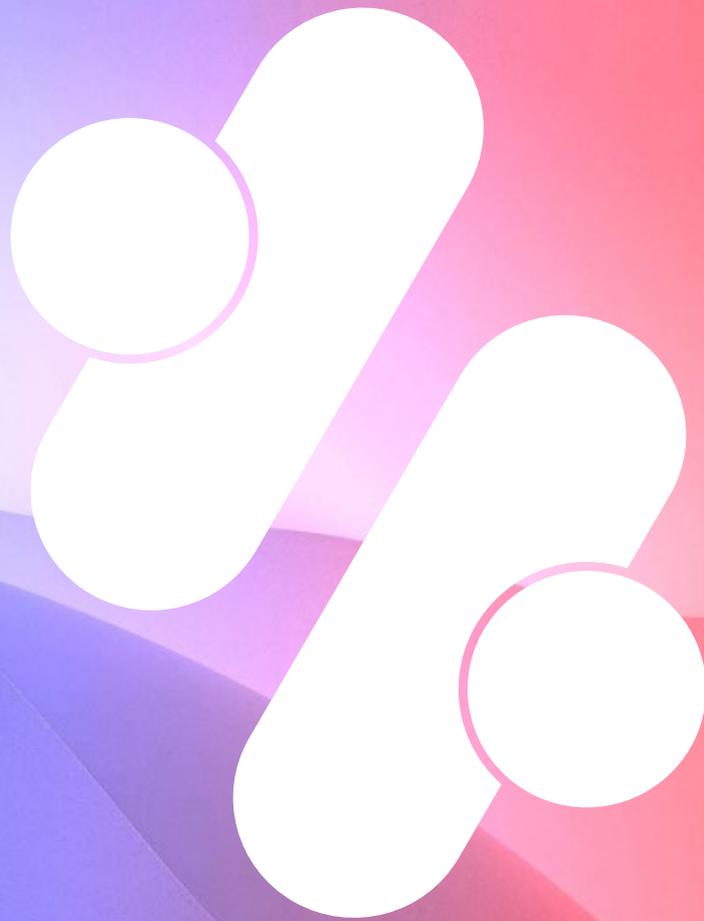




Scottish
Mentoring
Network



Mentoring: Good Practice Guide

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Mentoring: Good Practice Guide

***Coming together is a beginning,
Keeping together is progress...
Working together is success.'***

Henry Ford

Who is the Guide for?

This guide is designed for use by established mentoring services seeking to apply for accreditation through Scottish Mentoring Network's Quality Award. It can also be used as a guide and reference for services at all stages of development.

It aims to raise standards and professionalism in mentoring, providing a benchmark for services across a range of contexts.

It will be of specific interest to service managers, boards and governing bodies, senior managers, staff and others with responsibility for managing and developing mentoring services.

How should the guide be used?

It is not designed to be read from cover to cover. It can be dipped into and adapted to suit the needs of diverse services to create tailored models of mentoring which have the flexibility to meet the needs of individual mentees and to achieve the goals of the service or organisation.

Used in conjunction with the Scottish Mentoring Network *Quality Award* it can serve as:

- a health check for existing services;
- a guide for on-going design, development and implementation;
- a benchmark against the quality standard;
- a guide to inform the development of new services;
- a guide to managing risk.

To demonstrate recognised good practice, mentoring services seeking validation are required to operate within a robust organisational context which supports a proactive, solution focused approach, as illustrated in this guide.

Introduction

The guide is generic and is based on current research and good practice knowledge in mentoring and in consultation with the wider mentoring community.

The document describes the key elements of robust internal systems, procedures and processes; defining roles and responsibilities; clarifying expectations; and promoting the development of policies and practices consistent with the *Quality Award*.

Formal processes provide a mechanism for managing key aspects of the service, making it easier to assess and manage risk and, where relevant, to ensure alignment with the mission and vision of the wider organisation.

Types of Mentoring eligible for the Quality Award

Suggested models.

- One to one: one mentor supporting one mentee
- Group mentoring: one mentor supporting more than one mentee (Ratio is not greater than 1 mentor to 4 mentees)
- Remote - is when the mentor and mentee meet online the mentor and mentee may live in different cities or even countries.



What is mentoring?

Mentoring is practised across a varied spectrum of interests, including: youth; education; social care; justice; health; disability; employment; and business and has an equally broad spectrum of definitions.

For the purposes of this document, Scottish Mentoring Network's definition provides a focus on mentoring described as:

“a process of learning in which a usually more experienced person (the mentor) passes on know-how to someone less experienced.” (client/mentee).

“Typically it will take place at a transitional or critical time in the client/mentee's life when this type of support can be most beneficial.”

Three additional definitions are provided below reflecting Scottish Mentoring Network's vision for quality approaches. They expand on that vision expressing the potential mentee benefits from quality mentoring practice.

Mentoring is:

“Mentoring develops leaders through sharing of knowledge, skills and experience. It's often led by one experienced and skilled professional mentor and can lead to enhanced innovation and performance within organisations.”

www.leadershipacademy.nhs.uk/programmes/coaching-and-mentoring/

“Mentoring is a collaborative relationship, often between two people. Mentors act as role models and support the mentees in their growth, learning and professional development.”

www.iod.com/resources/employment-and-skills/what-is-mentoring/

“to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.”
Eric Parsloe, The Oxford School of Coaching & Mentoring

The core principles embedded in those definitions: empowerment; effective learning; personal and professional development, trust and respect are found within all successful services which give mentees the resources and support they need to achieve their potential.

Core Quality Practice Element 1:

Matching purpose with performance

An effective mentoring service is clear about what it is designed to achieve, can demonstrate its impact in ways which are relevant to its stakeholders and has a commitment to continuous improvement.

Service managers and co-ordinators identify effective planning and audit processes as key features, which promote favourable outcomes, regardless of context.

It is generally accepted that services which start out small, building a strong infrastructure to support developments, with opportunities to learn from mistakes and minimise risk, can more readily develop good practices before expanding.

Other factors or indicators of success are suggested in **Good Practice Checklist 1**.

Good Practice Checklist 1:

Key components of successful services

Successful services have:

- effective service design and planning;
- a clear and unambiguous purpose;
- dedicated service management;
- risk assessment processes;
- a communication plan;
- adequate funding;
- adequate human resources and administrative support;
- a monitoring and evaluation strategy;
- selection criteria;
- a training and development budget;
- matching criteria;
- supported and planned 'endings' (closure of the relationship).

Planning Process

Whichever method is used, the purpose of a planning document is to provide a road map of how the service will be managed, operated and evaluated.

A transparent plan provides a clear statement of purpose, vision, and values informing the development of guidelines and procedures. It builds consistency in the event of staff turnover and creates a replicable model for expansion once the decision makers are confident that the foundations are robust.

Providing step by step instructions on how to administer the service; clearly defining staff roles; organisational expectations; and routine procedures will help demonstrate progress and highlight good practice.

A suggested structure for the planning document is provided in **Appendix H**

A Needs Assessment is a useful tool, informing the planning process and helping to

identify the scope and nature of the scheme.

The target population should be the primary focus in a Needs Assessment. This will help in:

- the systematic exploration of the service's scope;
- developing the vision and mission;
- assessing the impact the service can have.

Analysis of the findings can then help decide which mentoring model is best suited to the mentees' needs and to achieving the goals of the service.

Needs Assessment

Needs Assessment has been defined as the process of 'measuring the extent and nature of the needs of a particular target population so that services can respond to them'. (Hooper 1999).

The success of the service provided will be influenced by the nature of the questions asked and methods used to conduct the Needs Assessment. It can:

- shape stakeholders' perceptions and confidence;
- provide a collective understanding of the needs which the intended service aims to address;
- impact on (potential) funder's willingness and ability to provide funding;
- clarify the economic costs and benefits of the service and guide future
- financial planning;
- provide data and evidence of quality for future funding;

- facilitate partnership approaches;
- clearly identify the issues/challenges;
- underpin a robust assessment of the alternatives and influence goal setting;
- inform the wider design, planning, monitoring and evaluation processes.

Good Practice Checklist 2 provides a sample of steps for gathering information through Needs Assessment.

Good practice checklist 2: **Needs Assessment – Steps for gathering information**

- Step 1** Examine the nature of the problem/challenge/issue;
- Step 2** Clarify the context;
- Step 3** Identify potential target group;
- Step 4** Investigate services which are already in place;
- Step 5** Identify any gaps in services which are currently provided;
- Step 6** Establish potential overlap with existing services;
- Step 7** Establish the scope of the intended service;
- Step 8** Identify key priorities – agreed with other stakeholders and potential partners;
- Step 9** Provide evidence of success from; mentoring services set up to meet a similar challenge; researching other sources e.g. mentoring literature.

Findings from the Needs Assessment process can be provided in, for example, the form of a report providing key considerations for the development of a targeted mentoring service. An exemplar report, based on a Case Study which focuses on the needs of ‘care experienced’ young people, is provided in Good Practice Checklist 2.

The report findings provide evidence for a mentoring service which targets ‘care experienced’ young people with low educational attainment at risk of exclusion.

GP checklist 2

Nature of the problem:

- Young people who have been suspended or expelled from school
- Disaffected young people who are, or may be at serious risk of becoming socially excluded.
- Young people with low educational attainment
- Young people who are at risk of offending
- Young people with poor employment prospects

Context

- Young people, male, aged between 16 and 18 years old
- Young people who are 'Looked After'

Existing services and gaps

- No potential overlap identified but opportunity to work in partnership with **xxx** (e.g. another relevant organisation) to share resources and expertise.
- Young people's main support network currently provided by statutory services e.g. Social Work.
- No additional funding available for service focusing on educational attainment and employability.

Scope

- Young people referred by social and educational services
- Max no. 15 Young people (male) to participate in pilot service.

Key priorities

- The mentoring relationship will focus on the personal development of the young person, addressing key issues such as; social exclusion, interpersonal skills, independence skills and coping skills.

Proposed model of mentoring

- A two-by-two mentoring service (two mentors with two mentees for safety issues and to ensure consistency in the absence of individual mentors). The mentoring will address educational, vocational and social aspects of the young person's personal development.

Evidence for required intervention through mentoring

- Research evidence and evidence from existing successful mentoring services.
- Expressed interest in mentoring from young people in the target client group.

The findings, provided in the report, can provide the foundations for the development of the vision and mission.

Transforming vision into practice also requires a clearly articulated and agreed purpose or focus for the mentoring service.

Vision and Mission

A focused and unambiguous vision statement, written in terms readily understood by the intended audience and potential funders, will aid clarification of the purpose of the service. It will:

- make clear the reason your service has come into existence;
- keep you on track;
- help avoid ‘mission creep’. (losing sight of the purpose)

A vision statement can be developed by asking a series of probing questions.

Here is an example based on the Case study above - assessing the needs of ‘care experienced’ young people.

| | |
|---|--|
| Q | What do we hope to do? |
| A | The plan is to set up a mentoring service for young people at risk of exclusion. |

This doesn’t tell you much. Further probing through focused questions is required. For example:

| | |
|---|---|
| Q | Why do you think the proposed service is required? |
| A | Because there is no other service in the area providing this type of service. |
| Q | Can you be more specific about the service you propose and its purpose? |
| A | A mentoring service which aims to help raise attainment and increase employability options for young people who are Looked After. |
| Q | Why do you want to do that? |
| A | Because we want these young people to have fulfilling lives with full participation in society. |

Here we can see the vision beginning to form

Vision

The vision has become clearer and may be expressed as:

Our service aims to provide a service which will empower and enable young people to achieve their potential and live fulfilling lives.

The mission statement can now follow. It builds on the vision. Here is an example based on the vision.

Mission

We will create a mentoring service with trained and skilled mentors offering quality learning and development opportunities for ‘Looked After’ young people aged 16-18 with low attainment at risk of exclusion.

Clarifying the vision and mission provides the foundation on which to create, the purpose of the proposed service.

Clarity of Purpose

Services which fail to establish and agree a tightly focused and clear core purpose cannot create a formal structure with clear goals and objectives and are likely to lose direction.

The agreed vision and mission provide a basis on which to develop a coherent purpose. In the illustrated Case Study it could be expressed as follows.

The purpose is to provide a peer mentoring service **which aims to improve the educational attainment and future employment prospects of ‘Looked After’ young people aged 16-18 who are at risk of exclusion.**

The mentoring strategies will be designed to increase the young person’s self confidence and improve employability by offering opportunities for success and achievement; identifying motivators; and creating opportunities for personal development.

Ownership of the goals of the service, by its stakeholders, will rely on an effective two-way communication strategy which facilitates consultation and a common understanding of the agreed purpose.

Communication Strategy

A communication strategy should aim to be clear and accessible and convey the desired messages, ideas and information about the service to the stakeholders.

Frequent communication is vital to keep stakeholders in the loop.

Good Practice Checklist 3: Communication strategy - points to consider

In creating a communication strategy consider the:

- most appropriate medium/media for conveying the desired messages about the service;
- best method for listening to and acting on feedback;
- accessibility of written, graphic and verbal media e.g. plain English, other languages if required;
- amount of information given – is it adequate;
- diversity e.g. people with special needs;
- presentation of specialist information in ways which those without expertise in mentoring can understand.

Goals and outcomes

A clearly articulated purpose provides a baseline for developing goals and outcomes.

Be realistic about what can be achieved. Avoid the pitfalls of trying to achieve outcomes which are out-with the scope of the service you can reasonably provide.

Aim to achieve:

- clarity of purpose to frame measurable outcomes and outputs;
- robust planning;
- the development of early success indicators or milestones to demonstrate that the service is on course to meet the longer term outcomes.

As a consequence of poor planning many existing services are unable to begin preparing for another round of funding, lacking the evidence which would demonstrate that the service has had the desired impact).

Outcomes established through the planning process should be SMART (specific, measurable, attainable, realistic, and time-based).

Returning to the example of the programme for ‘Care experienced’ young people the following questions might be asked to help establish SMART outcomes.

Good Practice Checklist 4: Questions to inform the development of Goals and Outcomes

The development team in this example might consider the following questions to decide on the most appropriate goals and outcomes for the services:

- How many young people will we involve initially?
- How will we measure changes in attainment?
- What is reasonable within the expertise of the mentors and within the specification of the service?
- Within what timescale?
- How will we know that we have made the difference we intended to make?

The information gleaned from this type of exercise can be used to underpin the evaluation strategy and provide a source of evidence for quality award accreditation.

Monitoring and Evaluation Strategy

Establish the strategy for monitoring and evaluating impact during the early design stage and integrate it into the day to day activity. This will provide evidence to guide on-going quality improvement and enhancement.

Monitoring

Monitoring is conducted on an on-going basis as a health check, allowing for early intervention when things go off-plan or to alter aspects of the service in light of experience.

Mentors and mentees should be primary contributors to the process of monitoring and to the final evaluation. Asking them what they found most useful and what they feel needs to change will empower participants and provide valuable evidence about their experience of mentoring.

Good Practice Checklist 5: Gathering monitoring data

Methods of gathering monitoring data can include:

- scheduled meetings with mentors and mentees;
- methods for collecting on-going feedback (online forms, mentor supervision sessions);
- written records e.g. meeting logs, action plans which track the mentee's journey;
- input from other stakeholders;
- analysis of processes for e.g. re-matching, early intervention for addressing issues within relationships;
- early termination of mentoring relationships;
- evidence from support and or supervision sessions with mentors

Ask key questions to prompt and guide the monitoring activity.

Refer to Good Practice Checklist 6 for examples.

Good practice checklist 6: Monitoring; sample questions.

The list of questions in this checklist can be adapted to the particular needs of individual services:

- Are the short and longer term objectives being met? (Individual mentees and those of the service)?
- Are things going as expected?
- Are the administrative processes working? Does anything need changed?
- Are the processes and systems useful, relevant and easy to understand by all?
- Are the mentors and mentees relationships working well? Do we know? How do we know?
- Are the challenges and issues raised by mentors and mentees being dealt with in time and effectively?
- Have any further training needs identified? If so what steps have been taken to meet those needs?
- What is working well? What is working less well? What needs to be done differently now and in the future?
- Are all relevant stakeholders being kept up to date with the progress of the service?
- How is the evidence recorded?
- What other sources of evidence can we use to find out how well things are going?
- How is the data analysed and evaluated?
- How do we make sense of the findings?
- How can the findings be used to improve things next time?
- Is there a reliable system for managing and storing confidential documentation?

Evaluation

Ensure that the purpose of the evaluation is clear, knowing what to evaluate will help identify where goals have been met and to what extent. Demonstrate and communicate results which show that the service has made a difference.

The evaluation process should be based on:

- an outcome analysis of the service and of the mentoring relationships;
- the service criteria and statement of purpose;
- the information needs of board, funders, other stakeholders.

Speak to funders and other key stakeholders to find out what evidence they will need in relation to the services's impact.

A common purpose of evaluation is to answer the questions from decision makers and funders about success and viability - how can the service be improved, should the service continue, be rolled out or closed down?

The evaluation should take account of the:

- intended audience(s) and what they will want to know about the success of the service; and
- how the findings and conclusions will be used.

Decide the most appropriate methods to use for evaluation taking into account the constraints of:

- budget;
- time; and
- available staffing.

Good Practice Checklist 7 provides some suggestions for gathering evaluation data.

Good Practice Checklist 7: Gathering evaluation data

Suggested methods of gathering evaluation data.

- Interviews or feedback sessions (singly or as groups) with mentors, mentees and line managers at appropriate intervals. Include exit interviews.
- Focus groups.
- Self-report questionnaires from mentors and mentees. Decide how often this is done. This will depend to some extent on the duration of the mentoring activity.
- Assessment of achieved and missed milestones, goals and outcomes which are identified and recorded through action planning processes against desired outcomes (this could be done jointly by the mentor and mentee and delivered without personal names attached).
- Statistical measures (e.g. qualifications /learning objectives achieved, staff turnover, skills acquired).
- Changes made (and tracked) to service documents and tools during the life of the programme.
- Review of administrative files.

Core Quality Practice Element 2:

Managing resources and accountability

An effective mentoring service has the resources required to deliver its service at the level expected by its stakeholders and complies with all its legal, financial and safety responsibilities. Management accountability is clearly defined for all the services's operations and there is a process to provide accurate and timely information.

Accountability

A Board or Steering Group's strategic role is to assist and advise on the delivery of the mentoring service. They are most effective when working to a set of objectives. These may include the examples listed in **Good Practice Checklist 8**.

Good Practice Checklist 8: Governance objectives and responsibility

Governance objectives and responsibilities include:

- Publicising the service across agencies;
- Sharing resources, knowledge and skills;
- Providing advice and recommendations based on their areas of expertise;
- Identifying any gaps in the mentoring service and contributing to the design of measures to fill the gaps;
- Helping to make links and form partnerships with other services and agencies;
- Requesting and analysing reports e.g. progress, finance.

Compliance

To achieve good practice standards the service should have a manager or coordinator who takes responsibility for ensuring compliance with legal, financial and safety responsibilities.

If the service has been developed within a wider organisational context it should comply with existing policies, procedures and codes of professional conduct.

Services operating independently are required to demonstrate that they have developed or have access to the range of required Policies and are appropriately insured.

If there are partner arrangements it may be possible to share policies rather than starting from scratch. **A list of relevant policies is provided in Good Practice Checklist 9.**

Good practice checklist 9: Policy requirements

- Code of conduct
- Complaints Policy
- Confidentiality and Data Protection Policy
- Equal Opportunities and Diversity Policy
- Governance Policy
- Health and Safety Policy
- Volunteering Policy
- Values Statements
- Child Protection and Protecting Vulnerable Groups where applicable e.g. Disclosure
- Membership of Protection of Vulnerable Groups Scheme (where applicable)

Finance

Accountability and service sustainability rely on a clear financial strategy with good financial planning and management and effective and efficient use of resources. Financial information should be used to inform management and decision-making with relevant staff and Board members involved in the financial planning. Financial plans should be designed to:

- secure adequate funding from sufficiently diverse sources;
- develop a clear, on-going income generation strategy for the future;
- give careful consideration to the appropriateness of funding sources.

Accepting funding which requires the service to change focus can significantly threaten the achievement of goals. This is a risk factor.

Some of the steps for creating robust financial planning are provided in **Good Practice Checklist 10.**

Good Practice Checklist 10: Financial Planning

Financial planning checklist.

- Develop a financial plan – clear and realistic costing, forecasting and budgeting.
- Create a budget
- Agree the level of funding required to kick start and maintain the service
- Identify a range of actual and potential funding sources
- Determine funder and funding life cycles
- Seek funding to cover the life of the service and to sustain future programmes
- Develop internal structures for controlling funding and for audit and reporting purposes - understand about costs and income and how to use financial information.
- Financial processes and knowledge integrated into governance and planning
- Establish a system for managing day to day finances
- Put into action

Resources

Good practice is demonstrated where there is adequate funding and staffing. This includes a dedicated and enthusiastic service manager or co-ordinator, and an appropriate number of qualified administration and supervisory personnel. The number of staff required, including mentors, to ensure a smooth running, efficient and relevant service to mentees will depend on the size and scope of the service.

Services managed by part time and over stretched manager/co-ordinators run the risk of losing drive and focus with consequent reputational damage and negative impact on participants. This is a risk factor.

Well managed services control costs and also ensure that their resources are used as effectively as possible.

Ensure there is a budget for capital outlay, renewable and other expenses. Where appropriate include:

- cost of insurance cover e.g. Public Liability
- rent for office space;
- capital outlay e.g. big items such as office furniture;

- utilities e.g. electricity and telephone bills;
- hardware e.g. computers and mobile phones;
- the cost of renewables e.g. as paper and ink;
- marketing materials;
- funds if you intend to pay mentors expenses;
- a fund for celebrations and recognition events.

Core Quality Practice Element 3:

Putting the mentee first

An effective mentoring service ensures that it fully understands the circumstances and specific needs of its clients and delivers a service which is geared to serving their best interests and supporting their individual progress.

A statement of the values will signal commitment to providing a service which reflects the mission and vision and which demonstrates good practice. For example, we aim to:

- be inclusive in relation to ethnicity, culture, socio-economic background; neurodiversity; gender and sexuality;
- provide structured and supported relationships that meet the needs of the mentee and the mentor;
- promote caring and supportive relationships;
- encourage individuals to develop to their fullest potential;
- help individuals develop their own vision for the future.

Mentee Orientation

Provide mentee orientation which makes roles, responsibilities and boundaries clear from the outset. This will reduce the potential for future misunderstandings and conflict. Well prepared mentees are able to make more of the opportunity mentoring presents to them.

Orientation can take place individually or in a group. In some cases mentees may find it difficult to express concerns in a public forum. Good practice suggests that if group sessions are the chosen option, mentees should know who, when and how they can meet with someone to discuss personal issues.

Some ideas for a mentee orientation schedule are provided in **Good Practice Checklist 11**. Items from the list can also serve as the basis for information leaflets and websites to communicate to potential clients/mentees, carers or referring agencies what the mentoring service can offer. This will also serve as evidence for accreditation for the *Quality Award*.

Good Practice Checklist 11: Mentee Orientation and Information

Mentees should have guidance and information which explains clearly:

- the service overview;
- the screening process and selection requirements.
- the level of commitment expected
- how a mentor match is found and organised;
- how often and for how long meetings will take place;
- that they will be signposted to other services if required;
- what happens if the mentoring relationship is not working;
- who will be available to discuss concerns. This includes putting in place clear processes for making the contact;
- that they will be helped to prepare for the first and follow-up meetings with their mentor;
- the boundaries of the mentoring relationship;
- the protocols and safeguards that are in place for dealing with their personal information;
- the type and nature of records that will be kept and levels of confidentiality;
- their expected role in contributing to monitoring and evaluation; and
- the follow up or support they can expect at the end of the mentoring arrangement.

Selection criteria

Establish selection criteria which are transparent and aligned with the service's goals, for both mentors and mentees. Failure to invest time in this process is a major risk factor both to the reputation of the service and to the safety and wellbeing of participants.

Selection criteria

Providing a rationale, for suitability for the service, based on clearly articulated and robust criteria, provides fairness and equity. Criteria can include identification of skills, level of education, current or previous occupation, professional experience and the results of any Disclosure checks.

Disclosure Scotland enhances public safety by protecting the vulnerable in society through enabling safer recruitment. For further information go to: www.disclosurescotland.co.uk

The mentor's continuing fitness for the role should be reviewed against the person specification.

Before establishing the selection criteria consider the questions suggested in **Good Practice Checklist 12**.

Good Practice Checklist 12: Selection: Questions for consideration

Before deciding selection criteria it would be useful to consider the following questions:

- How flexible will you be?
- How will people be informed that they have been rejected on the basis of the eligibility criteria?
- What would disqualify mentors from continuing with mentoring?
- What would disqualify mentees from continuing in their role?
- Necessity (where required) for disclosure?
- How will the process be managed?
- Who makes the final decision?

Good Practice Checklist 13: Selection criteria for mentees

Selection criteria for mentees can include:

- mentee needs e.g. personal, professional, educational, social
- willingness to abide by the guidelines
- commitment to the length of the service
- commitment to the number and length of the meetings
- commitment to attend meetings with mentors as agreed
- willingness to communicate with mentor and service co-ordinator
- willingness to contribute to monitoring and evaluation processes

Mentoring young people

If the mentor is under 16 they should have evidence of parental or guardian consent and the time committed to the role should be carefully managed.

Mentor information pack

Provide mentors with information which details:

- key aspects of the service's purpose and goals;
- the role of mentors;
- a role profile, person specification and application form.

A sample application form is provided in **Appendix B**

A sample person specification is provided in **Appendix C**

Matching strategy and criteria

Success or failure of the mentoring relationship is closely linked to how well the mentor and mentee are matched and is a key factor in Risk Management.

It is generally agreed that a mentor should not be the mentee's direct supervisor and that both should want to participate.

Some examples of criteria for a matching strategy are listed in **Good Practice Checklist 14**

Good practice checklist 14: Matching strategy

A matching strategy should:

- be based on the service's eligibility criteria;
- provide a rationale for selection;
- map out the conditions for the mentoring relationship;
- provide clarity in relation to exceptional circumstances;
- identify clearly the person with responsibility for matching;
- be explained to, and clearly understood by, all participants and stakeholders

Good practice checklist 15: Matching criteria

Suggested matching criteria.

- Professional interests of mentor
- Mentor's life/ career experience
- Previous experience of mentoring
- Individual preferences (mentor/mentee)
- Level of autonomy and confidence of mentee

Mentoring approaches

Clarify the chosen approach for mentoring at the design and planning stage and provide a clear rationale for the decision. The mentee's needs, within the context of the service, should be central to the decision.

Mentoring can include peer support. Contact can take place face to face, online or by telephone.

Decide how discretionary the service will be in relation to mentor preferences.

It is worth considering the potential loss of good mentors due to inflexibility.

Some things to consider when deciding on the ratio of mentors to mentees might include:

- mentor's time commitment;
- mentor's confidence and skill;
- availability of mentors and number of mentees;
- mentee preference;
- mentor preference;
- additional support needs - vulnerability of mentee(s) - behavioural, academic,
- personal, family, health;
- safety factors when working with vulnerable or challenging mentees ;
- geography – location of mentors, mentees and places to meet.
- mentoring medium i.e. face-to-face, telephone, online.

Supervision and management/co-ordination

The value placed on supervision and management/co-ordination activities will influence overall success.

The roles of manager or co-ordinator and supervisor should as far as possible be held by separate individuals. This will depend on available resources.

Good Practice Checklist 16 details some of the roles and responsibilities of the manager or co-coordinator and supervisor.

Good Practice Checklist 16: Roles and responsibilities of supervisor and manager or co-ordinator.

Roles and responsibilities of a supervisor include:

- providing regular support and supervision for mentors;
- monitoring relationships;
- re-matching where required;
- reporting on progress;

Roles and responsibilities of the manager or co-ordinator include:

- recruiting participants;
- arranging training and orientation;
- reporting on progress;
- co-ordinating the monitoring and evaluation processes;
- managing the budget;
- sending out information;
- arranging support events- including on-going training and feedback sessions

Mentoring Agreement

A written Mentoring Agreement provides guidelines for the relationship and serves as a contract between the participants and the service. It should be signed by both parties.

Make clear what happens to personal information such as their application forms, Meeting Logs and Personal Learning Plans. For example:

- where the documents will be stored
- what use will be made of the recorded information and
- who will have access to it?

The extent of the disclosure of personal information should be carefully managed with information given on a need to know basis.

Decide who has responsibility for managing and storing confidential documents.

A sample Mentoring Agreement is provided in **Appendix D**.

A brief guide to managing confidentiality in the relationship is provided in **Appendix E**

If the Mentor keeps their own records they are responsible for holding them securely and destroying them when the mentoring relationship ends.

The first meeting

Clarify expectations and goals and begin the process of action planning at the first meeting. Agree timescales for achievement; resource requirements; and timing, length and location of meetings.

Set realistic intervals for meetings and agree the length of each session. Meetings which are too short, or exceed the allocated time, can cause dissatisfaction for both parties.

Initially mentors may find they are taking the lead in the meetings but as the mentee grows in confidence they should be encouraged to take an increasing role in managing the relationship and their learning.

A suggested agenda for the first meeting is provided in **Appendix F**

On-going meetings

Meetings are the initial point of contact for the mentoring relationship. Identify and agree the purpose of each meeting prior to the session. In partnership with the mentee review the Action Plan on a regular basis, monitoring progress and agreeing to adjustments as necessary. Agreed actions from the meetings can be recorded on a pro forma such as a Meeting Log. **An example of a Meeting Log is provided in Appendix G.**

Action Planning

Action planning is a skill which allows mentees to measure their own progress and check their own personal effectiveness, based on their strengths and skills. They record the resources and actions needed to meet their agreed learning and development goals and set appropriate short, medium and long term targets and success criteria. The plan is an active working document which is owned by the mentee. **An example of an Action Plan is provided in Appendix H.**

Mentors should vary the levels of support they provide based on individual mentees confidence and their ability to work autonomously.

Good Practice Checklist 17: Guide to Action Planning

Action planning processes should:

- identify and record the mentee skills and strengths;
- identify and record goals;
- set out the steps required to achieve goals;
- establish a time frame for achievement;
- identify relevant resources;
- identify others who may have something significant to contribute;
- identify indicators of success;
- act as a communication aid between mentee and mentor;
- Have a regular review process built in.

Goal setting

Goal setting is a key activity in Action Planning. Work with the mentee to identify goals, breaking them down into manageable steps or outcomes.

As a first step the mentee should be encouraged to consider what they want to achieve during the time they have with their mentor. Goals should start small and be realistic within the timeframe and allow the mentee time to build their skills and confidence. Give the mentee responsibility for their learning.

Avoid the pitfall of doing too much and making the mentee dependent. This is a risk factor.

Some useful questions to guide goal setting are provided in **Good Practice Checklist 18**.

Good practice checklist 18: Reflective questions for goal setting

Mentees can be encouraged to take an active part in their own learning through reflective practice. Asking questions which help clarify - what to do, how to do it, when to do it and with what resources.

Examples include:

- What do I want to achieve in the long term?
- How will I benefit from achieving my goal(s)?
- How do I think mentoring will help me?
- What three steps could support me in getting there?
- Where am I now in relation to my goal(s)?
- What skills do I need to develop?
- What resources do I already have and what resources do I need to put in place to make it happen?
- Who else can help?
- How long will each step take?
- What problems or obstacles might occur that would prevent me from achieving the best result?
- What has worked?
- What could I do better next time?
- What will I do if the first plan is less successful than hoped for?
- How can my mentor help?

Endings and closure

Ending relationships can be demanding for some people. Well planned services build preparation for 'endings' into their training. Encourage the mentoring partners to discuss the end of the relationship and what will happen, at an early stage in the process.

In services with robust organisational planning the end point is often scheduled in and mentor and their mentees know that the arrangement isn't an open ended one.

The mentor should ensure that there is a realistic plan to complete any outstanding actions.

Part of the purpose of a planned 'closure' is to encourage the mentee to think about what's next for them and for the mentor to help them take the next step.

Discuss what will happen if the mentoring relationship isn't working. The no-fault clause in the Mentoring Agreement provides an opportunity to discuss and agree a way of parting with dignity. **Good Practice Checklist 19** provides some suggestions for managing the process for ending the relationship.

Good Practice Checklist 19: How to manage the process of ending the mentoring relationship.

- Mentor should discuss planned exit strategy with supervisor or service coordinator/manager. Respect confidentiality.
- Arrange a meeting and ensure that there is a reasonable amount of time allocated. The supervisor may wish to take part in the meeting. Let the mentee know.
- Be constructive and stress the positives from the relationship. This is a learning opportunity - time to reflect on what went well, what could have been done better and what could be done differently next time.
- It is best to be honest, without being defensive.
- Make sure loose ends are tied up. Offer to help with the mentee's next steps

Core Quality Practice Element 4:

Providing committed mentors

An effective mentoring service recruits, selects and trains mentors who have the commitment and attributes needed to work productively with the clients through the completion of the mentoring relationship.

Good mentors demonstrate a balance of skills, attributes and qualities some of which can be learned or enhanced through training. They are committed to their role and believe that there is value in mentoring. They embrace and accept diversity and are committed to their own as well as their mentee's learning. Good mentors are effective communicators who strive to continuously improve their skills and they tend to be positive in outlook.

Appendix I provides a guide to the content of a role description.

Mentor screening and selection

Screening

A formal interview for mentors can help expand on and clarify information provided in the application. It is also an opportunity to screen individuals out of the process.

Potential mentors can ask questions and air concerns about mentoring or to find out about the programmes' expectations and policies before committing further. Ask open-ended questions to evaluate:

- communication skills;
- level of enthusiasm;
- motivations for wanting to mentor;
- body language;
- general comfort level.

Selection criteria

- previous experience of mentoring;
- role in the service;
- specialist knowledge and skill e.g. employability, youth.
- willingness to participate in mentor training;
- willingness to abide by guidelines and boundaries of the role;
- commitment to timescales;

Good practice checklist 20: Mentor References

It is recommended that one at least one reference for mentors is provided.

- Obtain references from people who personally know the them: employers, volunteer managers, or professional colleagues
- Never skip reference checks or gloss over them because people aren't found or aren't available
- Don't ask questions that aren't related to the mentoring role.
- Avoid references from relatives.

Strategies for developing the skills and attributes of mentors

Strategies to develop and enhance the qualities and attributes of good mentors are included in the following list.

- Provide formal mentor training, support and supervision
- Have clear role descriptions
- Encourage reflective practice
- Provide opportunities for mentors to discuss challenges and share solutions
- Have clear criteria for mentor selection
- Create opportunities for mentors to enhance their practice
- Make clear statements about the value and role of mentoring to the service

Mentor training

Mentoring is a challenging and complex activity demanding a set of core competencies not necessarily learned in day to day work. Training is frequently reported as being the single most important factor in the success of mentoring relationships.

Training should be on-going. Provide short refresher courses to address relationship issues, additional training needs or to introduce changes to policies and/or practices.

To deal with more difficult issues individual sessions with supervisors can also be offered.

An informal interactive style of training is generally cited as the most useful approach. It provides participants with the opportunity to reflect on their own experiences and examine how those experiences can be drawn on to help them in the role.

Training gives mentors an overview of the service's purpose and goals, clarifying roles and responsibilities. It provides an early opportunity for potential mentors to self-select out of the service if they decide mentoring is not for them.

At the design stage training can be tailored to meet the needs of individual programmes to include specialist knowledge and skills and specified operational requirements.

For example, mentors may be required to have an understanding of current theories of adult learning, Child Protection or restorative approaches.

Research evidence demonstrates that quality training has a generic core which is relevant to all mentoring regardless of context.

Examples of the core elements of a mentor training curriculum are provided in **Good Practice Checklist 21**.

Good Practice Checklist 21

Core elements of a generic mentor training curriculum.

- The service's vision, mission, goals, purpose and context.
- Job and role description
- Mentor hopes, fears, concerns.
- Managing boundaries and expectations - Code of practice
- The role of supervision.
- Preparing for and managing time for meetings.
- Managing the relationship.
- Confidentiality issues.
- Skills development – effective communication, learning planning, goal setting and reflective practice, giving and receiving feedback
- Monitoring and evaluation.
- Preparing for endings.

Experienced mentors can make a significant contribution to mentor training.

Core Quality Practice Element 5:

Employing skilled staff

An effective mentoring service employs staff who have the relevant skills and knowledge to support both mentees and mentors and consistently operate at a level which meets the expectations of all its stakeholders

Performance management

Create a positive and nurturing culture for staff and volunteers through effective performance management.

This should be informed by:

- a transparent, accessible and documented plan;
- clearly defined roles, mapped across and serving the purpose of the service; and
- individuals recruited on the basis of the requisite qualifications, skills, knowledge and experience.

The plan should be prepared with input from the staff team ensuring that everyone:

- understands the vision, mission and purpose;
- knows what is expected of them in their role.

Performance management is a key component of wider monitoring and evaluation processes.

Good Practice Checklist 22 provides a framework for effective Performance management.

Good Practice Checklist 22: Performance management

Performance management processes should:

- support induction of staff and volunteers to the service – vision, mission and goals;
- provide opportunities for individual staff members and volunteers to establish work based goals (aligned with the service’s overall aims);
- ensure that everyone knows how their performance will be measured. These are the Performance Indicators (PIs);
- clarify how, when and how often performance will be reviewed against the Performance Indicators;
- build **self evaluation** processes into the day to day activity;
- provide learning and development opportunities to meet identified need;
- provide regular feedback about performance;
- establish a formal annual review process- with interim review built in;
- record and celebrate accomplishments

Induction

All staff and volunteers should participate in well planned, interesting, induction which starts, as near as is feasible, to the start of their engagement with a service.

It should be an on-going process helping to develop and retain staff and volunteers rather than a one-off event. After the initial induction people will continue to require guidance and support and have unanswered questions.

Induction is an integral part of a performance management system. It helps participants:

- integrate with the service;
- orientate to goals and working practices;
- to settle in and feel supported, without being overwhelmed.

Decide who takes organisational responsibility for the process. A checklist can be a useful guide, particularly if line managers are expected to take responsibility for day-to- day induction and management of the service.

Appendix J provides some ideas for inclusion in a checklist for a general induction.

Induction will provide:

- an introduction to colleagues;
- an understanding of roles and responsibilities;
- a guide to where things are kept and accessed;
- an understanding of the service's purpose, goals and value;
- information to ensure compliance with policies and procedures ;
- an understanding of the vision and mission;
- an appreciation of the benefits of mentoring – to mentors, mentees and the wider staff and service;
- a basic knowledge of the practice of mentoring;
- a range of organisational skills as they relate to the mentor role;
- the confidence and capacity to manage boundaries expectations and endings.

Self evaluation

Self evaluation can be a powerful tool in developing the effectiveness of individuals and the organisation and is a key aspect of the formal review process. It should be a core activity in the day to day work of all services. It supports and encourages individuals and groups, through reflection, to evaluate their performance and identify their personal training, learning and development needs which can then be shared with and acted on by the line manager.

Self evaluation is a two-way process which encourages professional discussion on how well the service is led and managed and uses the evidence to inform continuous improvement and quality enhancement. For a more in depth guide to self evaluation refer to [Evaluation Support Scotland 5 principles of Good evaluation](#).

Staff appraisal

Useful information on all aspects of appraisal and a basic performance appraisal form template, in PDF and MS Word formats, free to use and adapt, can be accessed at: <https://www.acas.org.uk/templates>

Consider peer mentoring for staff and volunteers. It can be a useful tool for: modelling good practice; providing on-going support; driving personal learning planning activity; helping individuals achieve their professional goals and contributing to positive outcomes.

To demonstrate commitment to induction and quality staff development ensure that there is an adequate budget ring fenced for the purpose.

Grievance procedures

All staff and volunteers should receive an explanation of the procedures for handling grievances or allegations of misconduct

- Outline the investigative procedures and appeals process
- Make the processes clear for filing a grievance or appeal

Core Quality Practice Element 6:

Active safeguarding

An effective mentoring service takes all practical steps to ensure the safety and personal protection of its mentees and mentors and to minimise any risks involved in the delivery of its service

Assessing and managing risk and minimising liability is fundamental to the design and development of all mentoring services. Any activity which sets out to build close personal relationships presents potential risk to the participants and when things go wrong it can threaten the reputation of the service and/or wider organisation.

People can't follow the guidelines if they don't know what's expected of them.

Review the service's policies, rules, and regulations regularly to ensure that they are still relevant.

Personal Safety

A key aspect of training is working with mentors to help them identify potential crisis situations and give them the tools and information to protect themselves and their mentee.

Risk Management

The process of risk assessment and management can assist in evaluating the service's readiness to support effective mentoring practice and provide an opportunity to consider key issues in the development of policy and practice.

A self assessment guide to Risk Management is provided in Appendix K.

It can also be used as a checklist against which to map the content and design of quality systems, processes, policies and practices.

Code of Practice

To ensure the safety and well being of all participants the objectives, boundaries and standards of behaviour should be clearly articulated, shared and understood by all participants. **A sample Code of Practice is included in Appendix L**

Information collected and decisions made during screening should be documented.

This provides evidence that you have followed screening processes.

Screening and safety issues

Screening requirements are context specific. For example: if the mentors are working with children, young people or vulnerable adults the service should:

- carry out disclosure and criminal record checks for mentors;
- obtain parent(s)/guardian(s) consent for the young person to participate;

Mentors can also be at risk if they fail to assess risk in their interaction with their mentee and if they are unclear about policies, systems and processes which are in place to protect them. Appropriate supervision, training and on-going refresher courses will provide opportunities for early intervention and clarification.

Safety and E-mentoring

The safety and security of mentees who are mentored on-line should be governed by robust regulation, guidelines and actions.

Good practice checklist 22: Safety and E-mentoring

It is recommended that:

- supervision of on-line activity is adequate and carried out by supervisors;
- child protection or vulnerable adult arrangements are secure;
- insurance cover for the service extends to the mentees;
- the co-ordinator or supervisor has access to the communications to ensure the suitability and relevance of the content;
- all communication between the mentor and the mentee is audited on a regular basis and records kept for a period of years. (This will be to a degree service specific. For example dependent on the length and lifetime of the service; the client group; the funders; the governing body; organisational policy etc. However all services will process your personal data under the General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. quoted from ACAS

Adapted from: Work-Related Learning and the Law, DfES 2006

Child Protection Guidance

Principles of how all services working with children and/or their families should work together to ensure the protection and well-being of children in Scotland are set out in the National Child protection Guidance published in 2023. It sets out new principles of how all services working with children and/or their families should work together to ensure the protection and well-being of children in Scotland

The guidance can be accessed at the following web address:

<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/>

Volunteers and active safeguarding

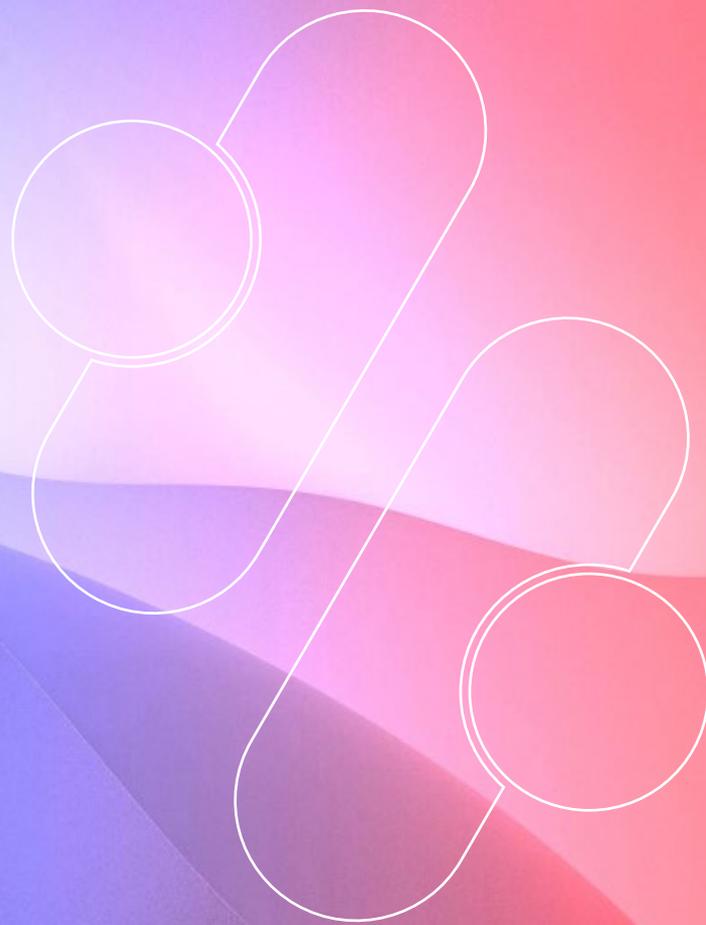
The service should have a volunteer policy or statement that makes clear the types of activity permitted within their remit and scope. Ensure that risk management procedures are enforced and proper insurance cover is in place.

Allowing volunteers to engage in work out-with their remit leaves them vulnerable, with potential risk and liability for the service when things go wrong.

The policy or statement should also outline

- what volunteers can expect from their role,
- what the service can expect from volunteers.

It is recommended that volunteers sign a form or similar to acknowledge that they accept and understand the terms of their engagement with the service.



Appendices

Appendix A:

Mentoring Policy – suggested structure.

- Overview
- Description of the service
- Purpose of policy
- Specific service objectives
- Definition of mentoring
- Screening and selection processes
- Matching criteria
- Application process
- The mentoring relationship
- Role of mentor
- Action Planning
- Code of conduct, mentoring coordinator and mentee equity and confidentiality etc
- Policy and compliance
- Principles of best practice in mentoring
- Implementation
- Review processes
- Evaluation

Appendix B:

Mentor application form

Suggested content for an application form for mentors.

- Address
- Occupation
- Any mentoring or voluntary experience
- Experience of working with client group
- Skills and experience relevant to the mentoring role
- Reasons for applying
- Amount of time they have to commit to the role
- Criminal record
- Name and address of referee(s).

Appendix C:

Person specification

Suggested content for a person specification.

Mentors should demonstrate their ability to:

- Communicate effectively
- Demonstrate empathy
- Listen effectively
- Demonstrate their interpersonal skills
- Maintain a positive attitude
- Negotiate
- Set firm boundaries
- Work creatively
- Work flexibly and be adaptable
- Identify strengths and goals for development
- Self-organise
- Create an action plan
- When to signpost to other services and support networks
- Willingness to participate in training
- Recognise and acknowledge their own needs
- Recognise, understand and manage their personal safety

They should also have:

- Relevant experience;
- The appropriate qualifications for the role.

Appendix D:

Sample Mentoring Agreement

Date:

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

This agreement is between:

| | |
|--------|--------|
| Mentee | Mentor |
|--------|--------|

This document will be countersigned by the service manager/co-coordinator.

Copies will be given to both the mentor and mentee. The information contained in this document and in the Meeting Logs will preserve anonymity for monitoring and evaluation purposes. The mentee and mentor will be responsible for updating the document as necessary. Copies of updated documents will be forwarded to, countersigned by and held by the service manager/co-coordinator.

1. Purpose and goals of the service

2. Mentoring meetings

At the first meeting the mentor and mentee will agree and record the mentee's goals. These goals will be reviewed at each meeting and will form the basis for the service evaluation.

The mentee will provide information in relation to achievement of goals and objectives for discussion at mentoring meetings.

After each meeting the mentee will complete their Personal Learning Plan identifying, goals, objectives, timescales and resource requirements. The personal Learning Plan is owned by the mentee.

The mentor will complete a Meeting Log signed by both parties. A copy of the Meeting Log will be forwarded to and held securely by the manager/co-coordinator.

3. Confidentiality

The mentor and mentee will honour confidentiality. The degree of confidentiality and any exceptions will be discussed and agreed.

4. Challenges and premature ending of the relationship

In the event of difficulties arising in the relationship both parties agree to mediation by the supervisor/co-ordinator to conciliate or formally end the relationship. Re-matching is at the discretion of the service supervisor.

5. The Role of the Supervisor/co-coordinator

The supervisor/co-coordinator will provide on-going support and training for mentors.

6. Code of conduct

The mentor agrees to abide by the Code of Conduct and any other policies relevant to the role of mentor.

7. Monitoring and Evaluation

The service may require mentors and mentees to contribute to both written and verbal evaluation.

8. Commitment to the term of the service

The mentor agrees to provide mentoring, on a one-to-one basis/ to a group of mentees, for a period of _____

Over that period the mentor and mentee will meet on _____ occasions.

These meetings will take place at intervals of no longer than _____ weeks. Dates and venues are as mutually agreed and communicated to the service manager/co-ordinator/supervisor.

Communications between mentor and mentee will be restricted to _____ mentoring sessions.

9. Rescheduling of Meetings

If either party is unable to attend a mentoring meeting, at least _____ hours notice should be given and a mutually convenient alternative date agreed.

Compliance

Both parties must adhere and respect and comply with (relevant policies etc.) Should either party compromise these (policies) the service reserves the right to end the mentoring relationship.

Re-matching will be facilitated as per policy guidelines.

Signed: _____ Service manager/co-ordinator

Date:

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Appendix E:

Mentor and mentee confidentiality and data protection

In general the relationship between the Mentor and the Mentee is based on confidentiality. Anything discussed within the mentoring relationship should not be discussed or repeated to others. However, the ultimate bounds of confidentiality lie with the service.

It should be explained to the mentee at the outset that the mentor may share information about their mentee with the manager (or other relevant programme representative) if they feel that there is any inherent risk posed by their mentee either to themselves or others.

This can include the following (the list is not exhaustive but is provided as a guide):

- If the Mentor believes that there is a risk of harm to the Mentee, or any other person, based on something that the Mentee has said.
- If the Mentor believes that a crime has been or is going to be committed based on something that the Mentee has said.
- If the Mentor has good cause to believe that the Mentee's integrity is in question (as it relates to the service).
- If the Mentee believes that the Mentor's mentoring practice is inappropriate or harmful.

Appendix F:

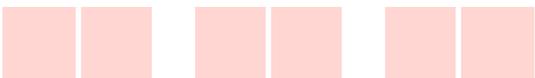
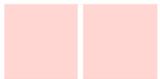
Agenda for the first meeting

- Establish where future meetings will take place. How often and for how long.
- Establish a relaxed but purposeful atmosphere.
- Begin to get to know each other – explore the purpose of the meetings.
- Review ground rules and boundaries - (Refer to training and orientation information and discussions and to the Code of Practice)
- Support the mentee in establishing the priorities for the next few sessions.
- Get started – explore and record initial thoughts on goals.
Begin Action Planning
- Set the agenda for the next meeting.

Appendix F:

Mentor/Mentee Meeting Log

– sample pro forma

| | |
|---|--|
| Mentee | Mentor |
| Date  | Meeting No.  |
| Achievements since last meeting | Today's focus – challenges – concerns: |
| Mentee's Next Steps: | Mentor's Action points: |
| Resource requirements: | |
| Signed: Mentee | Signed: Mentor |
| Date of next meeting: |  |

Copies should be retained by mentee and mentor.

Copy should be forwarded to the Coordinator within 7 days of completion.

Appendix G:

Action Plan

Sample proforma

| | | | |
|--------------------------------------|--------|-----------------|-----------|
| Name: | | Long Term Goal: | |
| Steps required to achieve my goal | | Date achieved | Resources |
| Step 1 | | | |
| Step 2 | | | |
| Step 3 | | | |
| Where am I now? | | | |
| What skills do I need to develop? | | | |
| What do I need to learn or find out? | | | |
| How long will each step take? | Step 1 | Step 2 | Step 3 |
| What do I do next? Agreed actions | | | |
| Who can help me? | | | |
| Signed: Mentee | | Signed: Mentor | |
| Date: | | Date: | |

Appendix H:

Mentor role description

Purpose:

This section describes the specific purpose of the position in relation to the programme's mission and goals. (Make it brief)

Job Title:

What title has been assigned to the position? Example: Learning mentor

Location:

Where will the mentor be based?

Key Responsibilities:

List the position's major duties.

Reports to:

Indicate the title of the person to whom the mentor reports.

Length of appointment.**Time Commitment.**

Include time for administration, monitoring, refresher courses, additional training, celebration events and supervision.

Qualifications.

Include prior relevant experience

Support Provided:

E.g. training and supervision

Additional learning and development opportunities.**Performance review requirements.**

Appendix J:

Induction checklist

General

- Safety and emergency procedures
- Induction training overview
- Service overview
- Mission and vision
- Service overview
- Introduction to colleagues
- Layout of the site and facilities
- Pay
- Holidays
- Sickness
- Introduction to relevant policies e.g. grievance, health and safety, equal opportunities
- Hours of work
- Security (the building)
- Personal safety and reporting
- Transport and parking

Performance management

- How job roles fit into the mentoring service
- Training opportunities
- Mentor support
- Where to go, who to call, who to ask for help and advice
- Professional learning and development
- Personal learning planning - development of personal objectives and goals
- Performance management and review

Appendix K:

Assessing and managing risk in mentoring services

The following self assessment exercise is based on the experience of successful mentoring services and on current research in mentoring.

The questions are designed to help services assess the risk factors relevant to their mentoring activities and the context within which they operate.

The content of the assessment can also be used as a checklist against which to map the design of quality systems, processes, policies and practices.

Categories considered for risk in this self assessment exercise.

- Services purpose.
- Selection, supervision and support.
- Matching.
- Code of Practice
- Endings/closure.
- Record keeping
- Evaluation
- Managing resources
- Accountability and compliance

Services Purpose:

- Is there clarity about the purpose for introducing the service?
- Is the purpose agreed between partners and stakeholders?
- Does mentoring practice sit with Professional Development and other aspects of 'supervision' activity within the service / wider organisation?
- Is flexibility built in to the model to allow growth and creativity?
- Do mentors and mentees have a clear understanding of the goals and parameters of mentoring in the context of this service?
- Is the role of the mentor and the ways in which they are expected to engage with their mentee clear?

Selection, supervision and support (Ref to Selection criteria page 23)

Selection criteria Mentees

Are there selection criteria for mentees?

Selection criteria Mentors

Are there selection criteria for mentors?

Flexibility and selection

Are there any exceptions to the criteria? Who decides?

Supervision

- Is there a clear plan for monitoring and supervision
- Are the key objectives of supervision clear to mentees, mentors and relevant staff?
- Is the supervisor suitably qualified and experienced?
- Are there clear and safe procedures in place, to ensure early intervention?

Support

- Is there a formal support structure for mentors?
- Are there on-going joint meetings for mentors and opportunities for them to get together to problem solve and share experiences?
- Is there a transparent and accessible system of signposting for issues beyond the remit of the mentor's role?
- What responsibilities do mentees and mentors have respectively to report challenges?

Matching

- Matching criteria
- Are there criteria for matching? Is there flexibility?
- Is the ratio of mentors to mentees fixed? Are exceptions to this clear?
- Are there guidelines for re-matching?

Meetings

- Is the purpose of the mentoring activity clearly established and understood by all participants and stakeholders?
- Has the service established where mentoring meetings will take place? How often will they meet? How long will each meeting last?
- How will the process and actions from meetings be recorded?

Code of Practice

In minimising risk for mentees, mentors and the reputation of the service a clear Code of Practice is required. This can be incorporated into the mentoring policy. **A sample code is provided in Appendix L**

- Is the mentor's role delineated clearly enough to ensure boundaries are kept?
- Have all parties been briefed about confidentiality issues?
- How will any medical issues which may require intervention be identified, shared appropriately with mentors and addressed?
- Have all participants formally agreed to abide by the Code of Practice?

Endings and closure

Both parties may be vulnerable when the formal relationship ends.

- Is there an endings strategy?
- Is there a clear strategy for dealing with relationships which end prematurely?
- Will informal mentoring contact be encouraged beyond the initial contracted period?
- Will supervision/liability related to on-going future contact be in any way the responsibility of your service?

Record keeping

- Is there agreement on the nature of records held by the service/organisation?
- Are data protections arrangements secure?
- Will the records be the sole property of the service?
- Is it clear who has access to the records?

Evaluation

- Is the purpose of the evaluation clear
- Has the primary audience for the evaluation been identified?
- Do you know the kind of information your funders require?
- Do you have a budget for evaluation?
- Who will carry out the evaluation?

Managing resources

- Do you have the resources required to establish and deliver the service?
- Is there adequate funding and staffing to support all required roles and responsibilities?
- Is there a budget holder with responsibility for controlling delivery costs and ensuring that resources are used as effectively as possible?

Accountability and compliance

- Does the service comply with its legal, financial and safety responsibilities?
- Does the service have an accountable management structure?
- Does the service have processes and procedures to provide information to support effective Governance?
- Does the service have a volunteering policy or statement

Appendix L:

Code of Practice

The Code of Practice should be made available to the mentee and mentor.

It can be used during the early meetings to clarify and agree acceptable and unacceptable practice. Service should take care to ensure that they set boundaries appropriate to their context. The list below is provided for guidance only.

- Mentoring is a confidential activity – participants have a duty of care towards each other.
- Mentee and mentor should respect each other’s time and other responsibilities.
- Respect should also be accorded to others such as the supervisor and coordinator of the service.
- It is the mentor’s role to respond to the mentee’s developmental needs and agenda.
- The mentee should be given increasing responsibility for managing the relationship.
- An effective mentor empowers them to do so.
- Mentor and mentee should make every effort to be open and truthful to each other
 - about the relationship, reviewing their progress regularly to avoid complacency and to consider how the relationship might be improved.
- Mentors should not develop inappropriate relationships with their mentee.
- Mentors should not give their address or phone number to the mentee or invite them home.
- Mentors should not accept gifts or money from their mentees
- Mentors should observe the law when working with their mentee.
- Both the mentee and mentor have equal responsibility for ending the relationship satisfactorily.
- Partners should end the relationship in accordance with the service’s procedures.

References

Acas gives employees and employers free, impartial advice on workplace rights, rules and best practice. We also offer training and help to resolve disputes:

<https://www.acas.org.uk/templates>

Clutterbuck, D. (2004) 4th ed. *Everyone Needs a Mentor: Fostering Talent in Your Organisation*, London: Institute of Personnel & Development.

Colley, H. (2003) *Mentoring for Social Exclusion: a critical approach to nurturing mentoring relationships*, New York: Routledge Farmer.

Disclosure Scotland, www.disclosurescotland.co.uk

Kay, D. And Hinds, R. (2005) *A Practical Guide to Mentoring*. 2nd ed. Oxford: How to books Ltd.

National Child protection Guidance published (December 2023)

<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/>

Evaluation Support Scotland - 5 Principles of Good Evaluation

<https://evaluationsupportscotland.org.uk/ess-principles-for-good-evaluation/>

The Befriending Network Scotland and Scottish Mentoring Network, *Evaluation and Resource Pack for Befriending and Mentoring Project*.

<https://scottishmentoringnetwork.co.uk/resources/view/2/smn-evaluation-resource-pack/>

Notes

