

Report – “Mentoring”

SEEDA and Business Link Kent

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1. Executive Summary

This report has been commissioned by the South East England Development Agency (SEEDA), and has been collated by Business Link Kent. The information has been drawn from secondary research data; information currently available from other Business Links in the south east and primary research data from questionnaires.

The focus of the secondary research in the report is on mentoring; current trends in delivery and existing mentor networks across the south east. The primary research has involved interfacing with mentors via questionnaires to ascertain their understanding of their level of expertise and what they think their training needs are to be more effective.

This research will be shared and distributed among the South East Business Links and SEEDA, and subsequently be positioned on the website for use by other groups looking to find out more about mentoring. The information will be used to inform decisions, along with a feasibility study regarding the creation of an online mentor facility across the south east available for use both by those seeking mentors for any project work and for those who would like to become a mentor.

“Mentors are seen as key to the future to support the movement of NEETS and unemployed people into employment. Several government funded programmes call for the use of mentors, and there are as many networks as programmes. They are not visible to other programmes that could use them; there is no common training or levels of expertise. Future engagement with older workers searching for employment is expected to show that a route back into employment is to mentor others, using the expertise they have already gained in a previous career”.

For further information please contact Sandra Smith or Janice Sandwell – Business Link Kent

Contact information –

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2. Report Key Findings and next stage

The report clearly identifies that the role of the Business Mentor has been established to support business development and expansion. If there is one issue which needs to be addressed it is the need to provide a national or regional standards, liability insurance and registration for mentors, including ongoing support, training and monitoring. It is however important to note that the majority of mentors are unpaid or receive a nominal amount of financial support.

Any national (or regional standards or network) will incur costs not only for set up, but also for management and maintenance. It would be unreasonable in the majority of circumstances for the mentor to incur this cost, or for the majority of businesses, to be burdened with more costs for a service, which currently works well and is provided at no charge.

What will be required is the financial support of regional or national agencies to establish and manage the “mentor network”, perhaps run on their behalf by a third party organisation.

What has clearly not been addressed is the issue of mentor support for individuals; young people, minority groups and older members of the community, but specifically those being encouraged into work or self employment for the first time, or those wishing to return into employment.

The Mentor for this specific group will need additional skills over and above those of the Business Mentor, which are primarily knowledge or experience based. Inter personal skills, motivational techniques and a network of mentors including young people with a range of gender and ethnic backgrounds will be needed to support the diverse role of providing an “individual” mentoring service.

Dealing with young people, a range of genders and ethnic backgrounds will in itself need to be reviewed and actively supported. There will be legal issues, moral issues, security issues, language issues, cultural issues, which may need addressing, evaluating. Special or additional training and support may be needed and the evaluation of prospective mentors and their ongoing performance will need ongoing review and monitoring.

A current proposal for a Leonardo da Vinci programme (Transfer of Innovation) is an example of where Business Link Kent is suggesting a method of encouraging older workers, (over 45 years) who are not currently working, back into employment and self employment, whilst also using their existing skills and the skills obtained from the project to mentor students and young people. The project proposes to consolidate the approach and experiences of a number of European partners and to develop a toolkit to help others working with older people to adopt new skills, whilst also establishing a pool of trained older workers available to support young people.

Mentoring is a service which can be made available to everyone. The need is to identify and encourage those wishing to become and to develop as mentors and to provide the resources for it to continue.

3. Definition of Mentoring

“There are many perspectives on the definition of mentoring, especially since the relatively recent popularity of personal and professional coaching. Traditionally, mentoring might have been described as the activities conducted by a person (the mentor) for another person (the mentee) in order to help that other person to do a job more effectively and/or to progress in their career. The mentor was probably someone who had "been there, done that" before. A mentor might use a variety of approaches, e.g., coaching, training, discussion, counselling, etc. Today, there seems to be much ongoing discussion and debate about the definitions and differences regarding coaching and mentoring.”

(Management Library) ¹

Differences between mentoring, coaching, counseling, consultancy and training

Mentoring	<ul style="list-style-type: none"> • Mentors transfer the skills to the client rather than doing the job for them • Actively un-taps potential. • Fine tunes and develops skills • Eliminates specific performance problems • Provides client with contacts and networks to assist with furthering their career or life aspirations • Performed in the 'live' environment
Coaching	<ul style="list-style-type: none"> • Emphasis is on getting the person to come up with their own solutions • Coaching addresses aspirations, objectives and tasks. • Coaching tends to be structured • Coaching puts greater emphasis on gaining clarity about what people want and how to achieve it • Coaches more often ask 'what' questions such as "What would you like to do instead?" • Coaching is concerned with enhancing performance
Counseling	<ul style="list-style-type: none"> • The aim is to lead the client toward self-directed actions to achieve their goals • Explore personal issues and problems through discussion in order to increase understanding or develop greater self-awareness • Creates a space in which clients can talk about their issues • Deals primarily with helping people overcome problems • Counsellors might use 'why' questions such as "Why do you keep doing that?" • Counselling tend to have a more free-form approach
Consultancy	<ul style="list-style-type: none"> • Consultant does the job for the organisation, rather than the employee/client

¹ <http://www.managementhelp.org/guiding/mentrng/mentrng.htm>

	<p>becoming up-skilled to do the job themselves</p> <ul style="list-style-type: none"> • Focus is on developing organisational practices, processes and structure • Role generally more strategic and often used to instigate and design broad ranging change programmes • Frequently involves expert advice about specific issues and organisational processes • Consultants are often brought in to provide specific 'solutions' to business problems and needs
Training	<ul style="list-style-type: none"> • Programmes are mostly generic and not tailored to individual needs • Training is about passing on information, transfer of new skills and knowledge • Helps people to develop cognitive skills and capabilities. • Not always sufficiently similar to the 'live' working environment to ensure effective skills transfer. • Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies

Source - **Teacher Support Network 2007** ² and **The Coaching Network** ³

² http://cusn.info/files/u1/coaching_counselling_mentoring_compared.pdf

³ <http://www.coachingnetwork.org.uk/>

4. What is Business Mentoring?

“A mentor is someone with proven experience in a given area who can help an individual in their role. Business mentoring is action and results-focused and is not remedial therapy or counselling is principally concerned with identifying and dealing with the causes of behaviour”

(Merryck and Co) ⁴

“Mentoring is an interaction between at least two people, in which the knowledge, experience and skills of one or both are shared, leading to growth and self-understanding”

(East Mentoring Forum, Development Plan 2003) ⁵

“While there is no generally agreed upon definition of what business mentoring entails or what form it takes, it is clear that there is a growing interest in mentoring for and by business owners, and an increasing number of such programs. Business mentoring occurs throughout today's business environment, both formally and informally, and across sectors. Formal business mentoring differs from the informal in that formal mentoring is typically the product of planned programming. Formal business mentoring programs can be found under public and private auspices at the local, state and national levels. These programs employ diverse models, establish varying eligibility requirements and target different audiences, among other characteristics. The purpose however, is fundamentally the same -- to foster the success of business owners”.

(National Women's Business Council) ⁶

“A mentor is an individual, usually older, always more experienced, who helps and guides another individual's development. This guidance is not done for personal gain”.

(About.com – Management) ⁷

“Mentoring is proven as one of the most effective methods of support for business leaders. Mentoring is about transferable skills, mentors need to have an understanding of the technical, operational, social and economic issues that impact on businesses and their owners”.

(The Swindon, Wiltshire and West of England - Business Mentoring Programmes) ⁸

4 Merryck & Co Business mentoring

5 PRIME Report – “Monitoring PRIME'S mentoring Support to borrowers 2003-2004

6 About Business Mentoring in the United States <http://www.nwbc.gov/Mentoring/default.html>

7 <http://management.about.com/cs/people/a/mentoring.htm>

8 <http://www.gwe.uk.com/default.cfm/loaddoc.53>

5. Characteristics of a Business Mentor

“A business mentor is an experienced and successful business person who can provide a wise head to turn to. A mentor is not a consultant - they will draw from their own experience to help the entrepreneur to explore business issues and decide on actions. The mentor's role is to support and develop, stimulate and challenge. By acting as a sounding board for their clients, the mentor can build their confidence as their business grows”.⁹

Typically the advantages to having a mentor are:

- access to a wealth of business knowledge and experience from someone who's been there, seen it, and done it;
- sharing experience and getting one-to-one feedback at any critical stage in ones business development;
- getting a truly objective view on ones business;
- mentors can be a useful source of ideas and connections, especially for new businesses.

“All successful business people do not necessarily make effective mentors; certain individuals are more effective in the role of developing others. Whether or not an individual is suited to the role of mentor may depend on his or her own stage of development and experience. For example, a fairly successful individual may have had a specific or limited background and may not have enough general experience to offer”¹⁰

Qualities which are essential in an effective mentor include:

- **A desire to help** - Individuals who are interested in and willing to help others.
- **Have had positive experiences** - Individuals who have had positive formal or informal experiences with a mentor tend to be good mentors themselves.
- **Good reputation for developing others** - Experienced people who have a good reputation for helping others develop their skills.
- **Time & energy** - People who have the time and mental energy to devote to the relationship.
- **Up-to-date knowledge** – Individuals who have maintained current, up-to-date technological knowledge and/or skills.
- **Learning attitude** - Individuals who are still willing and able to learn and who see the potential benefits of a mentoring relationship.
- **Demonstrated effective managerial (mentoring) skills** - Individuals who have demonstrated effective coaching, counselling, facilitating and networking skills.

⁹ <http://www.enterprisehubnetwork.co.uk/magazine-article.php?id=79> - Surrey Enterprise Hub Director Marilyn Huckerby

¹⁰ <http://www.sonic.net/~mfreeman/> - Michael Freeman – Leadership Knowledge Base.

What a Business Mentor Does/Does Not

A Business Mentor Does

- Explore, suggest options
- Offer a different and impartial perspective on issues/events
- Empower, show clients "how to"
- Offer expertise, information, ways of finding out
- Support and encourage, build confidence
- Share their own experiences
- Offer a non-judgemental relationship
- Develop problem solving abilities
- Widen network of business contacts

A Business Mentor Does Not

- Pre-judge the business viability of mentee ideas
- Dictate or tell mentee what to do
- Be an expert on everything - they will help mentee to find out
- Create false expectations
- Make assumptions
- Adopt a judgemental attitude
- Sort out problems for mentee
- Tell mentee what to do
- Offer business advice

Source - Everywoman ¹¹ and Business Gateway – Scotland ¹²

Not all people make good mentors ¹³

There are no hard-and-fast rules other than the obvious ones: (e.g. criminal record). However, people who exhibit the following characteristics may not be beneficial to a mentoring programme.

- Don't have enough time to commit to being consistent in their mentoring
- Seem to be volunteering for status or job promotion reasons
- Hold rigid opinions and don't seem open to new ideas
- Seem too concerned about what a mentee can do for them
- Want to be a mentor so they can work out problems from their personal needs
- Do not have skills that match a program's needs

¹¹ <http://www.everywoman.com/ResourcesAdvice/Mentoring/Mentoringandcoachingexplained/>

¹² <http://www.bgateway.com>

¹³ http://www.scottishmentoringnetwork.co.uk/uploads/documents/Mentor20Tool20Kit_full.pdf

6. Different Approaches of Mentoring¹⁴

Formal and Informal

There are multiple approaches to mentoring, based on how informal or how formal the relationship.

Informal Mentoring is something which takes place through a "natural" connection -- one which is based on friendship, personal relationships or common background.

Formal Mentoring is based upon an organised mentoring-focused programme. Formal facilitated programmes are where an organisation matches mentors with mentees and monitor the progress of the mentoring connection.

Different Types of Mentoring

One-on-One -- This is the most common approach to mentoring and it involves a mentoring relationship between one mentor and one individual being mentored.

Team Mentoring -- Involves a group of at least two mentors who work together to mentor one candidate. The specific contributions of each mentor may vary based upon unique experiences and such, or it may be that the two mentor's capabilities overlap and are then used to further reinforce the contribution of each.

Group Mentoring -- Involves one mentor that then works with a group of candidates. This type of mentoring relationship is useful when dealing with groups who all would tend to have the same requirements and need access to the same basic levels of knowledge, etc.

Peer Mentoring - Model in which an individual develops a guiding, teaching relationship with a youth or adult of a similar age. For example, a college student might mentor a middle school youth, or an ex-offender may mentor a current inmate.

Different Modes of Mentoring

Face-to-Face -- Involves a relationship between the mentor and the candidate which relies at least to some degree upon an ability to meet face-to-face.

Virtual -- Virtual mentoring allows for mentors to be involved via email, teleconferencing, and other online forms of collaboration.

¹⁴ Dr. Dan's Daily Dose - <http://blogs.ittoolbox.com/km/dr-dan/archives/mentoring-magic-part-deux-12014>

7. Face to Face Mentoring

This has been the traditional method of mentoring before the introduction of the virtual mentoring modes. Whilst comparisons between face to face and virtual mentoring cite that the latter allows for greater flexibility, lower costs, better use of time resources etc.; there are major benefits of the “traditional” face to face mentoring method over those that involve technology as the means of interaction.

For example, in the mentor’s role of providing exposure and visibility and widening the mentees contacts and networks, those who have face to face contact and meetings may be more likely to benefit from real-time contact as opposed to “virtual” introductions. Role modelling is another area where face to face mentoring is likely to be more effective, since the mentees can see their mentor’s behaviours. Visual cues, and body language for both mentor and mentee are exposed in face to face mentoring relationships, whereas in the virtual mentoring pairing this is not available.

Andrew Miller ¹⁵ noted that in the London Central Education Business Alliance (LCEBA) e-mentoring project that despite the advantages of virtual mentoring; a significant number of mentors stated that they felt mentees were likely to gain more in relation to their personal development with improved interpersonal and organisational skills and gains in self-confidence from regular face to face meetings.

Integration of face to face and virtual mentoring

“The reality is that although perhaps viewed as separate, most often these are two sides of the same coin. Those that start with face to face meetings often find that e-mentoring can strongly contribute to the success of the mentoring relationship by increasing the frequency of exchanges. And those that start with e-mentoring frequently express the wish to meet their partners to add a face and a voice to reinforce their e-mail experience.” ¹⁶

¹⁵ Andrew Miller – Director – Aimhigher national mentoring scheme

¹⁶ Ian McGowan – Director e-mentoring ltd – Aimhigher E-mentoring network meeting 2004

8. Web-Based and E-Mentoring

The move towards Web Based Mentoring

“Just as e-learning took the classroom online, web-based mentoring blends the traditional practices of mentoring, with technological advances. As communication devices and the Internet become ubiquitous, mentoring practitioners and organisations realise that they can provide a means for learning and knowledge sharing that breaks down time and distance barriers. Moving mentoring onto the web is a natural progression that many organizations are taking advantage of. Participants in web-based mentoring programs are able to find partners, regardless of location.

So how does web-based mentoring compare to traditional mentoring? The biggest difference is the web factor (or E factor). The inclusion of the web means that many pieces that were once done by face-to-face now occur using technology and computers. For example, in traditional programs, administrators had mentors fill out print questionnaires that gathered biographical data, work history, relevant experience, and areas of expertise. Using web-based mentoring, administrators can now have mentors fill out these questionnaires online; creating what will become mentor profiles that mentees or administrators can search as they find a partner. Additionally, the use of technology helps with the management of mentoring projects for the participants and helps facilitate communication through email, chat, video conferencing, phone conversations, and much more”.¹⁷

E Mentoring

“E-mentoring is the preferred term in the UK; telementoring is the term commonly used in the USA, reflecting the wide range of media used (including text messaging and teleconferencing) although the dominant form of communication is email. E-mentoring involves using email for interaction between mentor and mentee. This may be through ‘normal’ email channels or through a specially constructed website. The advantage of the latter is that the project manager can monitor the frequency and quality of interactions”.¹⁸

SMART Mentoring

SMART-mentoring is a short, focused e-mail dialogue between a mentee and a mentor lasting a few weeks. It is different from traditional types of mentoring as it does not involve building up an ongoing relationship. Instead, the e-mails are based on the transfer of advice and information. SMART Mentoring is mainly used in the educational environment in schools and colleges. (LCEBA e-mentor programme)¹⁹.

¹⁷ <http://www.learningcircuits.org/2006/October/francis.htm>

¹⁸ Andrew Miller – Middlesex University – First Aimhigher E-Mentoring Networking meeting 2004

¹⁹ <http://www.businesses-schools-together.com/docs/smart-mentoring%20marketing%20sheet.doc>

Advantages of E-mentoring

- Flexibility in pace and scheduling as communication between mentor and mentee is asynchronous
- Mentoring process can be remote—does not have physical or geographical boundaries
- Mentoring environment may be more comfortable for the mentee, whether at home or in a comfortable environment
- Provides a written record of discussion and progress for later review and reflection
- Mentee may be more open to someone whom they do not see at work
- May reduce mentee's feelings of intimidation or discomfort
- May provide quicker access to supportive information and resources
- Allows mentoring to be available to someone not at work
- More than one electronic communication method can be used (eg, threaded discussions, chatrooms)
- Programmes can potentially be expanded at minimal additional start-up costs

Disadvantages of E-mentoring

- Mentees and mentors need internet access
- Cost (if new software and hardware have to be purchased)
- Both must have basic information technology skills
- Establishing a rapport may be difficult (particularly with someone you have not met before)
- Loss of visual cues and non-verbal communication
- Currently little research evidence supporting e-mentoring
- Must be able to express coherently feelings and thoughts on paper or screen
- Privacy and confidentiality may be compromised
- Personal liability—the written (and saved) word rather than spoken word
- Mentoring boundaries may become blurred
- Mentor may become too accessible (and boundaries could become blurred)
- E-mentoring could be more time consuming than face to face mentoring

Adapted from Griffiths and Miller ²⁰

²⁰ Griffiths M, Miller H. E-mentoring: does it have a place in medicine? Postgrad Med J 2005;81:389-90.

Web Based Mentoring - Clutterbuck Associates

The following comments have been provided by Clutterbuck Associates²¹ as suggestions that encompass the foundations of a comprehensible and updateable resource.

The basis of a web based mentoring facility is that of a matching database – Mentors with Mentees. This would also provide tutorials, information, FAQs, techniques, benchmarking, evaluation and reporting with regular updating.

Keys to success would be accessibility, updateability and the marketing to both potential mentors and mentees, all of which require resources in terms of time and money. However, as a shared resource using an e-portal as a means of accessing regional RDA support, costs could be amortised across regions, partner organisations and training organisations.

Web Based Mentoring Content Suggestions – Clutterbuck Associates

- Information about how to apply
- Definitions of what mentoring is, (and is not)
- Summaries of the context and overall process
- Support tools – hints and tips; FAQs; “tool kits”; pro-forma documents; articles; websites; contact details
- A means of administering training and review/evaluation
- Resources to help mentors/mentees reflect on their practice
- Evaluation of mentoring relationships
- Hints and tips on techniques for various mentoring challenges
- A reference point for mentors to record their backgrounds and specialist experience enabling mentors to refer clients to colleagues for specific issues

Technology and Security

“Many organisations think that eMentoring is easy to do; - it just takes just a few minutes per week, and that the key requirement is a fancy web site. Meaningful eMentoring, that will produce results for all participants, takes real time, and real commitment, just as face-to-face mentoring. It's not just about clicking around a web site and dashing off a short email once a week. An organisation should think about developing an eMentoring scheme if it is seen as an essential tool to bring about change and help the organisation meet its goals, as with all training and development activities”.²²

²¹ Clutterbuck Associates was one of the contributors to “MentorsByNet”

²² Renee Raper – Director of learning New Leaders 2007

E-mail or Web-based programs need to have technology in place that;

- Provides a safe and secure environment for communication exchanges
- Tracks the email activity between mentors and mentees;
- Encode e-mail addresses
- Software that removes telephone numbers, emails addresses and possible offensive language within email exchanges
- Archive all the messages being exchanged so they can be used for evaluation and review
- If partnering with an existing web-based scheme ensure that they have in place all the security and tracking features

Further information on technology and security is available from the website <http://www.mandbf.org.uk> “Safe and Secure E-mentoring - A guide to developing successful projects”. Written by Ian Akers, MBF Regional Co-ordinator for the South East of England.²³

Key Success Factors for E-mentoring programmes

The following were identified by Kevin Hunt²⁴ when reviewing the mentoring website Mentorsbynet

- The importance of appropriate matching
- The degree of desire that participants have to be involved in such a scheme in the first place
- Establishing programme goals at the outset - mentee lead
- Programme duration of at least 6 months
- Pre-programme training which helps participants to manage their expectations
- Setting a communication plan at the outset of the programme and regular contact between mentoring partners
- Supplementing email-based communication with other modes of communication
- Assisting mentees to sustain motivation - e.g. frequent facilitators messages of prompts and encouragement
- Participant commitment to programmes and making the effort to give some priority to the relationship
- Establishing a good mentoring relationship (e.g. rapport and trust)”

²³ http://www.mandbf.org.uk/fileadmin/filemounts/general/Publications/Pub_MBF_SafeEMentoring.pdf

²⁴ Kevin Hunt – Circle Squared 2004

9. Standards, Accreditation and Qualifications

Approved Provider Standard (APS)²⁵

The Approved Provider Standard (APS) is a **national benchmark for organisations** providing one-to-one, volunteer mentoring or befriending. It is a national award supported by the Cabinet Office and Department for Education and Skills and aims to provide programmes with a badge of competence and safe practice in mentoring or befriending. APS aims to ensure the consistency and quality of mentoring and befriending programmes by focusing on the key management and operational areas of the programme including programme aims and management structure, procedures for identification and referral of clients, recruitment, selection and training of volunteers, monitoring of relationships and programme evaluation.

The European Quality Award - European Mentoring and Coaching Council

In 2003 the European Mentoring and Coaching Council²⁶ (EMCC) launched a consultative process to bring together a standards framework that could be used as a benchmark for the future development of the profession. The EMCC has developed standards as part of the European Quality Award (EQA) process. These standards are the **basis for the training of coach mentors to the levels of competency and capability** appropriate to the context in which they work. The standards define the level of competency and experience expected of a coach mentor working in specific contexts. There are four categories; (Foundation; Intermediate; Practitioner and Master) within the standards giving awards equivalent to NVQ's, postgraduate certificates, diplomas and masters degree.

(See Appendix F- EMCC Competence Standards – February 2007 page 40 of this report)

Small Firms Enterprise Development Initiative - SFEDI²⁷

SFEDI sets the standards for business advice and support. It recognises good practice by allowing the SFEDI logo to be carried by people, products, programmes and centres that meet these standards and principles. SFEDI provides no direct support to business owners but the leading practice and the standards are used by all trainers, advisers, mentors and information providers.

(See Appendix E - Business Support Additional Standards - © SFEDI March 2007 page 37 of this report)

BTEC Advanced Certificate in Mentoring in the Workplace (2003)

The BTEC Learning and Development qualifications²⁸ are work-based qualifications that assess the skills and knowledge; learning and development practitioners need to perform their job role effectively. They

25 <http://www.mandbf.org.uk/goodpractice/aps/>

26 The European Mentoring & Coaching Council (EMCC) was created in 2002. <http://www.emccouncil.org/>

27 www.sfedico.uk

28 http://www.edexcel.org.uk/VirtualContent/80932/Btec_Adv_Prof_Learning_and_Dev_Centre_Guidance.pdf

are open to all and based on national occupational standards. There are no entry requirements, no prescribed methods of delivery and a candidate must prove competence in four mandatory units.

- Evaluate and develop own practice
- Support learners by mentoring in the workplace
- Support and advise individual learners
- Monitor and review progress with learners

International Standards for Mentoring Schemes in Employment (ISMPE) ²⁹

With publication early in 2003, the ISMPE Award is intended to recognise excellence in the **design and implementation** of mentoring programmes in the world of work and employment. It was designed by David Clutterbuck, with initial help from the European Mentoring and Coaching Council. Companies can compare the detail of their schemes against six key elements:

- Clarity of purpose - for both the scheme and each mentoring relationship
- Stakeholder training and briefing
- Processes for selection and matching
- Processes for measurement and review Ethics and pastoral care
- Programme administration and participant support

Chartered Institute of Personal Development CIPD ³⁰

The CIPD offer a Certificate in Coaching and Mentoring, which is a practical programme of both theory and practice of coaching and mentoring. Delivery is through face-to-face, distance learning and online coaching methods, with emphasis on 'learning by doing'. This certificate is delivered by CIPD Enterprises, the specialist learning provider of the CIPD in collaboration with the OCM (formerly the Oxford School of Coaching and Mentoring).

²⁹ <http://www.ismpe.com>

³⁰ <http://www.cipd.co.uk/training/CCM/about/faculty.htm>

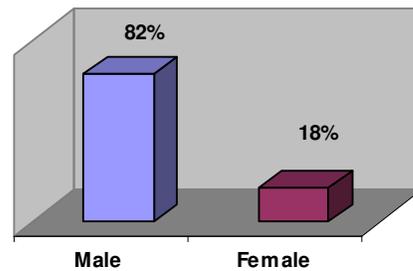
10. Research who becomes a mentor & why? - Mentor survey

The purpose of this survey is to offer a snapshot profile of business mentors currently working in the South East of England (mainly Kent and East Sussex). This survey was conducted between February and March 2008 among 38 mentors working for Prince's Trust, Business Link Kent and 1066 Enterprise.

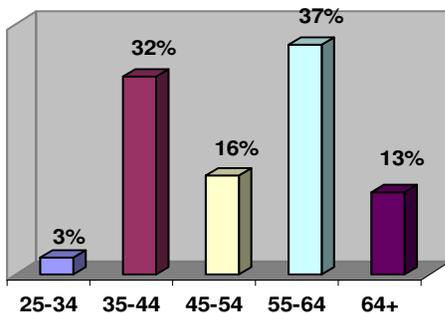
Profile

A large majority 82% of business mentors are men, which might be a barrier for engaging with female audience, especially within some BME groups where defiance towards "gender mix" remains strong.

Gender



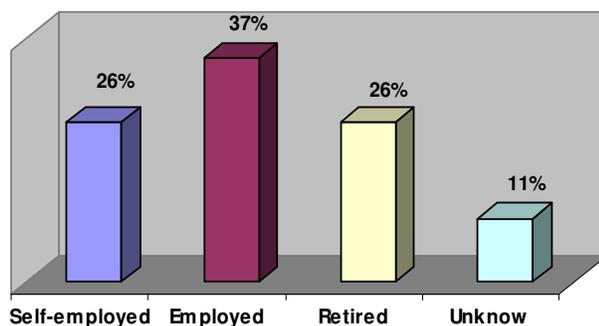
Age



Mentors are typically older, with 50% of them being over 55 years old. The time constraint and the experience needed to become a mentor largely explains this situation. However, the age group 35-44, still represents a third of the contingent. Unsurprisingly, under 34's are underrepresented as they only account for 3% of the mentors.

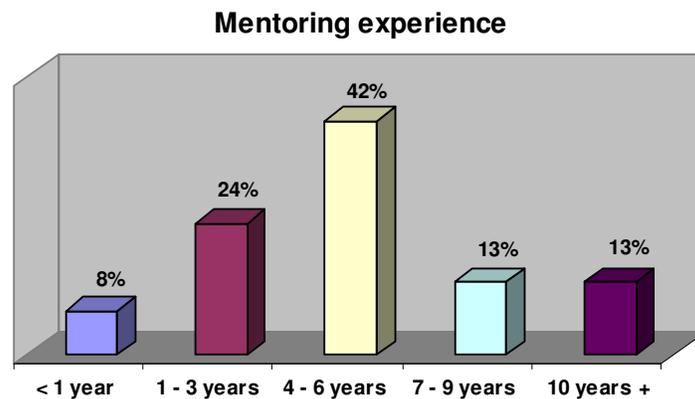
63% of mentors have a professional activity while 26% are retired. 26% are self-employed and 37% are employees. Among employees many are working in a sector such as enterprise services (marketing, accountants, etc.) and a bank.

Employment

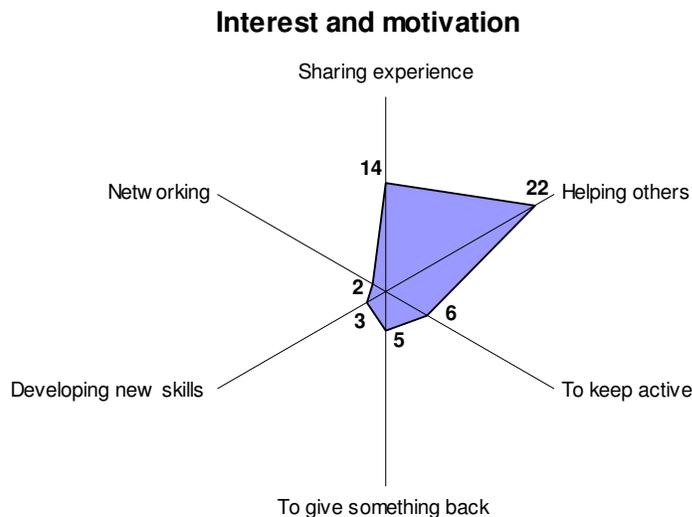


Most of the mentors had previous experience of offering mentoring support. As shown in the table below, 24% of mentors interviewed have been mentors for 1 to 3 years, 42% for 4 to 6 years, and 26% for more than 7 years. Two conclusions can be drawn from these figures:

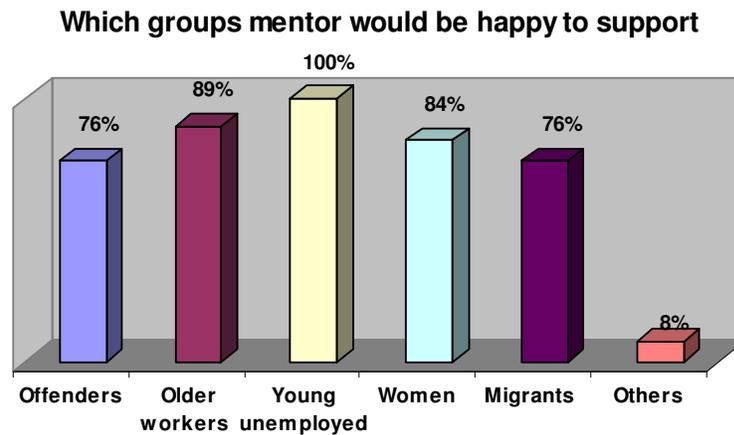
- Firstly, mentoring is a long term commitment. People who engage as a mentor generally remain committed for several years.
- Secondly, the recruitment of mentors seems stable with 8% of new mentor the recruitment of during the last year.



Reasons for becoming a mentor are various and depend on personal circumstances. Nevertheless, the survey shows that willingness to help others is the primary motivation. The second main reason put forward, is to share experience with people who need support to achieve their goals. For older mentors, mentoring is seen as a unique opportunity to transmit and pass on their experience to younger people. The survey indicates that mentoring does not only benefit those who receive support, but also to older mentors who keep active and gives them another interest and purpose in retirement. Mentoring has a social function that benefits the whole community.



If 100% of the respondents are keen to continue their role in the future, they are not all ready to work with any type of audience. While young unemployed are the most popular group to work with, on the opposite side of the scale only 76% of mentors would like to work with offenders and migrants.



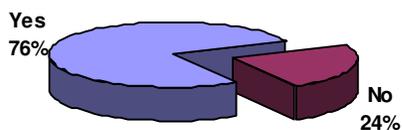
Others: 1 Disable and 2 business pre start-up.

Training

76% of mentors believe receiving training would enhance their role. If the need for training is clear, the type of training to provide is not. Data collected during the survey allow classifying the training needs in two distinct categories:

- - Personal development training (skills)
- - Enterprise training (knowledge)

Training needs



Personal development training includes a wide range of topics aiming to improve interpersonal skills of mentors (pedagogy, communication, confidence building, change management, motivation, listening skills, sociology, etc.). This also includes exchange of experience amongst mentors, as well as training on ‘what the role of a mentor should be.

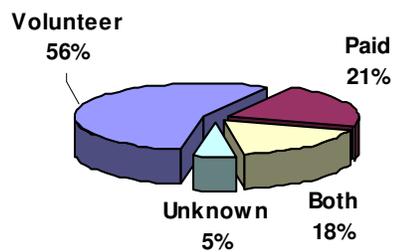
Training in enterprise consists of providing mentors with all the business knowledge they need to help individuals in their business. Again, there is no consensus on the content of such training. However many mentors, and particularly those retired, think it is essential to be kept up to date with latest development in business regulations, tax, business practices, technologies, etc. The majority of mentors would also like to

have a better knowledge of free services (legal and professional) and support schemes available within communities, in order to signpost individuals when needed.

Payment

Finally we looked at payment for mentors. 56% of mentors have been doing it on a voluntary basis with no payment as such for their time but could have been claiming expenses for travel etc. and 21% were paid, although at a very much reduced rate. 18% had mixed experiences with both paid and unpaid mentoring.

Voluntary basis



11. Evaluate Existing Networks in the South East

Name	General Info	Region	Business Mentoring	Method	Criteria	Cost	Duration
Enterprising Exchange Academy (EEA) ³¹	The partners are Business Link Solution, the Milton Keynes, Oxfordshire and Buckinghamshire Education Business Link Organisation, Berkshire EBP, Oxford Brookes University, Berkshire EBP, Oxford Brookes University School of Enterprise and the University of Portsmouth Centre for Enterprise in the UK, FSLD–Malopolska Institute of Local Government and Administration in Poland.	South East	Enterprise culture development	Programme for schools	students in the 14-15 and 16-18 age groups INTERREG 3C GROW programme	Free of charge	Not stated
Finance South East (FSE) ³²	Provides business mentoring within the South East (SEEDA region). Support through a specially selected mentor offering a 'resource' to help businesses grow and develop, particularly in the critical pre and post investment periods.	South East	Yes	Face to Face meetings, telephone and email	Linked to pre and post investment	Free of charge	6-12 months contact via
Finance South East – Accelerator Mentors	The Finance South East Accelerator Fund is a £10m mezzanine loan fund providing an innovative source of finance for growth companies in the South East region.	South East	YES Linked to funding/loan	Face to Face	Mentoring is restricted to companies supported by the Accelerator Fund	Free of charge	Min 12 hours
Finance South East - CommercialiSE Mentoring	CommercialiSE links university knowledge with business expertise in the South East to deliver an integrated framework of funding and Support. Businesses associated with certain universities within the SEEDA region can apply for a mentor to work with them. Up to 6 days of specialised and experienced mentoring is available to anyone who becomes involved with the CommercialiSE programme	South East	Yes	Face to face	Businesses linked to universities	Free of charge	Up to 6 days
Finance South East – FEW Mentors	FEW! mentors - this is restricted to female run businesses only. This scheme is currently taking no further applicants.	South East	YES Currently closed to new applicants	Closed	Female Businesses Only	Closed	8 Month period of mentoring

³¹ Enterprise Exchange Academy http://www.grow3c.com/project_detail.php?id=26

³² <http://www.financesoutheast.com/businessmentoring>

Finance South East – High Growth Business Coaching	High Growth Business Coaching - this scheme offers the services of an intensive business performance coach to help companies reach their full potential. This scheme is currently taking no further applicants	South East	NO - Coaching	Closed	Currently closed to new applicants	Closed	Closed
Growenterprise ³³	The South East England Development Agency (SEEDA) leads the project, working with partners in Spain, Poland and the Netherlands. The project's activity is based on events and workshops aimed at sharing best practice, networking between regions and match-making between companies where business or trade opportunities seemed ripe for exploitation	South East	Yes - companies with potential to grow internationally	face to face	project mentors are supporting six companies with potential international impact	Free of charge	Not stated
Kent Coaching and Mentoring 34]	Kent CM is an association of professional, accredited coaches who combine the skills of coaching and mentoring to provide an environment in which sustainable learning and development can take place.	South East	Yes - and business planning	Face to Face	Tend to coach establish businesses	Not stated	Not stated
Mentors ByNet 35] - E-mentoring programme	Joint venture between the South East Business Links and SEEDA. Mentors ByNet seeks to explore the potential for developing and encouraging individuals to grow their business, help to realise new business ideas and ventures. Mentors ByNet encourages successful business leaders to volunteer their time to share their knowledge and experience with others in a secure and convenient way. Number of people in the programme – 1491 Number of mentoring relationships - 808	South East	Yes	Web and email	Must be at least 18 years of age	Free of charge	6 month commitment

33 http://www.grow3c.com/project_detail.php?id=8

34 <http://www.kentcm.com/>

35 <http://www.mentorsbynet.co.uk/>

SEEDA Enterprise Hub – Mentoring Network ³⁶	The Mentoring service is a network of 60 high calibre mentors in the South East region, who are able to provide support to knowledge and technology-based businesses. Mentoring offers companies: Free unbiased dedicated support from individuals operating within a best practice framework Resource to help young companies grow and develop Risk-free opportunities to meet and evaluate potential investors and non-executive directors A higher business profile within an influential audience Regular access to high quality experienced individuals Access to high profile contacts	South East	Yes	Face to face	Technology based businesses Accessed through Enterprise hub Network	Free of charge	Not stated
Finance South East – Merlin Mentors	Following the 3 year Merlin Mentoring programme, FSE can draw upon over 50 high calibre independent business individuals who will work with high growth companies in the SEEDA region. The Merlin Mentoring Programme co-financed by the (ESF) and (SEEDA), managed FSE saw great success during its 3 year lifespan- 31/12/06.	South East	Ended	Face to Face meetings, telephone and email	Ended	Free of charge	Ended
SEEMP South East Employers Mentoring Programme 37]	Recently been launched - first start-up session on 15 January 2008 at the University of Surrey. SEE co-ordinates the matching of mentors with mentees and provides training support, evaluation and guidance throughout. SEE co-ordinates the matching of mentors with mentees and provides training support, evaluation and guidance throughout.	South East	Not specifically for new business	Face to face	Graduates, new managers, managers looking for new ideas)	£375+VAT for mentee	6-9 months
The South East Women's Mentoring Network ³⁸	Mentees will be women in management positions of privately-funded small to medium sized enterprises (i.e. employing less than 250 employees), who are looking to progress into a senior management role but who feel that there are obstacles or barriers which prevent them from taking their career to the next level. The South East Women's Mentoring Network is a project run by Business Link (Milton Keynes, Oxfordshire and Buckinghamshire) and is co-financed by SEEDA and ESF	South East	NO – Career progression Currently closed to new applicants	Face to face, reviews and training	Women Only	Free of charge	Not stated

36 <http://www.enterprishubnetwork.co.uk/mentoring.php>

37 <http://www.seemp.co.uk/mentor>

38 <http://www.breakingbarriers.co.uk/>

University College for the creative arts- Meet Your Mentor ³⁹ Dada-Exchange	Mentoring scheme for Creative Practitioners living or working in the South East. - Help developing freelance work or creative business Dada-South, the disability arts development agency for the South East, is inviting up to 36 Deaf and Disabled Artists to join Dada-Exchange	South East	Ended 2007	Ended	Creative Arts via University College	Ended	Ended
Canturbury4business ⁴⁰ Support4business	Looking to set up a formal network of business mentors from the Canterbury4business associate database. Proposing to register 100 experienced business people on a mentor database The mentors will come from different disciplines and will sign-up to provide a maximum number of mentoring hours per year.	South East Canterbury area	Yes	Project in early stages	Small businesses, especially start-ups, in the Canterbury district.	Not stated	Not stated
KRAN Kent Refugee Action Network 41	Mentors will meet their mentee on a one-to-one basis in a public meeting place or at the KRAN office. The task of a mentor is to listen to their mentees and to help them to integrate in the society. KRAN will give on-going support to the mentor through meetings, provision of useful recourses and by being available on the telephone to discuss difficulties.	South East Dover, Folkestone, Ashford or Canterbury	No - support and help with integration	Face to Face	Volunteer mentors work with an individual local refugee (mentee), who has leave to remain in the UK.	Free of charge	on-going
Dorset mentoring programme (Dormen) ⁴²	In first two years to September 2007, the programme has supported over 250 businesses across the county. Developed through a partnership of local authorities, public sector agencies, private sector agencies, private sector institutions and Higher/Further Education establishments Dormen Business Mentors are trained in business mentoring and kept up to date with recent developments in business knowledge and skills through our continuing programme of development.	South WestDorset	Yes	Face to Face	One-to-one mentoring support for new businesses, and those with growth potential, throughout Dorset	Free of charge	Not stated

³⁹ <http://www.cei.ucreative.ac.uk/index.cfm?articleid=13420>

⁴⁰ <http://www.canterbury4business.co.uk/support4business/>

⁴¹ <http://www.kran.org.uk/>

⁴² <http://www.dormen.org.uk>

Aimhigher ⁴³	Aimhigher is jointly funded by the Higher Education Funding Council for England (HEFCE) and the Department for Innovation, Universities and Skills (DIUS). Funding has recently been allocated to allow the programme to continue until 2011 Operates across nine regional partnerships and 45 area partnerships throughout England	UK Wide	No - aims to widen participation in higher education	Summer schools, taster days, master classes and mentoring schemes	Young people aged 13-19 from groups that are under-represented in HE* Adults under 30 from groups that are under-represented in HE*	Free of charge	Not stated
Business Boffins ⁴⁴	Weekly mentoring (by email) from business experts and professional advisers, including lawyers, accountants and human resource specialist Expert feedback on your business plan and other key documents. Opportunity to qualify for the university-accredited 'Certificate in Small Business Management'	UK Wide	YES – although weighted towards business advice	Business advice and weekly email mentoring	The full programme is 64 weeks long. - 16-week pre-start period, followed by 48 weeks of ongoing support	16 months £640.00 - Business Mentoring Support Programme -	16 months
Business Mentoring: An EQUAL Partnership ⁴⁵ The Prince's Trust, The Millennium Youth Awards and PRIME	Develop, pilot and disseminate several models of good practice for volunteer business mentoring The project operated in England and Wales. The objectives were to: recruit and train 1,500 new Business Mentors improve the skills of 3,000 existing Business Mentors measure the impact of mentoring on 5,000 business start ups research new mentoring models. Develop an innovative performance management system for Business Mentors.	UK Wide	Ended	Ended	Ended 30 September 2005 The DP supported 5000 business start ups in Great Britain for people who are excluded from the labour market. 4200 volunteer business mentors were recruited and trained.	Ended	Ended
Business Volunteer Mentors (BVM)	Unfortunately the national funding for the BVM project has now ceased. BVM was delivered locally by Enterprise Agencies and other business support organisations, to provide support for people looking to start their own business, or are already running a small business. During the national projects 5 years, over 1,200 mentors were recruited and over 14,000 businesses have been assisted.	UK Wide	Ended	Ended	Ended	Free of charge or subsidised	Ended

⁴³ <http://www.aimhigher.ac.uk/>

⁴⁴ <http://www.businessboffins.com/>

⁴⁵ <http://www.equal-works.com/DPDetail.aspx?ety=1482b170-f757-49bb-8cde-aa736c6a4aa8>

Clutterbuck Associates ⁴⁶	Clutterbuck Associates deliver programmes internationally through a network of licensees, franchises and associates. All of our associates have extensive experience in training and consulting related to coaching and mentoring Provides mentoring training - per delegate is £1275 (excluding VAT).	UK Wide	YES More career mentoring	Face to face at least once a quarter, with a telephone and e-mail contact in-between	Corporates and businesses	Not stated	Agreed between mentor and mentee
Every woman ⁴⁷ on line mentoring teamed up with Hosesmouth.co.uk ⁴⁸	Everywoman has developed an electronic business mentoring service that offers members online access to business mentors, coaches, expert advisors and specialists - all within a secure, well structured environment.Funded by the European Union Social Fund and developed as part of a larger project promoting diversity and flexible working.	UK Wide	YESPlus communication exchange about life and work issues	Web and email	Female only mentoring	Free of charge	According to need
Mentoring and Befriending Foundation ⁴⁹ (formerly the National Mentoring Network)	Members include schools, colleges, universities, education business partnerships, career services, businesses, TECs, voluntary & community groups and mentoring practitioners Funded by membership fees and support from business and government departments including the Department for Education and Employment and The Home Office. Currently reach over 3,000 projects in the Voluntary and Community Sector. MBF national training programme launched Sept 2007. Offers 9 courses in 14 locations around the country.	UK Wide	No - mentoring and friendship seen as effective way of tackling social exclusion	Face to Face meetings and support	Strong educational focus Referral through an agency or self-referral Mentors are volunteers	Free of charge for mentees Costs for membership organisations	Not stated
Mentoring UK – The complete mentoring portal ⁵⁰	This directory lists mentoring sites where you can get mentoring help including a mentor relationship. It also lists mentor related sites. Blogs and forums for mentoring and mentoring programme contacts	UK Wide	Mentoring forum and contacts for mentors after registration	Web and email	Registration is not required to view current topics on the Forum; however, if you wish to post a new topic or reply to an existing topic registration is required. Registration is free and only takes a few minutes.	Free of charge	According to need

⁴⁶ <http://www.clutterbuckassociates.com/content/Company/Services/Mentoring.aspx>

⁴⁷ <http://www.everywoman.com/ResourcesAdvice/Mentoring/>

⁴⁸ <http://www.hosesmouth.co.uk/>

⁴⁹ <http://www.mandbf.org.uk/>

⁵⁰ <http://www.mentoring-uk.org/>

PRIME ⁵¹	National organisation dedicated to helping people aged over 50 set up in business. PRIME helps people over the age of 50 set up in business for themselves. Sympathetic ear, free information and help, workshops and business networking events. Refer you to properly-accredited advisers in our Partner organisations for free business advice. (Mentoring support to Borrowers 2003-2004 - Programme closed in 2004)	UK Wide	Yes	Face to Face	Over 50's Support and referral	Not stated	Not stated
Rockstar Group ⁵²	The Rockstar Group of companies provides ongoing one-to-one mentorship for entrepreneurs themselves and for their business ventures. Provides a combination of business mentoring, key marketing and promotion and potential financial backing.	UK Wide	Yes	Face to Face and virtual	On-line mentoring website	£149.95 for 12 months	12 months
Shell LiveWIRE ⁵³	This online mentor service allows you to tap into a pool of experts with specialised knowledge. The Shell LiveWIRE website also offers discussion forums where young entrepreneurs can share their experiences, and offer solutions. Once you register with Shell LiveWIRE, you are also allocated a local business co-ordinator who can offer advice and guidance. Shell LiveWIRE's mentor scheme now runs through the forum. The forum has a large number of experienced users who can answer most of your questions.	UK Wide	Yes	Web and email	16-30 year olds On-line business form	Free of charge	No commitment - online forum
The Prince's Trust Mentor Network ⁵⁴	The Prince's Trust Business Programme provides money and support to help people start up in business. The Prince's Trust has a network of 150+ business people, Solicitors, Accountants and other professionals. The Prince's Trust itself gives advice and funding to young entrepreneurs who are starting up their own business.	UK Wide	YES - business support to Support 18-30 year olds	face to face Ongoing advice from a business mentor	Age Limits apply aged 18-30 unemployed or working less than 16 hours a week living in England or Northern Ireland. commit 3-6 hours each month mentoring	Free of Charge	On-going

⁵¹ <http://www.primeinitiative.org.uk/>

⁵² <https://www.rockstargroup.co.uk/>

⁵³ <http://www.shell-livewire.org/>

⁵⁴ <http://www.princes-trust.org.uk>

UK Heroes ⁵⁵	<p>UK Heroes is an initiative set up by 121 Youth Befriending to match volunteers to young children who need a positive influence in their lives. UK Heroes offer friendship, experience, mentoring and the chance to have some fun.</p> <p>121 Youth Befriending has over 150 volunteers that help us carry out important work to support young people in the local community of West Kent.</p> <p>Free training provided</p>	South East Kent based	No befriending for young people aged 6-16	One-to-one meetings take place once a week	Mentor and befriending Volunteers aged 24-45 living in Kent	Free of charge	on-going
Mentfor CIC Formerly - East England Mentoring Forum ⁵⁶	<p>Not-for-profit organisation, that was initially funded by the East of England Development Agency and European Social Fund</p> <p>It is a web portal that funnels through to mentoring schemes, networks and individuals in the East of England</p> <p>176 mentoring schemes on the website - link directly to individual organisations with details</p>	East of England	YES - amongst others	Depends on the organisation in the scheme	Networks and support in the East of England Support for business, BAME, asylum seekers	Depends on the organisation in the scheme	Depends on the organisation in the scheme
Park Royal Partnership ⁵⁷	<p>Business to Business Mentoring programme is delivered in partnership with the European Business School (EBSL). The programme enables owner/directors of small businesses to harness the skills and experience of senior managers from established large companies, or specialist business consultants, to work through issues which are holding back their business. 30 SME company representatives have benefited from the programme</p>	London-Park Royal	Yes	Two full day Saturday sessions at the European Business School in London + on-going contact	Business membership organisation Business must employ at least 5 staffowner/directors of small businesses	Free of charge	6 months
Merryck & Co ⁵⁸	<p>Mentees have end-to-end business unit responsibility - top companies worldwide</p> <p>Our Mentors are experienced and highly successful former CEOs</p>	Worldwide	Yes	initial 2-day retreat on-going meetings, emails or phone calls	Mentoring for CEOs of large FTSE 500 companies and private businesses	Not stated	Minimum of 12 months

⁵⁵ <http://www.ukheroes.org/>

⁵⁶ <http://www.mentfor.co.uk/>

⁵⁷ <http://www.parkroyal.org/business-support/business-mentoring.php>

⁵⁸ <http://www.merryck.com>

12. Appendix A - MentorsByNet FAQs

How Much does it COST?

There is no financial commitment to the scheme, only some of your valuable time!

Who sees my Email address?

No-one. MentorsByNet allocate an internal email address to everyone, and all communication takes place using this. Your mail is then forwarded to an address that you specify.

Who are Mentees and Mentors?

Mentees are generally business owners who want to learn from the experience and knowledge of an experienced business owner. If you looking for ways in which you can improve your business performance and feel that you but do not yet have the skills, experience, or knowledge base to consider yourself a seasoned business owner, a mentor could assist you in this evolution. Mentors are seasoned leaders in business and feel able to help an inexperienced business owner with support, answers, counsel, and a positive professional example. As a Mentor, you will relate your experiences in business, share your views and opinions of current issues and trends, counsel Mentees on business decisions, and provide a knowledgeable perspective.

What do I get as a Mentee?

Mentees are given the opportunity to exchange personal and business information, develop goals for the Mentoring relationship, larger business goals, answers, and to exchange perspectives on current events and trends. Mentees may use Mentors as a discussion partner for issues that are important to them or as a sounding board for their thoughts on their businesses and issues within their industry sector.

What is the Commitment to E-Mentoring?

Mentors and Mentees commit to a 6-month E-Mentoring relationship.

How often do I have to e-mail my E-Mentoring partner?

There are no set rules, in the early stages of developing the relationships this may result in regular email exchanges for the first few weeks, but as the relationship develops and the mentee needs time to reflect upon the discussions and perhaps take action it might drop to one or two exchanges per month. The key is to agree some guidelines between you, perhaps agreeing how long you should leave it before the next exchange should take place to keep meeting the needs of the relationship.

How are Mentors and Mentees matched?

To join the program, mentoring applicants must fill out a questionnaire that will indicate with whom you might make a good match. A professional HR consultant will then match mentors to mentees.

What happens if a Mentor and Mentee pair is not a good match?

If for any reason you feel uncomfortable in an E-Mentoring relationship, you should contact us. If there is inappropriate behaviour on the part of the Mentor or Mentee, he or she will be asked to leave the programme. If the E-Mentoring pair is simply an incompatible match, each individual will be paired with another partner as soon as one becomes available.

13. Appendix B - East Mentoring Forum/Mentfor FAQ

Q: “I’m tasked with setting up a mentoring scheme. What is involved?”

Answer: The first thing you need to do is to establish what the purpose of the scheme is. Mentoring schemes can have many objectives. It is important to understand what your scheme is trying to achieve for the individuals and maybe the organisation you are setting it up for. The second thing is to get expert advice. You can do that through the East Mentoring Forum and this website. Just search for the type of resource you need or contact enquiries@mentfor.co.uk.

Q: “I want to make sure my mentoring is of a recognised standard. What standards and accreditation opportunities are there? “

Answer: There are quite a few of these and it can be a bit of a minefield knowing which one should be chosen. If this is to do with school or the social service aspects of mentoring then the Mentoring and Befriending Foundation’s Approved Provider Standard may be appropriate for setting up the standards for a scheme. There is also the International Standard for Mentoring Programmes in Employment accrediting a mentoring scheme within an organisation or business, and this is being developed for wider use. ISMPE includes both external and internal evaluation. For individuals, there are standards at different levels, even up to Masters Degree equivalent; and for mentoring of different types – business mentors for example. Keep an eye on this website for training and assessment opportunities.

Q: “I am keen to have a mentor but not sure what to expect or look for from candidates?”

Answer: Choosing a mentor is a very difficult thing. It may be best to locate a mentoring scheme which can help you to find a suitable person. If you are trying to do it for yourself then it is useful to identify someone who has had experience relevant to your own circumstances. You need to be looking particularly for someone with whom you feel an instant rapport; someone whom you trust and whom you feel has an attitude towards you that you feel comfortable with. One of the most important things when choosing a mentor or in matching a mentor to a mentee is how well they interact together.

Q: “As a funder we must ensure that those we fund operate to recognised standards of practice which they can demonstrate through measurement. Where can we find out about such standards and measures?”

Answer: The East Mentoring Forum has a knowledge base about some of these standards and measures but it is a very broad issue. It is important for funders to work with an organisation of our sort whose objectivity, as a non-deliverer of mentoring ourselves, enables us to identify the standards that are most appropriate for the sort of scheme that the funders wish to support. East Mentoring Forum may be seen here as an honest broker in advising on the processes that might be adopted in selecting not only standards but even service deliverers. It requires expertise and knowledge about mentoring to be able to evaluate fitness for purpose.

Q: “We know that mentoring could be good for people but need evidence of its value. Where can we find this and in what form?”

Answer: It is pretty well accepted that the benefits of mentoring are best measured by the changes that take place first in the individuals concerned and secondly by the resulting impact of those changes on the organisation. This is endorsed by the book that East Mentoring Forum has published called “The Benefits of Mentoring” based on research by Sheffield Hallam University on our behalf. Not all mentoring schemes can keep track of the changes occurring at or after each mentoring occasion. This may be an issue of funding but may also relate to the design of the mentoring scheme. One which is set up to record changes in the mentee will be better able to report on or measure progress. A good deal of research and development of new ways of measuring soft outcomes – how someone has changed – has been carried

out recently and new tools are becoming available, such as the SOUL Record, details of which can be found elsewhere on this website. As managers make impact on organisations, successful mentoring of managers that will improve their performance will also improve that of the organisation. All who work within an organisation are engaged to make a contribution, so the organisation's performance will be enhanced by a comprehensive mentoring culture at all levels.

Q: “Are there ways of measuring these changes in people’s confidence and performance?”

Answer: One method is called the Soul Record. This is a way of measuring soft outcomes from interventions like mentoring. It has some generic application already but further developments will make it more suited to specific fields of mentoring: for business; for minority cultures; for people with particular needs. In principle, this and other methods define the starting base-line of the individual and assess the “distance travelled” after mentoring sessions. The mentee contributes their view on this; the mentor also notices and can record changes; and, thirdly, if relevant, the employer or manager representing the sponsoring organisation may record performance improvement.

Q: “How valued are case studies?”

Answer: Case studies are very valid provided the input comes from mentor, mentee and sponsor. A case study which simply records one stakeholder's view is less valuable. A range of Case Studies of more than one mentoring relationship from any given scheme strengthen the validity for that scheme. Case Studies backed up by other measures are significant evidence.

Q: “As a coordinator, how can I ensure my volunteer mentors are of a good standard without offending them?”

Answer: I don't think any volunteer would be offended at the prospect of being invited to make their volunteering more effective. If their preparation for mentoring is presented as helping them to achieve the maximum effect, few would be offended. It is an issue that volunteer mentors have to be organised (coordinated) and supervised for the mentoring to take place effectively and safely. Without such management, the process will lack supervision. So even if volunteers are seen as being free of cost, schemes cannot be. The better the preparation of mentors the better the outcomes for the mentee and the coordinator.

Q: “What is the difference between coaching and mentoring?”

Answer: To be frank, they are part of a continuum. If you think of a straight line, at one end is coaching, - about skills improvement – (think of a football coach); at the other end lies mentoring, aiming at drawing out the potential and focus of the individual. However, a good coach will use mentoring techniques just as a good mentor will not neglect their contribution to the skills development of the person they are mentoring. Technique or approach will be selected by a good coach/mentor to suit the circumstances of the individual concerned. In the USA, coaching is seen as a short term intervention to fix problems, whilst mentoring is a long term activity that applies right up to the Corporate Boardroom.

Q: “Is mentoring the same whoever is being mentored?”

Answer: The skills of mentoring are absolutely common irrespective of who is being mentored. They involve active listening, engagement, carrying over threads from the mentoring conversation from meeting to meeting, and focussing on the mentee's needs, objectives and capabilities. However, to mentor particular kinds of people (or people in particular circumstances) might require some knowledge on the part of the mentor of the issues likely to face their mentee and where to find specialist support. Business mentoring requires some knowledge of business; mentoring offenders requires the ability to empathise, not sympathise with their circumstances; mentoring of minority cultures requires understanding of those cultures and the ability to respect their constraints.

Q: “Are there recognised codes of behaviour for mentors? “

Answer: Yes. There is a code of ethics which is published by the European Mentoring and Coaching Council to which the East Mentoring Forum subscribes. It is accessible via this website – just open Search “Ethical Code” - and covers most situations for coaching and mentoring. It provides a very good starting point for reaching agreement about how mentoring relationships should be framed.

Q: “Does e-mentoring work?”

Answer: e-mentoring is certainly effective but is limited by the lack of personal interaction. Mentoring relies on trust, e-mentoring lacks one means of establishing this – the reading of body language and facial signs. On the other hand, it removes some barriers to communication, such as those created by prejudices and distance. It can be highly effective as a means of sustaining a relationship started face-to-face, allowing much more frequent engagement but with thinking time. It also facilitates the keeping of records of what has been said. Only e-mentoring through established and credible schemes should be considered for vulnerable individuals and to ensure confidentiality.

Q “How should a coordinator go about matching a mentor to a mentee?”

Answer: We have found in our Mentfor Coordinators’ Workshops that there are many different ways of doing this and many different factors that can be brought into play. These include everything from mind-mapping of the pair to detailed assessment of background, personality tests and so on. All of these add something to the matching process but we have discovered that matching is almost always successful provided the person doing the matching is making a conscious effort to reflect on the desired relationship between the mentor and the mentee. This is not a scientific matter; it is more of an art because the mentoring coordinator/ supervisor will be thinking about such issues as whether the mentee needs to be challenged by someone who has a different perspective on life or if they need their comfort zone reinforced.

14. Appendix C – South East Women’s Mentoring Network FAQ

How Much Does it COST?

The programme is offered at no financial cost (other than occasional travel requirements to organised events), but it will need some of your valuable time!

Who are mentees and mentors?

Mentees will be women in management positions of privately-funded small to medium sized enterprises (i.e. employing less than 250 employees), who are looking to progress into a senior management role but who feel that there are obstacles or barriers which prevent them from taking their career to the next level. Mentors are senior leaders in businesses, having experience of working in privately-funded small to medium sized enterprises (i.e. employing less than 250 employees) who have the skills and experience to help with support, answers, counsel, and a positive professional example. As a mentor, you will have the ability to relate your experiences in business, share your views, opinions and knowledge and counsel mentees, supporting and inspiring their progress into senior management.

What do I get as a mentee?

You will work with your mentor to assess and develop your skills and potential. The mentor will support you as you work to achieve your Individual Development Plan and overcome the barriers which may be holding you back. Mentees may use mentors as a discussion partner for important career issues.

What is the commitment?

Mentors and mentees are required to take part in the programme until end March 2008. More detailed information on the commitments required by mentors and mentees will be sent once we receive your online registration.

How much contact will I have with my mentor?

As well as review and training days, the programme offers a minimum of 12 hours one-to-one mentoring for each mentee. Your mentoring activity will be recorded on an individual activity log.

How are mentors and mentees matched?

To register for the programme, applicants are asked to complete a questionnaire. The information you provide on this will give an initial indication of whom you might make a good match with. If you are accepted on to the programme the Mentoring Co-ordinator will facilitate the match based on a full assessment of your skills and needs.

What is the definition of 'South East England'?

For the purposes of this project South East England is defined as SEEDA’s catchment area which includes the counties of Oxfordshire, Buckinghamshire, Berkshire, Hampshire, Isle of Wight, Surrey, Sussex and Kent. Where applicants live or work on the boundaries of the SEEDA catchment area, a postcode check will be performed to determine eligibility.

15. Appendix D – E-mentoring Model Code of Practice ⁵⁹

The following was drawn up for St. Hilda's College scheme which operates in partnership with Leeds. Source: Making Progress. Mentoring Handbook. Guide for Student Mentees. University of Reading, Slough EAZ and Berkshire Schools. (Edited)

- Mentor and mentee will exchange emails at least once a week for the duration of the scheme. If other commitments (e.g. exams, holiday) will make this difficult, the mentor and mentee will inform each other in advance
- Mentor and mentee should aim to be open, honest and truthful with each other
- Mentor and mentee must respect that the other person may want to keep some things private
- Mentor and mentee will seek advice from their school/college co-ordinator if they are uncomfortable or worried about anything which has been included in an email
- The mentor-mentee relationship will be one of mutual respect and responsibility
- Mentor and mentee should be respectful of each other's commitments and responsibilities, and should not try to impose unreasonable demands on each other
- Mentor and mentee share the responsibility for the smooth winding down of the relationship at the end of the scheme – they must avoid creating dependency
- Mentor and mentee must not disclose their home address or telephone number
- Mentor and mentee must not arrange any meetings without the knowledge and involvement of the project co-ordinators
- For security reasons, mentor and mentee must not send attachments by email to each other or to the co-ordinator. Mentor and mentee must not forward emails from other people to each other
- The mentor must not lend/give money or valuable equipment to the mentee
- The mentor must be aware of his/her limits in knowledge and experience and should be prepared to refer the mentee elsewhere for help
- All email correspondence should be saved to disk

Code of practice for mentors

The purpose of the following Code of Practice is to ensure that the relationship between the mentor and young person is as positive and successful as possible and each partner is clear about their roles.

As a Mentor you will:

- meet your mentee only at the designated times and location.
- be on time for meetings. If you have to cancel, ensure that your mentee has been informed in advance via the nominated school/contact or by contacting xxxxx
- maintain a record of where/when meetings occurred, the duration and the key issues discussed.
- always strive to enable your mentee to develop skills and confidence. Be proactive, encourage and praise. Do things with, rather than for, your mentee.
- be clear about the limits of confidentiality that you can promise.
- contribute to the mentee's personal action plan
- Give honest and open feedback to the mentee about her/his progress towards the identified goals

⁵⁹ <http://www.aimhigher.ac.uk/sites/MKOB/resources/toolkit.pdf>

- follow the guidance on home visits and risk assessment.
- not use or be under the influence of alcohol or any illegal/unprescribed drugs when meeting with your mentee.
- not lend money to your mentees and will not borrow from them.
- not develop a sexual-intimate relationship with your mentee.
- not accept any form of inappropriate behaviour from your mentee, but contact the Making Progress mentoring co-ordinator immediately.
- not disclose your home address to your mentee but may give your University email address for contact purposes.
- end your relationship appropriately. Don't just disappear. Any problems that may arise should be discussed with the Making Progress mentoring co-ordinator, who will also support you in achieving a positive ending.

16. Appendix E - Business Support Additional Standards - © SFEDI March 2007

E Support clients by business mentoring

This is about mentoring clients to help them identify their personal development to achieve their business goals, and supporting clients in achieving them. It involves establishing a good client relationship, helping clients identify needs and priorities, providing encouragement and support to help clients maintain their motivation and carry out their plans and encouraging clients to act for themselves.

What you need to show

You must make sure that your practice meets the following requirements.

- a Make sure your clients understand your role as a mentor, how it differs to other business support roles and agree with them the goals and rules of the mentoring process, and how long it will last.
- b Help clients to express and discuss ideas and any concerns about their business situation, needs and progress, without judging them and give them feedback.
- c Encourage clients to explain clearly what they want to achieve and to compare their needs and abilities with current business practices.
- d Recommend and agree in detail a programme of activity which best meets your clients' needs and agree with them how often to review progress and in how much detail.
- e Encourage your clients to develop the confidence, understanding and skills needed to meet their personal and business objectives.
- f Present new information to clients in a way that they are able to understand and that is relevant to their needs.
- g Recognise when you are giving business advice and no longer mentoring, and act appropriately.
- h Help clients review progress, and set a realistic range of options to meet their needs and goals and understand how, and whether, the options are practical.
- i Help clients reflect on and learn from things that did not turn out as expected.
- j Refer clients to relevant sources of information, advice or further support, as they need them and where relevant plan how it will be provided and evaluated.
- k Present a positive image of business mentoring, and follow the code of ethics for mentoring set by the organisation you represent, behaving in a way that shows you are willing to help your clients and will respect their confidentiality.
- l Encourage clients to use new points of view when evaluating, considering and using information to improve their own skills and the performance of their business.
- m Help clients take more and more responsibility for setting their goals and encourage them to make their own decisions, make plans, prioritise actions and put these into practice.
- n Keep up-to-date and accurate records of client contact.

What you need to know and understand

You need to know, understand and be able to apply each of the following.

Principles of mentoring

- 1 What your role as a business mentor is and how it is different from other business support.
- 2 What the code of ethics for mentoring is that is set by the organisation you represent and how to work within the requirements and policies of the mentoring scheme in which you are involved.
- 3 What the rules on confidentiality and data protection are, and how to follow them.
- 4 The different reasons clients might have for starting or running a business, and how these will affect their goals.
- 5 What rules to set for the mentoring process. These might be about how often to meet, the places and times to meet, what to do if someone can't make a session, confidentiality, involving other work colleagues, or dealing with problems.
- 6 How to identify and agree a contract for mentoring.
- 7 What resources and facilities are likely to be needed for the mentoring process.

Mentoring relationships

- 8 How your behaviour is different when you are advising instead of mentoring, how to recognise this and the effect it will have on the mentoring relationship with your clients.
- 9 The range and limits of different communication methods (for example, face to face, phone, fax, e-mail and body language).
- 10 How different people learn.

How to:

- 11 create an environment in which clients will feel at ease.
- 12 make the mentoring experience effective for different clients.
- 13 identify when the relationship has reached a natural end and end it successfully.
- 14 gain and maintain clients' enthusiasm, commitment and trust.
- 15 listen uncritically so as to identify clients' real situations, problems or needs.
- 16 question and check with clients what they have understood from you.
- 17 share information, ideas and arguments patiently and tactfully.
- 18 inspire confidence, persistence and realism.
- 19 build long-term relationships.
- 20 give, receive and pass on feedback.
- 21 sort out any difficulties and reduce conflicts and differences as far as possible.
- 22 manage your time and activities.
- 23 show respect for and sensitivity to the needs and feelings of other people.
- 24 avoid bias, preconceptions and judging.
- 25 recognise the effect of your own actions and behaviour on other people.
- 26 present yourself positively to other people.
- 27 stay calm in difficult or uncertain situations.
- 28 handle other people's emotions without becoming personally involved in them.

Supporting clients' development

- 29 What clients' personal goals are. Goals can be specific problems with the business or broader personal and business targets.
- 30 What further sources of support may be relevant to clients and how to recommend them.
- 31 How different clients have different learning preferences and limits and what they are.

How to:

- 32 help clients identify or develop practical and affordable solutions.
- 33 develop clients' self-confidence.
- 34 help clients review and develop skills that will improve how competitive their business is.
- 35 develop clients' personal skills so they can develop the business for themselves.
- 36 encourage clients to express themselves and take action to meet their goals.
- 37 help clients accept and manage change.

Personal behaviours

You need to be able to:

- 38 respect the client's need for information, commitment and confidentiality.
- 39 listen and respond effectively, and check understanding
- 40 adapt your personal style to empathise with a whole range of clients
- 41 build and maintain rapport over sustained periods
- 42 invite a two-way exchange of information and feedback with clients and others.

17. Appendix F- EMCC Competence Standards – February 2007

	Foundation		Intermediate Equivalent to UG degree/ NVQ5	Practitioner		Master Practitioner Equivalent to masters degree
	Foundation 3 Equivalent to NVQ 3	Foundation 4 Equivalent to NVQ 4		Practitioner Equivalent to PG certificate	Advanced Practitioner Equivalent to PG diploma	
Who we are - the incremental hierarchy of personal attributes for coaching and mentoring	<p>Beliefs and attitudes: demonstrates belief in helping others to develop. advocates that others learn best for themselves. explains issues of diversity in coaching and mentoring. Self: explains clearly their role in relation to the learner. explains clearly the implications of the coaching and mentoring relationship. demonstrates self-management and self-awareness.</p>	<p>Beliefs and attitudes: describes clearly their own values, beliefs and attitudes that guide their coaching and mentoring practice. demonstrates empathy in their coach-mentoring relationship. Self: receives and accepts feedback appropriately. uses a formal feedback process to assist their coaching and mentoring practice. behaves and acts in alignment with their values and beliefs and consistently does as they say.</p>	<p>Beliefs and attitudes: demonstrates a broad understanding, based on both theory and practice, of how beliefs, values and attitudes affect behaviour. adapts own beliefs, values and attitudes to meet learner's needs. hands over to someone else when appropriate. Self: gains self-awareness from at least one personality type indicator or formal face to face feedback process. operates to a clear code of ethics. demonstrates empathy in a broad range of settings and with a diverse range of people. in both practice and reflection. demonstrates self-belief in their competence to coach and mentor within the limits of their own experience.</p>	<p>Beliefs and attitudes: demonstrates the ability to manage own 'state of mind' to suit the needs of the learner. Self: demonstrates application of self-management and self-awareness consistently through practice and reflection. demonstrates self-belief in their ability to coach/mentor in a wide range of applications develops self-awareness using at least 3 feedback processes, including personality indicators and self-reflection. demonstrates an ongoing process of review, reflection and revision of personal values, beliefs and attitudes to improve their coaching and mentoring.</p>	<p>Beliefs and attitudes: formulates own frameworks of techniques, beliefs and values in their approach to coaching and mentoring. explains their motives to coach mentor in the context of the wider community. Self: develops depth and breadth of expertise in self-awareness and self-management from study of and practice with a range of (at least three) psychometric tools. demonstrates application of psychometrics both in practice and reflection.</p>	<p>Beliefs and attitudes: as for advanced practitioner. Self: demonstrates through practice and reflection the basics of brain function and human development and how this knowledge can help others to build coaching and mentoring capability.</p>

	Foundation		Intermediate Equivalent to UG degree/ NVQ5	Practitioner		Master Practitioner Equivalent to masters degree
	Foundation 3 Equivalent to NVQ 3	Foundation 4 Equivalent to NVQ 4		Practitioner Equivalent to PG certificate	Advanced Practitioner Equivalent to PG diploma	
Our skills and knowledge - we will use during the coaching / mentoring process	<p>Communication Skills: explain the value of whole body listening. explain the principles of questioning and at least one framework. explain the why, what, how, when and where of feedback use language appropriate to the needs of the learner</p> <p>Technical Skills explain principles of setting objectives develop an action plan to include monitoring and reviewing.</p> <p>People Development explain importance and methods of building rapport explain basic theories of how people learn.</p> <p>Business Development: explain the benefits of coaching and mentoring in the context of their organisation's corporate plan.</p>	<p>Communication Skills: explain potential blocks to effective listening. explain the benefits / disadvantages of at least two questioning structures demonstrate how different communication styles may affect understanding and relationships.</p> <p>Technical Skills explain the principles of project planning in application to coaching and mentoring explain how cultural dynamics affect operational effectiveness explain at least one method of idea creation explain at least one assessment and problem solving tool</p> <p>People Development explain at least one theoretical approach to building and maintaining rapport explain at least one model of learning explain the basics and application of at least one model of human behaviour</p>	<p>Communication Skills: explain the principles of emotional intelligence and its use to improve communication explain the advantages / disadvantages of a range of questioning techniques and frameworks explain particular styles of coaching and mentoring</p> <p>Technical Skills: explain the principles of strategic planning in application to coaching and mentoring explain the principles of organisation development demonstrates experience of general management skills or functional expertise explain principles of systems thinking explain experience of leadership as a middle manager and 2 models of leadership</p> <p>People Development apply at least 1 model of human behaviour or psychological /psychotherapy theory. explain experience of working with change</p>	<p>Communication Skills: explain how to match, pace, mirror and lead to help the learner elicit deeper levels of communication through listening and questioning use feedback to improve interaction with the learner.</p> <p>build a long-term relationship based on trust.</p> <p>Technical skills demonstrate experience working in organisational design and development explain concepts and application of in depth systems thinking apply professionally at least 1 assessment tool explain the use of a wide range of tools and techniques</p> <p>People Development explain various learning methods compare the basic principles of a range of models of human behaviour. explain experience of leading change.</p>	<p>Communication Skills: formulate own tools and systems to improve effectiveness</p> <p>Technical skills: explain detailed experience of organisational, leadership or management at senior management level. apply a variety of assessment tools. use a variety of artistic and creative approaches. connects various models and new ideas into their own tools and systems</p> <p>People Development explain in detail at least 3 models of human behaviour illustrate the appropriate application of a wide range of tools and techniques to suit different situations and challenges</p>	<p>Communication Skills: show an extensive breadth of knowledge and / or experience in communicating and researching effectively within the coaching and mentoring community</p> <p>Technical Skills demonstrate the translation of extensive knowledge and / or experience of organisational development, leadership, and management issues resulting in significant learning impact in a variety of contexts.</p> <p>People Development demonstrate the translation of extensive knowledge and / or experience of people development having a significant learning impact in a variety of contexts</p>

	Foundation		Intermediate Equivalent to UG degree/ NVQ5	Practitioner		Master Practitioner Equivalent to masters degree
	Foundation 3 Equivalent to NVQ 3	Foundation 4 Equivalent to NVQ 4		Practitioner Equivalent to PG certificate	Advanced Practitioner Equivalent to PG diploma	
How we coach and mentor - how we will demonstrate that we are able to apply what we have learned	<p>treats all people with respect and dignity</p> <p>ensures the learner chooses solutions.</p> <p>works with the learner's beliefs, values, attitudes and emotions.</p> <p>uses an active listening style.</p> <p>uses an appropriate questioning style</p> <p>offers feedback in an appropriate style.</p> <p>checks thoroughly for understanding</p> <p>ensures the learner leaves the session enabled to use new ideas and learning.</p>	<p>ensures learner's independence of the coach/ mentor.</p> <p>responds to learner's emotions without becoming personally involved.</p> <p>learner is aware of their feelings and behaviours and their effect on their performance.</p> <p>celebrates learner's successes</p> <p>offers advice and ideas only when appropriate</p> <p>demonstrates use of 2 questioning approaches</p> <p>uses reviews to deepen understanding and commitment to action</p> <p>reflects the leadership challenges faced by the learner</p>	<p>ensures learner is taking responsibility for their own decisions, actions and learning approach</p> <p>learner is able to elicit values and beliefs</p> <p>learner is motivated and encouraged appropriately</p> <p>offers advice that is relevant to the learner's development</p> <p>recognises and works with the emotional signals from the learner</p> <p>combines listening and questioning to identify patterns of thinking and actions.</p> <p>uses a range of tools and techniques to support learning</p> <p>supports the learner to maintain focus and alignment to organisational needs whilst dealing with pressures and political issues</p> <p>facilitates the learner's transition from manager to leader</p>	<p>applies advanced knowledge, experience, models, tools and techniques to help the learner deal with specific challenges as well as the overall objectives.</p> <p>challenges in a way which demonstrably improves the learner's performance.</p> <p>demonstrates leadership qualities and behaviours which supports the learner</p>	<p>applies a range of different approaches to help the learner's development.</p> <p>supports leader to create and communicate a strategic vision for business success</p>	<p>supports learners effectively with their increasingly complex range of needs.</p> <p>researches development of professional standards in the coaching / mentoring industry.</p>

	Foundation		Intermediate Equivalent to UG degree/ NVQ5	Practitioner		Master Practitioner Equivalent to masters degree
	Foundation 3 Equivalent to NVQ 3	Foundation 4 Equivalent to NVQ 4		Practitioner Equivalent to PG certificate	Advanced Practitioner Equivalent to PG diploma	
How we manage the process - what we will do as part of our coaching/mentoring practice to maintain and develop an effective and professional approach	<p>Managing the relationship: establishes rapport assists learner to clarify their goals explores a range of options for achieving the goals aligned to organisational needs enables learner to develop an action plan supports learner in implementing the plan reviews progress and achievement of the plan keeps appropriate notes to ensure actions are followed monitors the whole process manages the conclusion of the process.</p> <p>Managing the contract: ensures all stakeholders agree expectations and outcomes before starting evaluates outcomes with stakeholders</p>	<p>Managing the relationship: demonstrates how they build and maintain the relationship demonstrates a flexible approach demonstrate effective session management maintains commitment to goals develops trust effectively</p> <p>Managing the contract: agrees, when, where and how often the sessions will take place establishes with the sponsor and the learner what time pressures will impact on the programme. ensures confidentiality</p>	<p>Managing the relationship: works effectively with relevant policies and procedures of the organisation acts as an external source of motivation to support the learner in achieving their goals maintains trust and honest communication</p> <p>Managing the contract: reviews changes to contract ensures the learner knows what resources are available to them to support their learning programme follows a code of conduct and professional code of ethics</p>	<p>Managing the relationship: draws on a range of techniques and methods to facilitate achievement of goals. adapts to organisational changes that impact on the contract agreement</p> <p>Managing the contract: manages professional boundaries effectively demonstrates accountability for professional practice</p>	<p>Managing the relationship: demonstrates an extensive understanding of adapting methodology and approaches</p> <p>Managing the contract: acts as a role model for other coaches/mentors</p>	<p>Managing the relationship: researches new understandings of interventions on coaching / mentoring relationships Managing the contract: leads on advice for developing professional practice.</p>