

IMPLEMENTATION OF THE SCHEME

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New members of staff (either new to University or to role)

- All new members of staff will normally be assigned a mentor as part of their Induction programme. This will be planned in liaison with the line manager, School Administration Manager (SAM) and Head of Administration for the respective School/Centre and Faculty
- The Heads of Administration will act as the Scheme Co-ordinators and will maintain a list of staff working in the different areas of administrative expertise across the Faculties who are willing to act as mentors.

Existing members of staff

- All members of staff who wish to participate in this scheme as a mentor or mentee should discuss this initially with their line manager or SAM
- The SAM will discuss all mentoring requests in detail with the relevant Head of Administration, and a matching process will be undertaken to nominate an appropriate mentor or /mentee.

Scheme Guidance

How might the mentoring approach work?

What should the length of time for mentoring relationship be?

- An average of 6 months is suggested as a guide only but this should be reviewed by the mentor and mentee together.

How long should each meeting last and at what frequency?

- There are no hard and fast rules, but the meetings should normally last an hour and take place every 6 to 8 weeks.

Is there a limit on number of mentees any one mentor should have at one time?

- No, although it would be preferable to focus on one mentoring relationship at a time as a mentor should be prepared to give sufficient time and commitment to the mentee.

Who “drives” the relationship? Is it the mentor or mentee?

- There is no prescription for the way the mentoring relationship will operate. It is for both participants to establish how best to provide the support so that it is tailored to each individual.

ARE YOU INTERESTED IN PARTICIPATING?

Further information is available from your line-manager and training sessions for staff interested in knowing more about becoming mentors can be arranged with Learning and Development

www.kent.ac.uk/hr-learninganddevelopment/mentoring/index.html

ADMINISTRATION MENTORING SCHEME

For new and existing members of staff



INTRODUCTION

Ongoing development of the administrative staff in the Faculties is one of the key ambitions of the Heads of Administration. We recognise that the staff are our greatest asset and wish to support all staff to realise their ambitions. One of our goals is developing people by providing a comprehensive range of learning opportunities and, as part of this approach, we recognise the potential in promoting the use of mentoring to support and develop staff. Introducing mentoring across the three Faculties will widen the range of developmental benefits on offer. It will offer a supportive environment to staff and enhance their learning on a personalised basis, from both the mentee and the mentor's angle.

With this in mind, the Heads of Administration introduced a mentoring scheme in September 2012 which is open to all administrative staff within the Faculties. This is intended to be an informal and flexible scheme which seeks to facilitate mentoring in order to support new and existing members of staff and share ideas, skills and expertise across the Schools and Centres. This scheme is intended to complement the collaborative work of the Faculties special interest groups.

This scheme offers two different types of mentoring approaches:

- as part of the induction provided for new member of staff (new to University of Kent or new to role)
- for existing staff who would like to be mentored for any reason

This is a voluntary scheme which aims to offer benefits to both participants and be flexible enough to meet specific and individual needs. However, all new members of staff will normally be provided with a mentor on appointment.

What do we mean by mentoring?

“at its heart, mentoring is a co-operative and nurturing relationship” (McCaffery, 2010)

Mentoring is a supportive relationship whereby a more experienced member of staff in a particular area, activity or task undertakes to support another member of staff keen to develop their role or discuss a change of career and so on.

A mentoring relationship should encourage staff to manage their own learning and mentoring via “off-line help by one person to another in making significant transitions in knowledge, work or thinking” (Megginson & Clutterbuck, 1999).

Mentoring can also be a “learning relationship which helps people to take charge of their own development, to release their potential and to achieve results which they value” Connor and Pokora, 2007 (p6) (source: Learning and Development website)

There is no right or wrong definition of mentoring but its purpose is to provide support, advice and guidance on a one to one basis.

What are the benefits of mentoring?

There is a wealth of information on mentoring on the Learning and Development webpages: www.kent.ac.uk/hr-learninganddevelopment/mentoring/index.html including some of the models, tools and frameworks.

Benefits to both parties

For Mentors	For Mentees
Facilitating self reflection	Having support through change
Refreshing practice/bringing new ideas	Building confidence
Promoting critical thinking	Broadening horizons
Sharing good practice and cross learning	Encouraging self reflection and greater self-awareness
Acquiring new knowledge	Sharing new insights – fresh pair of eyes
Supporting and understanding change	Raising aspirations
Developing people management skills	Accessing constructive feedback skills
Extending professional networks	Extending professional networks
Gaining personal satisfaction	Improving performance

What support can be provided by the mentor?

A mentor can provide support in a number of ways. The main role is acting as a “critical friend” but the mentor can also act as a:

Sounding Board	to discuss ideas and suggestions
Facilitator	to be able to point to potential opportunities, arrange introductions
Advisor	to provide information on a range of issues
Coach	to directly support the mentee to improve a specific skill
Source of organisational material	to be able to explain University policies
Source of feedback	to provide constructive feedback
Motivator	to offer encouragement

Mentoring relationship

The main focus of mentoring is the relationship. There are two key aspects to the mentoring relationship – a high degree of mutual trust and confidentiality, and helping another person realise their potential and aspirations.

Mentoring is not an exact science as both mentors and mentees have different ways of working and varying expectations of the role. Each mentoring relationship will be unique but both parties need to be committed to their mentoring relationship and be comfortable working with each other, otherwise this relationship will not be of benefit. Sometimes, a mentoring relationship might not work well for a variety of reasons and it is best to acknowledge this and end the arrangement in such circumstance.