

Mentoring: A Guide for Mentors and Mentees

Graduate Certificate in Academic Practice

Learning Enhancement and Academic Development (LEAD) Centre,
Mary Immaculate College

This document is designed to introduce you to the mentor support model, designed to offer a supportive and structured model of practice sharing, critical exchange and peer support.



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Section 1: Purpose of this Guide

The Graduate Certificate in Academic Practice recognises that each participant has a preferred mode of professional development (PD), consequently, the programme aims to combine a variety of methods of PD to provide an optimum flexible professional development pathway for all those who teach.

This guide provides an overview of the mentoring model adopted as part of the Graduate Certificate in Academic Practice and guidelines based on best practice to help to maximise the mentor-mentee relationship. We realise that every mentoring relationship is unique and so they can be adapted as required to meet the individual needs of both mentor and mentee. It is recommended that mentors and mentees discuss the models below and decide what approach will best suit their context and objectives.

Mentoring is a supportive process in which a mentor and a mentee engage in semi-structured dialogue over a period of time with the objective of assisting a mentee achieve a specific set of goals. Rather than providing advice, mentoring is concerned with empowering mentees to critically consider and identify their own goals in a mutually respectful manner (Cambridge University 2020).

Section 2: Mentor-mentee relationship

The mentor-mentee relationship is a supportive dialogic one, which each having different roles. The key characteristics of an effective mentoring relationship are trust, openness and setting standards and expectations (Moorecroft and Crick, 2014). Each person has a role in building a successful relationship. As the mentee is the main beneficiary, they should be encouraged to articulate their expectations for the mentorship (Angstmann et al, n.d.).

Mentor Role	Mentee Role
Provide information, constructive comments, guidance	Be clear about their goals and how the mentor could support them. Be proactive about seeking guidelines
Listen to the mentee's plans and decisions	Accept responsibility for their own decisions and actions
Complete tasks by agreed times	Complete the necessary pre-meeting tasks
Engage in critical thinking and reflection	Engage in critical thinking and reflection

Section 3: Mentor-mentee meetings

Mentoring is normally a semi-structured process that is agreed between the mentor and mentee. In the initial meeting, a mentor agreement is developed where this agreement can be open and responsive to the needs of the mentor and mentee in terms of how they would like to meet. (see [Appendix 2](#) for sample mentor agreement)

In the GCAP programme the mentor and mentee meet will meet three times over the academic semester and will follow the below format. During meetings the mentor will provide feedback on entries to the mentee portfolio. The programme is largely self-directed and the purpose of the mentor-mentee relationship is to act as a ‘sounding board’ for potential ideas. It is the role of the mentee to contextualise the learning to their discipline and teaching. As a result, the mentor will not be able to provide additional feedback or additional meetings.

Meeting	Purpose	Length of time	Portfolio entries for review
Meeting 1	Set goals (see Appendix 1 for guidelines) Develop mentor agreement (see Appendix 2 for guidelines)	60-90 minutes	Mentee completes a draft opening reflection on practice, and goal setting exercises and sends to mentor 7 working days prior for review and feedback. Mentor to review and provide feedback.
Meeting 2	Progress review of actions Review and feedback on portfolio entries (see Appendix 3 for dialog frameworks)	60 minutes	Mentee prepares a proposed log of PD activities including proposed peer evaluation and plan for scholarly search Mentee sends portfolio to the mentor 7 working days prior to the meeting Mentor to review and provide feedback.
Meeting 3	Reflection and review of action plan (see Appendix 3 for dialog frameworks)	60 minutes	Mentee prepares draft evidence-based action plan for TLA initiative of choice, accompanied by a scholarly rationale for the selected approach.

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			<p>Mentee sends to the mentor 7 working days prior to the meeting</p> <p>Mentor to review and provide feedback.</p>
Meeting	Purpose	Length of time	Related links/Consideration
Meeting 4	Review implementation and review of action plan as a WIP	60-90 minutes	<p>Mentee prepares draft reflective narrative account of implementation of action plan, including a critical evaluation of impact of TLA initiative.</p> <p>Mentor to review and provide feedback; draft to be submitted 7 days in advance.</p>
Meeting 5	<p>Progress review of actions</p> <p>Review and feedback on portfolio entries</p>	60 minutes	<p>Mentee sends draft teaching philosophy statement to mentor 7 working days prior to meeting</p> <p>Mentor to review and provide feedback.</p>
Meeting 3	Reflection	60 minutes	<p>Mentee sends draft closing reflection on the process of developing PD portfolio to mentor 7 working days prior to meeting</p> <p>Mentor to review and provide feedback.</p>

Further resources to support the process are available in the appendices and references list below. Best of luck in your mentoring journey!

References

Angstmann, E., Balasooriya, C., Britz, T., Chong, K.M., Cumming, T., Epps, J., Gibson, K., Harvey, M., Harvey, B., Hunter, L. and Lapere, K., (n.d.) Academic Mentoring at UNSW. Available at <https://teaching.unsw.edu.au/academic-mentoring> accessed on 9th June 2020

Cambridge University (2020) Personal and Professional Development Centre: Mentoring Guide available at https://www.ppd.admin.cam.ac.uk/files/people_development_-_mentoring.pdf Accessed on 8th June 2020

Moorecroft, M., Crick, M.A., The University of Auckland: A Guide to Mentoring available at <https://cdn.auckland.ac.nz/assets/auckland/business/current-students/PDFs/mentoring-guide-final.pdf> accessed on 9th June 2020

Whitmore, J. (2009b). "The impact of the Inner Game and Sir John Whitmore on coaching: a commentary" . *Annual Review of High Performance Coaching and Consulting*. 4 (2 Suppl): 23–28. [doi:10.1260/ijssc.4.suppl-2.671q532j757771rl](https://doi.org/10.1260/ijssc.4.suppl-2.671q532j757771rl).

Appendix 1: Goal Setting Frameworks

Goal setting is a key stage to successful mentoring. By having clear goals, it sets expectations regarding the mentoring process

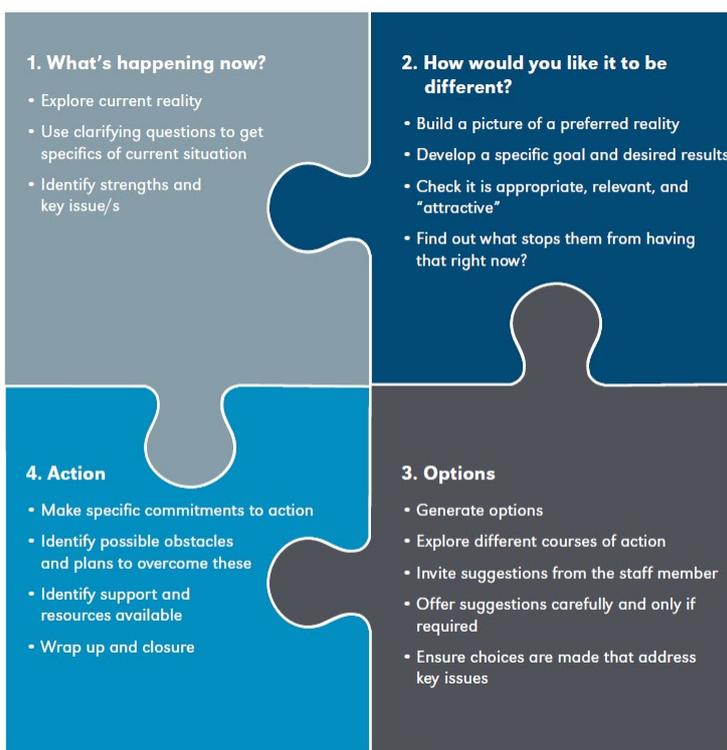
The GROW Model

Developed by Whitmore, 2009 the GROW model focuses on identifying realistic goals and an action plan using promoted questions such as

- Goals – What is something you've wanted to do for yourself and just haven't gotten around to it?
- Reality – What seems to be getting in the way? What's preventing you from doing it?
- Options – What might you do to overcome these obstacles?
- What next – How does this map to the national professional development framework? What will you do? By when? What resources do you need? What is your level of commitment?

The WHOA Model

The WHOA model is similar to the GROW model and uses question prompts to guide the mentee in identifying goals (Moorecroft and Crick, 2014)



Appendix 2: Sample Mentor Agreement ¹

The mentor will advise and/or assist with the process of completing this specific task. Features of our mentoring relationship will include:	
Schedule of meetings:	
Format of meetings (face to face, online, peer observation)	
Pre and post meeting preparation and follow up. Will the mentee send drafts of work to mentor prior to meeting? How many days prior will the mentor need this to allow them to prepare.? How will feedback and follow up information be provided to mentee?	
Maximum length of each meeting:	
Mentoring activities:	
Mentee's responsibilities:	
Mentor's responsibilities:	
Confidentiality agreement:	All information exchanged during the meetings between mentors and mentees, both online and face-to-face, remains between those parties, unless either the mentor or the mentee has given permission for that information to be discussed with others
We have discussed these principles to establish the boundaries of our mentoring relationship and the no-fault, no-blame procedure should this relationship need to end.	
Mentor:	Mentee:
Date:	Date:

¹ Adapted from the UNSW Mentor agreement

Appendix 3: Dialog framework for each meeting

There are several frameworks that you can use to guide dialog in the mentor-mentee meetings.

The Five C's Model

The five C's model adapted from the University of Cambridge (2016) is suitable for developing action plan and involved discussing five elements:

1. Challenges – what are the challenges facing the mentee?
2. Choices – what possible options are there to overcome these challenges?
3. Consequences – discussion regarding what are the consequences of taking each of the choices.
4. Creative Solutions – share experiences and further the solutions
5. Conclusions – what are the actions that need to be carried out to investigate the solutions further.

Kolb's Experiential Learning Cycle

The second is an adaptation of Kolb's experiential learning cycle that uses the four phases of reflective/experiential learning to guide dialog these are discussing:

- What is the current situation?
- What is the desired goal?
- What is the action plan?
- Seek feedback on the action item