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BCS MENTOR TOOLKIT

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WHAT IS MENTORING?

To us, the term 'mentoring' describes a relationship supporting someone through a learning or developmental journey. It's about reflecting, encouraging and supporting your mentee to achieve their development goals.

Mentoring is about mutual trust and respect. It's a two-way relationship - you both get the chance to learn new things. You'll both further your personal development. You've probably got lots of life experiences that your mentee can learn from. It's also a great way to develop and improve communication and planning skills.

Every mentoring relationship is different, but each will present the opportunity for both mentor and mentee to learn from each other.

YOU AND YOUR MENTEE

As a mentor, you're the person who guides and supports your mentee. Your mentee is the person that is supported and encouraged to achieve their goals.

WHAT SHOULD A MENTOR DO?

A mentor is usually someone who has more experience who acts as a trusted confidante over a flexible period. A true mentoring relationship is a mutually beneficial learning experience where the mentor shares their personal knowledge and experiences and promotes a self-discovery approach.

A mentor should:

- Provide an outside perspective and a sounding board for ideas
- Listen, confidentially, to the things that are worrying the mentee
- Help by sharing their own experience of both failures and successes
- Give friendly, unbiased support and guidanceProvide honest and constructive feedback
- Facilitate decision making by suggesting alternatives based on personal experience
- Suggest contacts and networks which your mentee may find beneficial
- Inspire the mentee to realise their potential
- Provide ongoing support and encouragement

WHAT SHOULDN'T A MENTOR DO?

Mentoring is only one aspect of career development. The mentor is **not responsible** for the mentees career progression and therefore a mentor **will not** be expected to:

- Give advice – this would normally be provided by a qualified business adviser or line manager
- Provide a counselling service
- Provide a training service
- Provide therapeutic interventions
- Sort out all problems

You should agree the frequency of meetings upfront and ensure you can stick to the time commitments you make. Needs and circumstances will likely change throughout the mentoring journey but it's important you uphold your commitment. Your relationship might be short term - for example a few months, or longer term over the course of a year or more. Whatever is best for you and your mentee.

HOW IT WORKS

Watch our [basic user guide video here](#) to find out more about how to use the mentoring network.

STEP 1: CREATE YOUR MENTOR PROFILE

To begin with you'll need to complete your profile within the [Career Mentoring Network](#). Your mentor profile will capture information about your previous experience, what help you can offer and how you would like to conduct a mentor relationship.

Please complete your profile fully and add a profile picture to ensure the best levels of engagement with potential mentees.

STEP 2: OFFER TO HELP OTHER MEMBERS

The [Career Mentoring Network](#) enables you to locate other members who are looking for your business expertise and industry experience. Wait for a member to send you a 'Mentor Connection request' and evaluate whether you will make a successful match.

Alternatively, you can also search the [Career Mentoring Network](#) to locate a suitable mentee who you think you could help and send a 'Mentee Connection request'.

STEP 3: CONNECT WITH A MENTEE

Once you receive a 'Mentor Connection request' you can exchange contact information through the message system and decide whether you wish to pursue a mentor relationship. You may also decline the request and continue your search to find a suitable mentee. You and your mentee.

ESTABLISHING A SUCCESSFUL RELATIONSHIP WITH YOUR MENTEE

Once you have connected with your mentee, we suggest the following process to help you both get the most out of the mentoring experience. This is only a recommendation – it is up to you how you decide how best to work together:

We recommend that you:

- 1** Agree to regular contact (either electronic or in person) and establish a set of ground rules which you will both follow.
- 2** Work towards developing a trusting relationship and establishing a good rapport with your mentee.
- 3** Draw up a timetable in advance of regularly spaced meetings.
- 4** Aim at maintaining the relationship for at least 12 session.

When arranging a meeting with your mentee, please ensure this is in a suitable environment.

Coffee shops and hotel meeting areas are also suitable places to run mentoring sessions. You may even decide to conduct your mentoring relationship virtually.

HOW TO RUN A SESSION

You might feel intimidated or out of your comfort zone if you have never performed a mentor role before.

The first session is all about getting the relationship off to a good start by establishing some ground rules and acknowledging that the relationship is two-way. It's also the best time to agree what you hope to achieve and share your expectations of one another. You will need to mention confidentiality, responsibility, when you would like to meet and for how long, how you'll keep in touch to arrange other meetings and the best way to remind each other of your meeting.

As a 'starter for ten' we recommend you cover:

Your mentee's ambitions and goals in relation to:

- issues being faced
- achievements so far and how to build on them
- realistic expectations
- scale of priorities
- areas on which your mentee would find input most useful

And a few essentials:

- frequency of meetings
- venue/technology for follow up meetings
- decision about email and/or telephone contact
- confidentiality
- how you will record progress and issues/ targets for further development

BOUNDARIES

All relationships need boundaries (even though you might not have thought about them) and a mentoring relationship is no different. It's down to you both to be consistent and respectful. You should think about:

TIME

Mentoring works best when you've talked about how many hours you'll undertake and when it's best to contact each other. That way, you're both clear about timings.

PLACE

If meeting face to face, we recommend that you meet in public places, such as a coffee shop or library. Alternatively, you may decide to conduct your relationship virtually.

GETTING IN TOUCH

It's up to you both to decide how it's best to keep in touch. Let your mentee know which number or email address is easiest to get hold of you on. Don't forget to chat about which times you'd both prefer to be contacted.

MONEY

If you meet, don't feel that you should pay for food or drinks for your mentee. Do not accept gifts from your mentee. You should also never ask for payment for your mentoring services.

CONFIDENTIALITY

It's important that you respect each other's confidentiality. Remember that anything you talk about when you meet up is between the two of you so you shouldn't talk about it to someone else. Confidentiality - four things to think about:

CONCERNS

If you've got any, chat to us – we are here to help.

SECRETS

Don't promise to keep secrets. Make that clear from the beginning and remember to ask your mentee if situations arise that may involve you sharing confidential information with anyone else.

INFORMATION

Keep any information about your mentee, like a phone number, somewhere secure. Do not share any financial details.

YOU

Confidentiality works both ways. Be aware of which personal areas of your life you're prepared to share with your mentee.

HOW DO I KNOW IF I'M BEING A GOOD MENTOR?

You might wonder before you start if you'll be any good at it. Don't worry, remember, you don't need to be a business expert to be a good mentor. You just need to be patient, open-minded, good at listening, positive and, of course, enthusiastic.

Unfortunately, there's not a test that can tell you if you're getting it right, apart from your mentee telling you that you are. You are probably getting things right if:

- Your mentee is meeting up with you (that might sound silly but if they didn't want to they wouldn't turn up).
- You have good rapport.
- You feel like your mentee has opened up about their goals and objectives.
- Your mentee has learned new things from your sessions.
- You're really listening to them (not just pretending to).
- Your mentee appears to be developing both personal and business skills.

IS IT WORKING?

Don't worry if meeting some of the goals seems to be going slowly. This doesn't mean you're not a good mentor. Things take time, often it takes a while before you see a change. Concentrate on the little things and remember they can make a big difference.

END OF RELATIONSHIP

There will be a time when the relationship will begin to end. At this point you must both 'let go' so that the mentee can maintain their independence.

It will then become the responsibility of the mentee to put what they have learnt into practice. Although the two of you will probably continue to have some form of interaction, it should be on a more casual basis, where you consider each other as equals.

Here are some tips for successfully ending your mentoring relationship:

FIXING A DATE FOR YOUR LAST MEETING

Have a chat to your mentee beforehand and decide on a date. Remind each other of the date of the last session in the meeting before this so that you can prepare for it.

OTHER WAYS TO SUPPORT

You might like to encourage your mentee to look at ways that they can continue their learning.

CELEBRATING YOUR SUCCESS

Have a look back at the goals you set when you first met - you can pat yourselves on the back when you see how far you've come.

SAYING GOODBYE

Imagine how you can end the session on a positive note so it's not awkward. You could have a chat about the thing you most enjoyed, something you'll remember or the most important things you've learned.

CLOSE THE CONNECTION

When the relationship ends, remember to end the connection of the BCS CMN platform too. You can do this under the 'My connections' tab.

MONITORING AND OPTIONAL WORKSHEETS

Both you and your mentee are at liberty to conduct the mentoring relationship as you see fit. However, to help the effectiveness of the process we suggest a couple of useful documents to help facilitate the mentoring process. For the full list of resources refer to the [Appendix](#).

MENTOR CODE OF CONDUCT

The Mentor code of conduct sets out the professional standards we recommend our members follow. We also recommend reminding yourself of the [BCS code of conduct](#) prior to becoming a mentor.

MENTORING SESSION SHEET

A mentoring record sheet can be used to record the details of your sessions.

- It forms a basis of discussion and comment during your meetings with the mentee.
- It will act as a reference point for later use in the mentee's journey.

APPENDIX

- Mentoring code of conduct
- Mentoring session sheet
- Goal Setting and Action Planning
- SWOT Analysis
- G-STAR Model

MENTORING CODE OF CONDUCT

SCOPE

A mentor does not give advice, rather helps the mentee to weigh up situations, through a process of reflection, questions, challenge and feedback allowing the mentee to come to a decision themselves. The mentor will conduct themselves with dignity and will act in a way which respects diversity and promotes equal opportunities

MENTORING CODE

- The mentor's role is to respond to the mentee's needs and agenda; it is not to impose their own agenda.
- Mentors will agree with the mentee how they wish the relationship to work adopting the most appropriate level of confidentiality
- Mentors and mentees will respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- The mentor will ensure the mentee accepts increasing responsibility for managing the relationship; the mentor will empower them to do so and will promote the mentee's autonomy.
- Either party may dissolve the relationship at any time throughout the period of the mentoring relationship.
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. They should, however, help the mentee to recognise how other issues may relate to these areas.
- Mentors will be open and truthful with themselves and their mentee whilst participating in the mentoring relationship
- Mentors will share the responsibility for the smooth winding down of the relationship with the mentee, once it has achieved its purpose – they must avoid creating dependency.
- The mentoring relationship should not be exploitative in any way, neither may it be open to misinterpretation.
- Mentors should never work beyond the bounds of their capability, experience and expertise to the point where they do not feel confident in providing the mentee with proper support. Where appropriate, mentors should seek advice or refer mentees to another point of contact.
- Mentors have a responsibility to highlight any ethical issues (such as conflicts of interest) that may arise during a mentoring relationship at the earliest opportunity.

MENTORING SESSION SHEET

MENTOR NAME

MENTEE NAME

Date		Start Time		End Time	
Venue					

CONTACT PREPARATION

Achievements to date, agenda, etc.

CONTACT SUMMARY

Key issues discussed, concerns, points raised, etc.

ACTIONS ARISING

Noted actions, points for next session, exercise issued etc.

GOAL SETTING AND ACTION PLANNING

Goal setting and action planning is a great way to start and it will keep you on track.

It will help you:

- Find out where your mentee needs support
- Set goals they can work on
- See how you're doing
- Keep an eye of your goals and recognise successes

Don't forget, useful goals are **SMART**:

SPECIFIC

So rather than just 'get a website' it could be 'choose a suitable domain name for my business' or 'source three quotes for a web design'

MEASURABLE

Decide how you'll know when you've done it Achievable - is it a long or short term goal and can you do it?

REALISTIC

Do you think you have a real prospect of reaching your goal?

TIMED

Look at different timescales for your goals - you won't be able to get everything done at once.

Work with your mentee to help them set goals and targets. We've included a blank action plan to get you started. As a member, why not recommend your mentee utilises the [Personal Development Plan](#) tool to record and maintain their goals.

GOAL SETTING AND ACTION PLANNING WORKSHEET

Tip: Why not utilise the Personal Development Plan tool to log CPD goals and activities:

<https://pdp.bcs.org/>

Goals to be achieved:			
What actions will I take and in what sequence?			
What resources do I need to achieve these actions?			
When does this need to be achieved by?			
How do I monitor my progress to make sure I achieve my goal?			

SWOT ANALYSIS FORM

STRENGTHS

- What do you do well?
- What unique resources can you draw on?
- What do others see as your strengths?

WEAKNESSES

- What could you improve?
- Where do you have fewer resources than others?
- What are others likely to see as your weaknesses?

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OPPORTUNITIES

- What opportunities are open to you?
- What trends could you take advantage of?
- Can you turn your strengths into opportunities?

THREATS

- What obstacles are you currently facing?
- Are you competing for roles which are sought after?
- Do you have a need to upskill?

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G-STAR MODEL

The G-STAR model of questioning can be used as a process of questions around an issue with your mentee and can often be a fast track to the real answers your mentee is looking for. For each point ask specific questions: Find out where your mentee needs support:

G

WHAT ARE THE GOALS OF YOUR MENTEE?

- What are your goals for today's discussion?
- What will give you the most value from today's session?
- Do you have control over this issue?
- When do you need to achieve this goal by?

S

WHAT SITUATION ARE THEY FACING?

- How do you feel about the situation?
- How can you describe the situation?
- What do you know about the current situation?
- What do you not know about the current situation?

T

WHAT IS THEIR THINKING AT THIS TIME?

- What options have you considered about the situation?
- What underlying assumptions are you making?
- Think how others would solve this problem?
- Think about how you will measure your success?

A

WHAT ACTIONS ARE THEY CONSIDERING?

- What do you need to do first?
- By when do you need to have this done?
- What sequence will you do these tasks?
- Can you think of anything that may disrupt your actions?

R

WHAT RESULTS DO THEY EXPECT?

- Are the results realistic?
- Have you considered other outcomes?
- What contingencies can you put in place?
- What are the consequences of not achieving these results?

For further information please contact:

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