***Set up and management of a mentoring scheme***

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| Module 3 | Set up and management of a mentoring scheme |
| Length of module | This module can range from 2 hours 30 minutes to half a day, depending on what stages of the mentoring scheme the trainer/s and participants want to focus on. |
| Module summary | This module is primarily for department heads and/or champions who would like to set up and manage a new mentoring scheme within their own department. The module does not take the form of a traditional training, but rather a series of working sessions. Participants will have the opportunity to think through the different stages involved in setting up and managing a mentoring scheme within their own department/s. They can work through the decisions and start to prepare the resources, which are prerequisites for setting up a successful and sustainable mentoring scheme. |
| Equipment, visual aids and handouts (on the day) | PowerPoint projector, screen and laptop  Flipchart paper, pens  Put the **exit cards** up on the wall from the previous day or module (if applicable)  **3-set up scheme.pptx**  Trainer/s are encouraged to add to this list: **VA4 pitfalls resp for scheme.docx**  Request participants **in advance** to bring any draft documents/templates produced that relate to the set up and management of their mentoring scheme, for example adverts for mentors, person specifications, application forms, marketing materials etc. |
| Guidance to facilitating learning activities | **Morning review** (5-15 mins)  Start off with some banter about what you or the participants did the previous evening, for example. Don’t make it about yourself – get the participants talking!  Next stand beside the **exit cards** on the wall and make some overall comments on the frequent themes. Say that you won’t have time to respond to all the cards but you will be commenting on the key ones. Invite further comments from the participants.  Remind participants of the learning contract on **3-set up scheme.pptx*-*slide 2** (on animation fade setting) if necessary.  **Module summary** (2-3 mins)  Display **slide 3** and verbally present the module summary above to set the scene. It is important that these points are shared with participants from the outset.  This is an open-ended module so the trainer/s (who will be mainly facilitating rather than training) and participants can decide on what areas they would like to focus on in more depth.  **Mini-participatory presentation:** **Mentoring scheme graphic** (20-30 mins)  A good starting point is for the trainer/s to display **slide 4** which provides a simple overview of the key stages involved in the set up and management of a mentoring scheme.  There is likely to be a smaller group of participants for this module, so trainer/s can hold a full-group discussion. Participants and trainer/s will have the opportunity to explore these stages in greater depth later.  Trainer/s might want to:   * Ask what do participants understand by each stage and what would fall under each stage, asking for some examples. * Reference the earlier activities in module one on what is mentoring when discussing ‘clarity over terminology’ for example will it be sponsorship or developmental mentoring (or a bit of both?), will you promote a non-directive approach within your mentoring scheme? etc. * Ask participants what could be the objectives of your mentoring scheme? * Ask participants to brainstorm the ‘why, how, what, to whom?’ questions under the ‘Communicating the information’ stage. * Ask participants whether there are any key stages missing in their view–there is a risk that some suggestions might be out of scope so be mindful of this and that a suggestion may be at a detailed level so encourage participants to decide under what stage it might belong.   **Full-group advice clinic: Typical pitfalls and how to avoid them** (20-30 mins)  This activity introduces some of the more common pitfalls and problems experienced by those managing a mentoring scheme within a department or institution.  Ask participants to imagine that they are responsible for a mentoring scheme within their own department. It has come to their attention that some of the mentors are less successful than others and you have heard through the grapevine that some of the mentees are complaining.  Give each participant one or two pitfalls/problems from **VA4 pitfalls resp for scheme.docx** (there are 13 but the trainer/s are encouraged to add to this list)  Explain that the participants need to stand up and find at least three different people so that they can advise each other on how to address their pitfalls/problems. Once they have exchanged advice with three different people they can sit down.  With the full-group trainer/s can elicit some of the pitfalls/problems (as many as time and interest permits) and what advice the participants received from their peers.  Some points which may come out (in order of the 13 pitfalls/problems) include:   * Give potential mentors some information about what it takes to be a mentor and the skills required. Create a culture where learning is encouraged and expected. Provide different ways mentors can choose to learn e.g. refresher training, peer/co-mentoring, support groups etc. * Give mentors (and mentees) information about the difference between support and challenge; encourage mentors to get feedback from their mentees on how well they get the balance right. * Emphasize the importance of a non-directive style during mentor’s training. Inform mentors of benefits to them. Explain to mentees why it’s important for them, too (they’ll learn more). Encourage mentors to get feedback from their mentee on how they’re doing. * Make it clear that what is central to the design and ultimate success of the scheme is that mentoring involves learning on both sides. * Explain to the mentors/mentees the importance of feedback in the relationship. Provide training-it’s a skill. Establish a review process which gets people talking about ‘how’ they work together and problems such as this can be identified before they become the norm. * Be aware of when mentoring is counter-culture. It will feel harder but it is progressive and influencing a change of culture. It just feels slow at times! * Aim for senior management buy-in from the outset. Ask for more support when it’s not there. Sell the benefits that will interest them(e.g. better productivity, greater motivation, more creativity). * Run events/workshops which give people information about mentoring before they make their decisions. * Keep rules to a minimum. The more choice you give people, the further they usually go. * Aim to get influential figures actively involved in the process. Start by working with those who are interested and build from there (early success rather than early failure). * Ensure a monitoring system is agreed before you begin mentoring. Appoint someone who will take responsibility for it (ideally a mentor). * Market mentoring as just one of the means of learning and development in your department. It doesn’t suit everyone and it’s not for the elite. If someone doesn’t get on to the mentoring scheme explain the reasons why and make sure you offer something else (e.g. training, resources, peer-learning opportunities). * Be clear about the behaviours, attitudes and learning & development style you want to move towards in your department and look for people who share the view (they may not be there themselves yet, but they’re working on it).   **Working sessions: Decisions and documents for mentoring scheme** (timing to be decided in advance)  Now that participants have had an overview of the key stages in the set up and management of a mentoring scheme, as well as some of the potential pitfalls and problems they might experience, they can agree on what areas they would like to work on in greater depth.  This might involve producing a departmental plan for the setting up and management of a mentoring scheme, making new or revising decisions within an existing plan or drafting new or revising existing documents. Refer participants to **Resource 9** in the participant handbook for the different elements they may choose to work on. Allow time for participants to read Resource 9 and ask participants for any questions of clarification before they proceed.  The trainer/s can also refer participants to **Resource 10** which provides examples of a mentor and mentee application form, an example of some of the documents they might like to draft.  The trainer/s and participants should agree on what decisions to be made and/or outputs participants would like to come out with by the end of the module and how they would like to achieve them within the time available. This may require some prioritization.  **End of day or module reflection** (20-30 mins)  Trainer/s can share a summary of the day’s or module’s activities and the highlights for them as trainer/s. Then invite participants to share their reflections on the day’s or module’s work and impressions of the workshop.  Finish by asking participants to individually fill out exit cards. Display **slide 5** (on animation fade setting) with the instructions. Make sure the colours of the sticky notes or cards correspond with those named on the slide. They can be of any colour, as long as they are of three different colours, and preferably not white. |