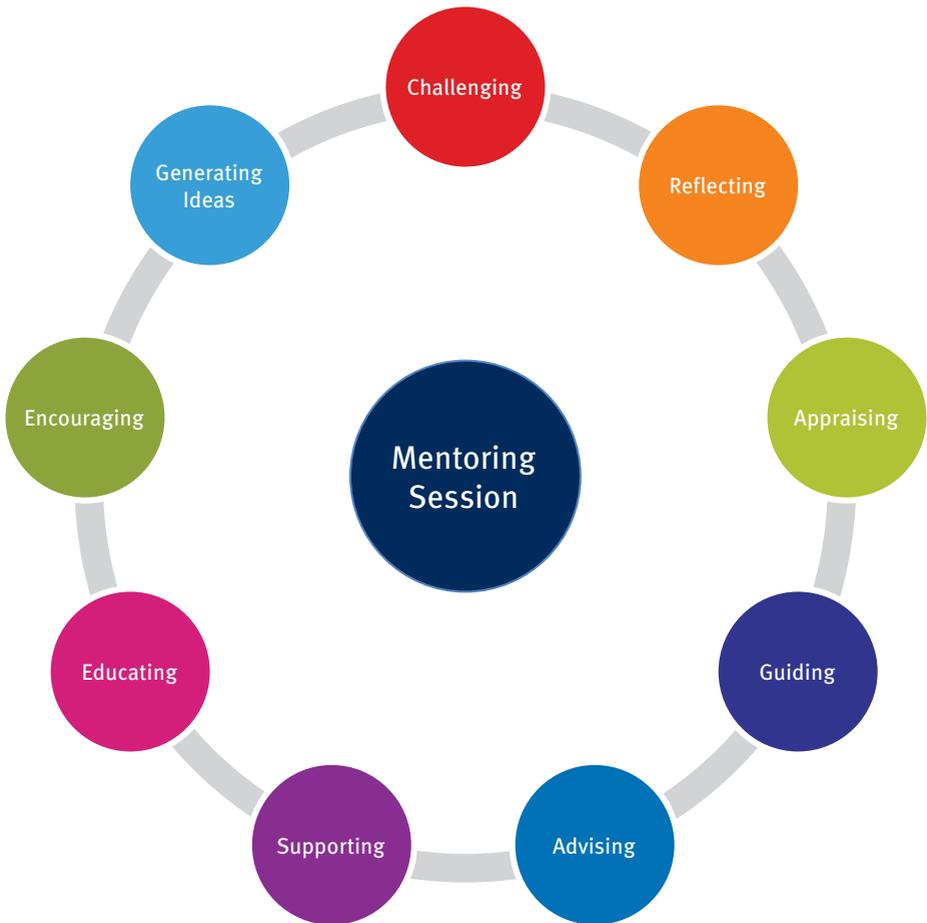
Some possible questions to guide you at this stage are:

How are your goals progressing?

When you reflect on your initial agreement, is it still helpful?

How would you describe the relationship?

Some of the likely activities that you may notice during the mentoring sessions at this stage are:



## Endings (12 months)

This final phase is ending and winding down the relationship, if your mentoring relationship is based on a 12 months contract. Research points out that mentoring relationships that officially 'end' are far more satisfying than those which drift. It is helpful to consider the following to assist with this:

- Has the purpose and outcome been met? Any further work required?
- What are the next steps?
- Where does the relationship go from here? Will you stay in touch? Keep the mentoring going?

# Further Sources of Support

## Mentoring @ Strathclyde website

The Organisational and Staff Development Unit website has an area dedicated to mentoring. There are a number of articles and guides which offer advice to support mentoring practice throughout the University.

[www.strath.ac.uk/hr/mentoringstrathclyde](http://www.strath.ac.uk/hr/mentoringstrathclyde)

## Further Reading

David Clutterbuck Partnership, <http://www.davidclutterbuckpartnership.com/> contains useful articles on mentoring and coaching. David Clutterbuck is an internationally renowned expert on mentoring and author of 54 books including titles on mentoring, coaching and talent management.

## Employee Counselling Service

If through the mentoring process it has raised any issues which you believe further help is necessary, you may wish to contact the Employee Counselling Service.

<http://www.empcs.org.uk/>

## Additional Support

Further support can be found from:  
Mentoring Scheme Co-ordinator  
Organisational & Staff Development Unit  
Level 4, Graham Hills Building  
40 George Street  
E: [osdu@strath.ac.uk](mailto:osdu@strath.ac.uk)  
T: 0141 548 4332







“

Mentoring is a brain to pick,  
an ear to listen, and a push in  
the right direction.”

John C. Crosby

## Appendix 1

# Family Friendly Mentoring Scheme

## Mentoring Agreement

### **Purpose & Outcome:**

(expectations, goals, areas to focus on)

### **Working Together:**

(ground rules, confidentiality, responsibilities)

### **Meetings:**

(when, where, length of session, frequency)

### **Other Points:**

**Signed (Mentee):** \_\_\_\_\_

**Signed (Mentor):** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix 1 Continued

# Family Friendly Mentoring Scheme

## Mentoring Agreement

continued...

# Family Friendly Mentoring Scheme

## Application form to join the scheme

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Dept/School: \_\_\_\_\_

Email: \_\_\_\_\_ Telephone: \_\_\_\_\_

I would like to be a mentor

I would like to be a mentee

Why do you want to be a mentor/mentee?

What do you hope to gain from the scheme?

Any further information which may help find you a mentor/mentee

Do you have a mentor/mentee in mind? If so who?

Please send this application form to the following address:

Organisational and Staff Development Unit  
Level 4, Graham Hills Building  
40 George Street  
Glasgow  
G1 1QE



Organisational and Staff Development Unit  
Level 4, Graham Hills Building  
40 George Street  
Glasgow  
G1 1QE

Tel: 0141 548 4332  
E: OSDU@strath.ac.uk

---

**the place of useful learning**  
**[www.strath.ac.uk](http://www.strath.ac.uk)**  
University of Strathclyde Glasgow G1 1XQ

The University of Strathclyde is a charitable body,  
registered in Scotland, with registration number SC015263



HR EXCELLENCE IN RESEARCH