



University of Galway Mentoring Framework

1. Definition of Mentoring/what is mentoring?

“Mentoring in the workplace tends to describe a relationship in which a more experienced colleague shares their greater knowledge to support the development of a member of staff. It calls on the skills of questioning, listening, clarifying and reframing”. CIPD, 2021.

Mentoring may be defined as *“support by one person to another in making significant transitions in knowledge, work or thinking”*.

The mentor is an experienced individual whose role is to “help” rather than to “tell”, and the mentee is encouraged to do things for themselves.

2. Mentoring at University of Galway

Mentoring programmes at University of Galway include:

- University of Galway Mentoring Scheme
- Equality, Diversity & Inclusion Aurora Programme
- Collaborate: Inter-Institutional Peer Mentoring Programme
- PGR Research mentoring programme

3. Roles and Responsibilities

Mentor

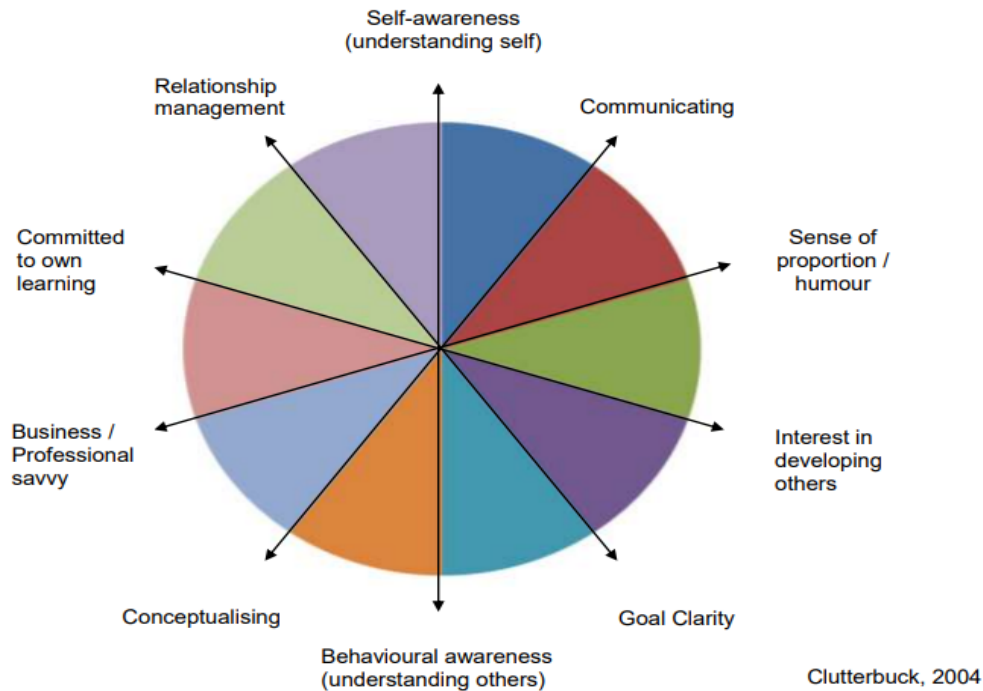
Generally a Mentor will hold a position that is more senior or has more experience in an area that is of interest to the Mentee. Mentoring relationship is driven by the Mentee.

The Mentor may at times be a role model or sounding board and at other times challenger, advisor or facilitator. However irrespective of role, the Mentor will demonstrate the highest professional standards and also demonstrate a range of personal attributes in each of those roles which includes:

- An interest in developing themselves and others
- Excellent listening ability
- Being accessible and available
- Capable of building trust and maintaining confidentiality
- Remaining constructive with the focus on the development of the Mentee

Mentors will be experienced people who are motivated to make a difference in the role and who have the competencies listed at **figure 1** below.

Figure 1: Mentor Competencies



Mentee

The Mentee has a role in ensuring the success of the Mentoring relationship and can add to the success of a Mentoring relationship through;

- A willingness to engage in career development opportunities
- Being open and honest in discussing with the Mentor what it is they would like to achieve from the relationship
- Appreciating and respecting the commitment on the part of the Mentor
- Maintaining confidentiality

The role of the College/School and Unit

Each College/School/Unit will identify a nominated “mentor champion” who will support the Mentoring programme within their unit. The mentor champion will be supported by Human Resources/L&D in:

- Facilitating the Mentoring process within their unit by encouraging Mentees and Mentors to engage in the process.
- Championing and reporting on mentoring as a KPI at school and unit executive level.
- Meeting with potential Mentors, where appropriate, to discuss suitability for the Mentor role
- Gathering mentor/mentee nominations within their area.
- Facilitating reflective practice to champion Mentoring.

Human Resources

HR will work and support the each College/School/Unit by:

- Organising briefing sessions on the mentoring policy.
- Organising and scheduling mentor and mentee workshops.
- Assisting with review of the process.
- Assisting with pairing of mentors/mentees
- Supporting reflective practice by gathering and providing relevant data without breaching mentor/mentee confidentiality.

4. Business Case for Mentoring in University of Galway

- Individual-orientated, work-based learning interventions such as mentoring encourage the employee to take responsibility for his/her own learning, and foster self-reliance and the learning-to-learn capability.
- Learning through mentoring requires relatively less time away from the job than attendance at training courses.
- Attraction of high-calibre recruits and development of all aspects of their competence leads to greater productivity.

5. University of Galway Mentoring Guidelines

a. Objectives of Mentoring Programme

- To accelerate and improve the induction and growth of mentees
- To support mentees in developing the wisdom and judgement necessary for applying the knowledge accumulated through education, on-the-job and formal training
- To provide time and space for the mentees to reflect, have their own thinking challenged, develop insights, and identify the actions needed to further their development
- To guide mentees in becoming familiar with the formal and informal structure of the organisation
- To foster self-reliance and the learning-to-learn capability in mentees

b. Facilitating the Mentoring Programme

Awareness, encouragement and promotion of the mentoring process should be led by the unit with ongoing management of mentoring activity supported by Human Resources.

c. Pairing Mentors and Mentees.

Mentees

Mentees need to find a suitable Mentor. Everyone will have unique and specific requirements.

1. It is recommended that Mentees attend a workshop on Mentoring
2. Mentees should speak with their direct manager or College/Unit mentoring champion and express an interest in the mentoring process.

3. Mentees can contact Human Resources/Learning and Development directly if they wish to discuss their needs discreetly.
4. All Mentees should complete a “Mentee Form” which is available on the Learning and Development website. This will assist with the pairing of Mentors with Mentees.
5. Mentees will be paired with Mentors within their own College/Unit. However, if requested or if there is a lack of suitable Mentors, pairing will be considered within the wider university network.

Mentors

1. All mentors are encouraged to complete the relevant workshop prior to taking on a role as a mentor.
2. All mentors should complete a “Mentor Form” which is available on the Learning and Development website. This will assist with the pairing of Mentors with Mentees.

d. Mentoring workshops

Aim for Mentor Programme

- Create alignment of all mentors in terms of expectations between the Mentor and Mentee
- Understand what a great mentor looks like and identify some of the key skills
- Practice behavioural skills needed to be an effective mentor

Aim for Mentee Programme

- Understand the expectations between the Mentor and Mentee
- Understand Mentoring Process and Contract
- Create a Mentoring Development Plan and take first steps.

e. Duration and Timing of Mentoring Relationships

The mentoring relationship will continue for a period of 12 months unless there is mutual agreement between mentor and mentee that it should last longer. If a relationship cannot be sustained for any reason, the mentor and mentee may ask to create a new one.

f. Shared Learning by Mentors

Human Resources/Learning and Development unit will arrange Reflective Practice sessions with Mentors and Mentees to share general insights gained from mentoring relationships, and identify any changes needed to the programme and inform University Policy & Procedure where appropriate. These discussions will not breach the confidentiality of the individual mentoring relationship

6. Mentoring in University of Galway - Key Actions and Documents

Key Actions

- Nomination of Mentors and Mentees by College/School/Unit
- Train mentors
- Train mentees
- Assign mentors to mentees
- Forms and documents provided as a guide to Mentors/Mentees.
- Relevant data and records, such as numbers of mentors and mentees on programme at any given time, gathered by HR, without breaching confidentiality
- Mentors share general insights, without breaching confidentiality

Doc. 1 - Suggested Agenda for First Mentoring Meeting

Introduction

- What do we want/need to know about each other? e.g. *career history, domestic circumstances, interests outside work*
- Where will we meet, how often, and for how long?
- What will make this a satisfying and useful relationship for both of us?
- What expectations do we have of each other?
- Mentee's career ambition

Development Goals and Direction Setting

- Mentee's development goals
- What do you want to improve for the current job and in preparation for future jobs?
- Where would you most value guidance/advice/a sounding board?
- What are our priorities?
- Do we want to set an agenda for our next meeting?
- Are there any issues we should get to work on now?

Completion of Record of First Meeting

Agreement of Date and Time for Next Meeting

Doc. 2 - Sample Mentoring Agreement

Agreement

We have agreed the ground rules and code of ethics below for the mentoring relationship.

_____ (Mentor) _____ (Mentee) _____ (Date)

Ground Rules

We will meet monthly, agree the time, date and duration of the meetings in advance.

The mentor will assist the mentee in achieving development goals, but will let the mentee do things for him/herself as much as possible.

The mentor will share general insights gained from this mentoring relationship as part of the process of organisational learning, but will respect personal confidentiality at all times.

Code of Ethics

The mentor's role is to respond to the mentee's developmental needs and agenda: it is not to impose his or her own agenda.

Mentor and mentee will respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.

While the mentor is expected to maintain confidentiality, they will be mindful of legal provisions which require reporting of issues to the relevant authorities.

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Doc. 3 - Record of Mentoring Meetings

Mentee name: _____

Mentor name: _____

Meeting date: _____

Meeting no: _____

Developmental goal	Points discussed	Actions agreed

Date agreed for next meeting: _____

Time: _____