Mentoring Handbook
for Mentors
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Finding a Mentor

Essentially we have four options when matching mentor/mentee:

1) **The relationship evolves naturally**

2) **Mentees identify a suitable mentor** based on their knowledge of that person and their experience. A number of staff on the Programme have used this option. However, as this is a cross-institutional project and is encouraging collaborative research development in a way that we have not done before (many schools have previously undertaken their own research/enterprise development programmes), staff do not always know enough about colleagues in other schools to make an informed choice about a suitable mentor.

3) **An interventionist approach** where we match the mentor and mentee and the pairing is undertaken by a third party. There are a number of indicators that suggest that this is not the most successful way of matching, although it will be necessary and may even be appropriate in some cases.

4) **A third party facilitates the process.** Research indicates that the greatest level of buy-in seems to come from giving the mentee a selection of three potential mentors. We would therefore like to give mentees the opportunity to meet with a number of mentors if they have not been able to identify their own mentor.

What type of person makes an Effective Mentor?

Clutterbuck (1998) suggests that a good mentor is someone who has:

- An interest in developing others
- An interest in continuing to develop themselves
- Reasonably good explaining skills
- Good listening ability
- A broader perspective than the mentee’s
- Generally good behavioural skills
- Integrity
- A sense of humour (absolutely essential in the eyes of mentees!)
What type of person makes an Effective Mentee?

Clutterbuck (1998) suggests that a good mentee is someone who:

- Perceives that they can and do influence their own future
- Is motivated to take advantage of self-managed learning opportunities
- Has a clear idea of what they want to achieve from the mentoring relationship
- Someone who is open and prepared to be honest about their development with their mentor

Sources of Support

What happens if things don’t go according to plan?

If there are any issues within the mentoring relationship that the two parties are unable to resolve, they can contact Organisational Development (OD) who will assist in resolving any issues.

It must be remembered at the outset that if rapport does not establish itself in the relationship during the first few meetings, then it is unlikely to develop this time around. As this has been known to occasionally occur in mentoring relationships, there will be no need to apportion blame and OD will assist in establishing a new match for both parties.

Support for Mentors and Mentees

Mentors and mentees will be offered a variety of supporting activities and will be able to select the appropriate support mechanisms for their own needs.

Peer support sessions with other mentors, online resources and skills workshops will be available for mentors.
Models and Methods of Mentoring

Many models and methods of mentoring are in existence. Each mentee is different and will respond to models and methods in different ways. One example for the mentoring role will be similar to that suggested by Clutterbuck (2004, P.15 – 20) who suggests that mentoring draws on four styles of ‘helping to learn’. We promote this model at BU as a great place to start the mentoring relationship.

![Four basic styles of helping](Clutterbuck (2004))

In Developmental mentoring there is usually equal emphasis on each of the quadrants.

The role of the developmental mentor is therefore complex and the mentor needs to be reasonably effective in all four roles: Coach, guardian, networker/ facilitator and counsellor. Knowing when to move into each role is one of the skills of an effective mentor.

### Developmental mentoring involves:

<table>
<thead>
<tr>
<th>Always ...</th>
<th>Sometimes ...</th>
<th>Never ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>listening with empathy</td>
<td>using coaching behaviours</td>
<td>discipline</td>
</tr>
<tr>
<td>sharing experience</td>
<td>using counselling behaviours</td>
<td>appraisal</td>
</tr>
<tr>
<td>mutual learning</td>
<td>challenging assumptions</td>
<td>assessment for a third party</td>
</tr>
<tr>
<td>professional friendship</td>
<td>being a role model</td>
<td>supervision</td>
</tr>
<tr>
<td>developing insight through reflection</td>
<td>opening doors</td>
<td></td>
</tr>
<tr>
<td>being a sounding-board</td>
<td>encouraging</td>
<td></td>
</tr>
</tbody>
</table>

*Table 2: Development Mentoring Clutterbuck (1998)*
The University’s guidelines on staff mentoring (Appendix 1) provides a useful context for mentoring in BU. In our experience of establishing and evaluating ‘formal’ coaching and mentoring relationships at Bournemouth University, the most effective ones have been those that have followed some basic conventions commonly used in mentoring. You may have your own ways of establishing mentoring relationships and you can use those if you prefer. However, we will outline some conventions already in use in BU, which may be helpful.

**The Mentoring Contract**

Establishing a contract between mentor and mentee gives an opportunity to set the context and boundaries for the relationship.

We have attached a sample contract in Appendix 2. Feel free to adapt or change the document to suit your circumstances.

**Agenda**

The agenda helps to prioritise and focus the time during mentoring sessions and also provides an aide memoire of action points to review at the next meeting. A sample agenda is in Appendix 3.

**Reflection Notes**

Some mentors have found it helpful to complete reflection notes after each mentoring session as an aide memoire for future meetings and to reflect on their own practice as a mentor.

Some mentees have found it helpful to complete reflection notes following mentoring sessions, or other significant event, to reflect on their performance and to facilitate the process of ‘learning to learn’. A sample reflection note is in Appendix 4.

**The Grow Model**

The Grow Model developed by Graham Alexander in 1984 (West & Milan 2001) and adapted and popularised by Whitmore (2002) is a questioning process useful for identifying goals in coaching and mentoring relationships and has four stages, which are outlined in Table 3.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Identify goal to be achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reality</td>
<td>Acknowledge the current situation and raise self-awareness</td>
</tr>
</tbody>
</table>
Table 3: The Grow Model

This model follows all the necessary steps in a problem solving process. Often with problem solving the goal and way forward are identified without taking account of the reality and options. Alternatively, the reality and options are discussed and there is no goal and way forward (Gillen, 2000). More details on the Grow Model and how to use it can be found in Appendix 5.

Questions to Help Overcome Obstacles

Sometimes in the coaching / mentoring process the individual may become blocked by imagined, real or imposed obstacles. A gentle form of questioning could help the individual to work through the issue and identify ways to overcome obstacles. Some useful questions for coaches/mentors have been identified by Egan (2002) and can be found in Appendix 7.

Learning Styles

Finally, no mentoring handbook would be complete without a reference to learning styles! Whilst the literature on learning styles is broad and complex, the familiar and popular theory of the learning cycle (Kolb, 1984; Honey & Mumford, 1986, 1992) is a useful model for facilitating learning in coaching and mentoring. More details can be found in Appendix 8.

Personal & Professional Development Planning (PPDP)

It may be useful to refer to Appendix 9 when discussing the mentee’s development needs.
Further Reading

Talbot Campus Ref: 658.407124

Talbot Campus Ref: 658.312404

Talbot Campus Ref: 158.3

Talbot Campus Ref: 658.3124


Talbot Campus Ref: 658.407124/HON

Talbot Campus Ref: 658.407124/HON

Talbot Campus Ref: 658.3124


Talbot Campus Ref: 658.407124


Talbot Campus Ref: 658.312404
Appendices

Guidelines on Staff Mentoring

Introduction
The University commits to support staff throughout all stages of their career development. In particular it highlights the need to give focused support to staff who are commencing employment at the university or who are undergoing changing roles, increasing responsibilities, supporting strategic initiatives or entering a new area of practice. The following paper outlines the guidelines for staff using mentoring as a means of support.

Rationale
The use of mentoring as a means of support is aimed at:

- Staff who are new to the institution
- Staff who are taking on a new role
- Staff who are involved in a development programme
- Staff who are involved in responding to a programme of strategic change and initiatives

The purpose of mentoring is to help staff to settle into their new roles or responsibilities as effectively and efficiently as possible by providing them with a mentor who can offer support, encouragement, information and entry into a wide network of contacts within and beyond the University.

Mentoring is seen by the University as providing an opportunity for both mentor and mentee to engage in their own personal and professional development and as such it should be linked into the Personal and Professional Development Plans of these individuals. The University also sees mentoring as playing an important part in the management of organisational change, in particular the development of managers’ roles and assisting in the response to strategic change and initiatives.

Nature of a Mentoring Relationship
Mentoring is intended to be a process whereby a more experienced member of staff undertakes to help a member of staff develop in their role over a period of time. The nature of the mentor and mentee relationship is seen as essentially an informal one which focuses on the development of the mentee and is based on the creation of a good interpersonal relationship between both parties.

It is hoped that some structure is given to the process in terms of regular meetings, agendas and defined topics/themes for discussion, but it is important that these do not become too bureaucratic. It will be left to the parties involved to shape for themselves how their agendas are met and recorded, although an agenda template can be found in Appendix 3 of this Handbook.
3.3 It is expected that in the early stages of the mentorship, meetings are likely to be more frequent and longer than at a later stage. The relationship should be for a defined period of time which will vary according to the nature of the role of the mentee, for example for the probationary period for a new employee or for a longer period for someone undertaking a new management role. Negotiation on the duration of the mentorship should form part of the initial setting up of the process and should be open to review. An example mentoring contract template can be found in Appendix 2 of this Handbook.

The nature of the mentor/mentee relationship is likely to change with time. Initially the focus may be on helping the member of staff settle into their new role, providing information and support on practical issues. Later the mentoring will tend to be more developmental and reflective in nature. The developmental nature of mentoring means that the purpose of the mentoring relationship may change along with the mentee’s needs over a period of time. In the same way it may be appropriate for the mentee to move on to work with a new mentor and this should be seen as a positive step, rather than a slight on the mentoring relationship.

It is separate from the appraisal process and outside the line management system to allow a relaxed and useful relationship to develop between the mentor and mentee. It is a relationship of equals. However it should not be seen as interfering between the manager and member of staff so it will be important that the line manager is involved in the process (see Management issues below). Any feedback given to the line manager on the progress of the mentee will only be done with the mentee’s consent.

Mentoring is thus essentially about:
- Helping staff settle into their new role, rather than supervising or managing them
- Listening
- Guiding rather than assessing
- Empowering rather than training or managing
- Introducing staff to appropriate networks of support

Guideline for Roles of Mentors and Mentees
The following guidelines are intended to assist in defining the roles of the mentor and mentee. Discussion of these guidelines will provide a useful framework from which to develop the mentor mentee relationship.

Selection of mentors
The following characteristics are seen as desirable:
- Seen as knowledgeable about the mentee’s role
- Seen as knowledgeable about the University
- Open minded with a flexible attitude
- A good motivator and supporter of others
- Able to give effective feedback and ask appropriate questions
- Is acceptable to the mentee and mentor
• Can be changed at the request of the mentee and mentor
• Supported by the School or Professional Service
• Seen as approachable and empathetic

The mentor’s role may include:
• Meeting regularly with the mentee to give guidance and help in all aspects of their work
• Supporting the induction process but not impinging on the manager’s responsibilities for the implementation of this
• Providing feedback on the conduct of the mentoring process
• Guiding and encouraging the development of skills, knowledge, networks and positive attitudes
• Highlighting new learning opportunities
• Giving constructive feedback and encouraging the mentee to develop skills of reflection
• Acting as a sounding board for solving problems
• Acting as a gateway to other people and sources of information
• Maintaining personal confidentiality so that the mentee may be open about any possible difficulties experienced
• Helping develop personal goals

Additionally, academic staff mentoring new academic colleagues may:
• Review education and assessment strategies
• Give support on exam question setting and assignment marking
• Share education expertise and resources
• Observe learning and teaching sessions and offer supportive formative feedback
• Invite mentee to observe them
• Offer guidance on university quality procedures and systems
• Motivate and encourage innovative approaches to teaching
• Support the mentee in submitting bids for grants and funding, providing guidance, feedback and opportunities for peer review
• Support the mentee in writing for publication, identifying appropriate journals and providing guidance, feedback and opportunities for peer review
• Identify with the mentee to engage in research, enterprise, professional practice
• Identify opportunities with the mentee to disseminate research, education, professional practice and Fusion
• Introduce them to appropriate networks of support

A mentee needs to:
• Engage proactively in the mentoring process for their own self development
• Prepare thoroughly for meetings with mentors
• Be open to alternative ideas
• Listen and respond
• Raise issues of concern
• Take the initiative in terms of suggesting solutions or ideas
• Be prepared to both give and receive constructive feedback throughout the process
• Be prepared to review and reflect on progress since the last meeting with the mentor
• Discuss and agree objectives for the next meeting taking on responsibilities for their own personal development
• Agree suitable times for meetings in advance and be considerate of the time and pressures on the mentor.

Management Issues
It will be important that the Faculty or Professional Service is party to the mentoring process so that the participants have the necessary framework from which to operate. In particular line managers may need to be involved the process in as much as they may have taken the lead in agreeing an appropriate mentor for a new member of staff. Their role may also include:

• Fully briefing the mentor on the role so that there is no doubt how the mentor fits within the line management process
• Discussing and agreeing with the mentor and mentee how much time that they can spend together and how often.

Where mentors are selected outside the mentees own Faculty or Professional Service, then the line managers of both parties will need be kept informed of the progress of the mentoring process. This is likely to be the case where mentors and mentees are involved in the development of management expertise or senior academic roles.

Reviewing Progress
Built into the process should be occasional review meetings so that the mentor, mentee and possibly the manager can at any stage raise concerns over progress and if necessary change direction or even call a halt to the mentoring relationship. Any difficulties emerging from the process should be discussed and a solution negotiated. Due to the developmental nature of mentoring, it is entirely appropriate that the mentee will reach a point when it is appropriate for them to move on. When all parties have agreed that they have taken the process as far as they need to or want to then the relationship can be ended and a new one established if appropriate.

Dissemination and Development Issues
Support should be made available for all parties involved in terms of the provision of information and development events. In particular:
• Briefing events for those embarking on the process
• Development for both mentors and mentees on getting the best out of the relationship
• Where appropriate, mentees discuss the mentoring process with their line managers and mentors at the initial stage of the process. It is at this point that the ground rules for the conduct of the mentorship are established and agreed upon.
Example Mentoring Contract

Name of Mentee:

Name of Mentor:

Contract from Mentee to Mentor

I agree to:

* Make time for the mentoring sessions
* Be honest and open in my conversations with you
* Be committed to taking responsibility for my own learning
* Be open to feedback
* Be honest in my feedback to you as a mentor

Contract from Mentor to Mentee

The context for the relationship:

Identify the areas to be developed/discussed here:

You have asked that my role would be to:

* Meet when we agree
* Listen to you
* Be a sounding board
* Give you the opportunity to seek a second opinion
* Support you when right
* Ask awkward questions for developmental purposes
* Give feedback
* Use my experience to help you develop in the context of your role
* Give you a safe place to ‘sound off’
* Be a trustworthy and confidential source of support
* Help you to learn
* Give you the information I promise you
* Add any others here

As your mentor I will encourage you to take responsibility and control of your learning. I will (delete as appropriate):

* Help you to work things out for yourself
* Help you to establish what help you want/need and how you might access it
* Help you to explore options - the advantages and disadvantages of different courses of action
* Encourage you to reflect on specific experiences in order to learn from them
* Actively listen and help you to explore your ideas without imposing my own
* Ask questions to help you explore issues more deeply
* Encourage you to set learning objectives
* Help you to identify, prioritise and plan how to meet your developmental needs
* Provide constructive feedback when appropriate
* Be reliable in keeping your appointments
* Add any others here

As your mentor I will not:

* Do your work for you
* Do all the talking
* Answer all your questions
* Intervene between you and your line manager
* Guarantee that you will like the feedback I give to you
* Chase after you

Add any others here

Signed by Mentee:……………………………………. Date:……………………

Signed by Mentor:……………………………………. Date:……………………
# Agenda for Mentoring Sessions

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Session Number:**

**Actions from previous session:**
1
2
3
4

**Actions from this session:**
1
2
3
4
5
6
Reflection notes

Reflection is a powerful form of learning as it not only encourages the learner to make sense of what happened, it also encourages them to focus on what they could do differently next time. The act of completing written reflection notes not only brings subconscious learning into the conscious mind, but it also provides some discussion points for the next session with the mentor. A sample reflection note is shown below. Once again you may choose to change this.

Reflection notes can be completed after a key learning event related to an action point or any other event.

Sample reflection notes

Briefly describe the event that you are reflecting on

What did you think/feel whilst it was happening?

What have you learnt about the event, e.g. what you could have done differently or what did you do well?

What will you do differently as a result of reflecting on this event?

The mentor is encouraged to complete a reflection note after each discussion with the mentee to help improve their practice as a mentor.
# Reflective Diary

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event reflected on:</td>
<td>Mentoring Session Number</td>
</tr>
</tbody>
</table>

Exactly what happened during this critical learning event and why did it happen in that way?

How did you behave, think and feel as it was happening?

What were the main learning points from this experience?

So what will you do differently as a result of this experience and reflection?
The GROW Model

The GROW Model is a questioning process, often used in coaching and mentoring individuals or teams, that follows a particular sequence in order to identify goals, issues, ideas and how and when to take them forward.

The questioning process starts with establishing a GOAL in order to give the team or individual something to aim for.

Questions then clarify the REALITY of where the individual and the issue are now.

The process moves on to establish the OPTIONS available for taking the issue forward.

Once an option, or options, are selected, questions are used to establish a WILL or to identify a WAY FORWARD – a plan of action to take the all-important first step.

This model is different as it avoids the shortcomings of other processes.

For example:

“This is the problem and this is what we are going to do about it.” It seems sensible, but only involves the Goal and the Way Forward, it ignores the Reality and the many Options.

An alternative approach is: “We have a problem, what might we do about it?” This only explores Reality and Options. There is no Goal or Way Forward.

Typical GOAL Questions

- Think about your issue and go forward in time to when the issue is as you would like it to be:
- What would you see that would prove that the goal had been achieved?
- What would other people be doing that would indicate that you have succeeded?
- How would you be feeling?
- When would you want to be in this position?
- How challenging or exciting is this goal?
- Does it need to be ‘beefed up’?
- How would you know that you had achieved it?
- Where do you have influence or control in relation to achieving this goal?
Typical REALITY Questions
- What is happening now?
- What is not happening that you want to happen for the goal to be achieved?
- What have you done about it so far?
- What obstacles are in the way?
- Does your reality tell you that the goal is still relevant – or should you alter it?

Typical OPTIONS Questions
This part of the process is successful because the more options there are, the easier it is to take the first step.
- What could you do? What else?
- What would your line manager/colleagues suggest?
- What 6 different things could you do?
- Which will you choose?

Typical WILL/WAY FORWARD Questions
- Which option will you choose?
- Is this the best option for you?
- When will you have done it?
- How long will it take?
- When will you start?
- Who needs to help?
- What might stop you? What will you do to stop it?

Setting Developmental Goals, Objectives and Outcomes

It is useful if during the mentoring discussion for the mentor and mentee to identify actions for the mentee to take in between sessions. Ideally the objectives will meet the criteria identified by the SMARTER mnemonic:

S  **Specific and unambiguous so both mentor and mentee understand what is to be achieved**

M  **Measurable** – they will be able to measure if it has taken place and to what performance level

A  It is **Achievable** because the mentee has the skills, knowledge and resources to achieve it

R  It is **Relevant** to the mentee so they will give it some priority

T  It is **Time limited** so both parties know when it is to be achieved by

E  **Exciting** – the mentee is excited about completing it

R  The action must be **Reviewed** at the next meeting of mentor and mentee

You may choose to use the form in the University’s Personal and Professional Development Plan guidelines to record the outcomes to achieve the goals/objectives.

**For example:**

“I’m going to increase my research publications” isn’t SMART, however these two versions are better:

‘I am going to recraft my MA dissertation and submit an article to the International Journal of Evidence Based Research” by the end of September 2019

or

<table>
<thead>
<tr>
<th>Action</th>
<th>How will I know I’ve achieved it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To submit an article for publication</td>
<td>• Reduced MA dissertation to 6,000 words!</td>
</tr>
<tr>
<td></td>
<td>• Article submitted to International Journal of Evidence Based Research</td>
</tr>
</tbody>
</table>
Appendix 7

Questions from “The Skilled Helper” Gerard Egan

Problem finding
What are your concerns?
What’s problematic in your life?
What issues do you need to face?
What’s troubling you?
What would those who know you best tell you?
What’s keeping you back from being what you want to be? From doing what you want to do?
What do you need to resolve?

Opportunity finding
What are your unused skills/resources?
What are your natural talents? How could you use some of these?
What opportunities do you let go by?
What ambitions remain unfulfilled?
What could you accomplish if you put your mind to it?
What could you become good at if you tried?
Which opportunities should you be developing?
What role models could you be emulating?

Questions to uncover blind spots
What problems are you avoiding?
What opportunities are you ignoring?
What’s really going on?
What are you overlooking?
What do you refuse to see?
What don’t you want to do?
What unverified assumptions are you making?
What are you failing to factor in?
How are you being dishonest with yourself?
What’s underneath the rocks?
If others were honest with you, what would they tell you?

Leverage questions
What problem or opportunity should I really be working on?
Which issue, if faced, would make a substantial difference in your life?
Which problem or opportunity has the greatest pay-off value?
Which issue do you have both the will and the courage to work on?
Which problem, if managed, will take care of other problems?
Which opportunity, if developed, will help you deal with critical problems?
What is the best place for you to start?
If you need to start slowly, where should you start?
If you need a boost or a quick win, which problem or opportunity should you work on?
Questions for exploring possibilities
What are your most critical needs and wants?
What are some possibilities for a better future?
What outcomes or accomplishments would take care of your most pressing problems?
What would your life look like if you were to develop a couple of key opportunities?
What should your life look like a year from now?
What should you put in place that is currently not in place?
What are some wild possibilities for making your life better?

Questions for shaping goals
Is the goal stated in outcome or results language?
Is the goal specific enough to drive behaviour? How will you know when you have accomplished it?
If you accomplish this goal, will it make a difference? Will it really help manage the problems and opportunities you have identified?
Does this goal have ‘bite’ while remaining prudent?
Is it doable?
Can you sustain this goal over the long haul?
Does this goal have some flexibility?
Is this goal in keeping with your values?
Have you set a realistic time frame for the accomplishment of the goal?

Questions on commitment
What is your readiness for change in this area at this time?
How badly do you say you want what you say you want?
How hard are you willing to work?
To what degree are you choosing this goal freely?
How highly do you rate the personal appeal of this goal?
How do you know you have the courage to work on this?
What’s pushing you to choose this goal?
What incentives do you have for pursuing this change agenda?
What rewards can you expect if you work on this agenda?
If this goal is in any way being imposed by others, what are you doing to make it your own?
What difficulties are you experiencing in committing yourself to this goal?
In what way is it possible that your commitment is not a true commitment?
What can you do to get rid of the disincentives and overcome the obstacles?
What can you do to increase your commitment?
In what ways can the goals be reformulated to make it more appealing?
To what degree is the timing for pursuing this goal poor?
What do you have to do to stay committed? What resources can help you?

Questions on developing strategies
Now that you know what you want, what do you need to do?
Now that you know your destination, what are the different routes for getting there?
What actions will get you to where you want to go?
Now that you know the gaps between what you have and what you want and need, what do you need to do to bridge those gaps?
How many ways are there to accomplish your goals?
How do you get started?
What can you do straight away?
What do you need to do later?

**Questions on best-fit strategies**
Which strategies will be most useful in helping you get what you need and want?
Which strategies are best for this situation?
Which strategies best fit your resources?
Which strategies will be most economic in the use of your resources?
Which strategies are most powerful?
Which strategies best fit your preferred way of acting?
Which strategies best fit your values?
Which strategies will have the fewest unwanted consequences?

**Questions on planning**
Which sequence of actions will get you to your goal?
Which actions are most critical?
How important is the order in which these actions take place?
What is the best time frame for each action?
Which step of the programme needs sub steps?
How can I build informality and flexibility into your plan?
How do I gather the resources, including social support, needed to implement the plan?

**Questions on implementing plans**
Now that you have a plan, how do you move into action?
What kind of self starter are you? How can you improve?
What obstacles lie in your way? Which are critical? How can you manage these obstacles?
How do you keep your efforts from flagging?
What do you do when you feel like giving up? What kind of support will help you to keep going?
The Learning Cycle

There are many different theories about the way in which adults learn. One of the very familiar theories is that of the Learning Cycle devised by Peter Honey and Alan Mumford, which is based on the work of David Kolb.

![Kolb's Learning Cycle](image)

Honey and Mumford suggest that we all learn in four different ways:

- **Activists** learn by doing things
- **Reflectors** learn by observing and thinking about what happened
- **Theorists** learn by understanding the theory behind the subject matter
- **Pragmatists** learn by understanding how they can apply the learning to the real world

We often have a preference towards one of the learning styles and this is how we usually learn best. However, honey and Mumford recommend that in order to maximise personal learning each learner should understand their personal learning style and seek out opportunities to learn using that style. However, to be a really effective learner we should also develop the ability to learn in other styles too.
Here are a few examples of when the different learning styles learn best:

<table>
<thead>
<tr>
<th>Activists learn best when:</th>
<th>Activists learn least when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are in the limelight and can lead discussions</td>
<td>Learning involves a passive activity, e.g. listening to lectures</td>
</tr>
<tr>
<td>They are thrown in at the deep end</td>
<td>They are asked to stand back and not be involved</td>
</tr>
<tr>
<td>There are new opportunities to learn from</td>
<td>They are involved in solitary work</td>
</tr>
<tr>
<td>They are involved in activities, e.g. team games</td>
<td>They are offered theoretical explanations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflectors learn best when:</th>
<th>Reflectors learn least when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are able to observe others at work, take a back seat in a meeting, watch a video</td>
<td>They are forced into the limelight, e.g. role play</td>
</tr>
<tr>
<td>They are allowed to think before acting</td>
<td>They are dropped in at the deep end</td>
</tr>
<tr>
<td>They have the opportunity to review what happened</td>
<td>They are given insufficient data to reach a decision</td>
</tr>
<tr>
<td>They can reach decisions in their own time</td>
<td>They are worried by time pressures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theorists learn best when:</th>
<th>Theorists learn least when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What they are being offered is part of a system, model, concept, theory</td>
<td>They are given something to do without context or purpose</td>
</tr>
<tr>
<td>They have the opportunity to question and probe the methodology or logic</td>
<td>They are involved in unstructured activities</td>
</tr>
<tr>
<td>They can listen to or read about ideas and concepts</td>
<td>They are asked to decide without a policy, model or concept</td>
</tr>
<tr>
<td>They can analyse reasons for success or failure</td>
<td>They doubt the subject matter is sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pragmatists learn best when:</th>
<th>Pragmatists learn least when:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a link between the subject matter and a problem or opportunity on the job</td>
<td>They cannot see the practical benefit of the learning</td>
</tr>
<tr>
<td>They are shown techniques with practical advantages, e.g. how to save time or deal with difficult people</td>
<td>Organisers of the learning seem detached from reality</td>
</tr>
<tr>
<td>They are exposed to a model they can emulate, e.g. respected boss</td>
<td>There is no practice or guidelines on how to do something</td>
</tr>
<tr>
<td>They are given immediate opportunities to use what they have learned</td>
<td>There are obstacles to implementation, e.g. political/ managerial</td>
</tr>
</tbody>
</table>

We recommend that you identify both your own and your mentee's learning styles at the beginning of your mentoring relationship.
Guidelines on Personal and Professional Development Planning (PPDP)

The Context and Rationale for PPDP

The University’s commitment to Personal and Professional Development Planning (PPDP) is to provide encouragement, time and reasonable facilities to enable staff to meet these challenges. In turn, the University expects all staff to embrace the concept of PPDP and to commit the time and effort to it.

The University provides the opportunity for staff to discuss and make plans for their personal and professional development needs as part of the performance appraisal process and provides a comprehensive programme of staff development activities. This is the University’s usual route for a member of staff to request time for development.

In addition, the University will consider requests for staff to take time off to attend appropriate development activities. Staff requests can be to undertake accredited programmes leading to a qualification, or for unaccredited development to help them develop specific skills relevant to their job, workplace or business. The University has a set procedure for dealing with such requests which can be found in the Staff Handbook.

Within BU2025, “People and Culture: attract, develop and retain the right people and teams to deliver out BU2025 outcomes” will be addressed through the following actions:

60. Develop our approach to attracting, developing and retaining diverse teams of talented people with a Fusion mindset so that we have the capability and capacity to deliver our BU2025 outcomes
61. Continue to invest in integrated and comprehensive induction, role and career development and support for staff from all parts or BU. Provide development frameworks and role and career paths that are based on Fusion and align to our BU2025 outcomes
62. Align all our staff development opportunities with our BU2025 outcomes
63. All our departments, professional services and cross-BU teams take account of staff feedback, manage change effectively, support openness and transparency, and communicate clearly and authentically, to achieve high levels of staff satisfaction
64. Align recognition and reward structures to our values and BU2025 outcomes to support us to achieve our vision, recognising and rewarding high performance
65. Empower staff and provide flexibility when it will support the effective delivery of the BU2025 outcomes
66. Strengthen leadership across BU by repositioning current and future leaders, including the Professoriate, to act as leaders consistently, including: (a) performance and alignment to our BU2025 outcomes; (b) leadership in the Fusion themes and our strategic investment areas; (c) coaching and mentoring, building teams around them and succession planning; and (d) role modelling the Fusion attributes, our values and behaviours
All our departments, professional services and cross-BU teams implement consistent talent management and succession plans to effectively identify and retain high potential staff. The University needs staff who are committed to lifelong learning and who can accept and adapt to a rapidly changing working environment.

The Operation of the PPDP scheme
Staff will be encouraged and facilitated to adapt to changes to the working environment through the introduction of a University-wide scheme for PPDP as part of the appraisal process. All staff are encouraged to make use of staff development opportunities. The aim of PPDP is to provide a business focused individually centred approach to individual staff development and to encourage staff to adopt a more pro-active approach to their development and participation in appropriate staff development activities and to capitalise on the learning gained through them. PPDP will do this by enabling staff to reflect upon and evaluate their learning experiences and plan for their own development in the light of these. It is seen as an extension to the appraisal scheme. Whereas the appraisal process gives an individual the opportunity to reflect on and articulate development needs during the interview or review meetings based on the previous and coming years, the PPDP encourages individuals to engage with longer term planning and to continually reflect on their learning achievements and development needs, record them throughout the year and discuss them with their appraiser more fully. The detailed methods of implementing PPDP are left to managers, appraisers and appraisees to determine, within the guidelines outlined in the following sections.

Goals
Through its primary aim of encouraging staff to adopt a more pro-active approach to their participation in staff development activities and to capitalise on the learning gained through them, PPDP should assist the University to:

- Focus on developing staff by responding to their individual needs within the context of the strategic agenda
- Build awareness and understanding of individual and team development needs and requirements to inform the central provision of staff development
- Increase individual competence
- Enhance service quality
- Prepare staff for future roles or other job changes
- Facilitate change in practice
- Monitoring and evaluating PPDP

Responsibility for Implementing the PPDP scheme
Responsibility for implementing the PPDP scheme rests with managers and appraisers, in partnership with appraisees, as part of the Performance Appraisal process.
University managers and appraisers are responsible for establishing the climate and appropriate support systems by:

- Communicating University strategy, policy and plans to staff
- Specifying the responsibilities of managers and staff for PPDP activities
- Making advice and information available to staff
- Committing resources to PPDP
- Monitoring and evaluating PPDP through the Staff Development Steering Group.

**Faculty and Professional Service Responsibility**

Each Faculty and Professional Service is responsible for offering to individuals structured and planned opportunities to record and evaluate their own development by:

- Supporting all staff in the development of their Personal and Professional Development Plan, including committing resources and facilitating access to appropriate staff development opportunities through the following:
- For academic staff this is through scholarly activity and CPD; for professional and support staff this is through CPD and an expectation that a range of staff development activities, normally equivalent to a minimum of 4-6 days a year, will be accessed. In all cases this will be as agreed with the individual’s line manager
- Developing documentation to record personal and professional development which is appropriate to the needs of their staff, eg: folders, reflective statements, forms attached to appraisal records etc.
- Encouraging individuals to undertake continuing professional development and scholarly activity through engagement with appropriate professional organisations
- Encouraging individuals to seek recognition or accreditation for their PPDP achievements through appropriate avenues, for example: Higher Education Academy Fellowship; membership of professional bodies and meeting their requirements for continuing professional development (e.g. the PG Certificate in Education Practice) or Microsoft Office Specialist.
- Fostering the development of managers so that they can effectively support the development needs of their staff.

**Individual Responsibility**

Each individual member of staff is responsible for planning their personal and professional development activities in partnership with their line managers through:

- Discussing and agreeing objectives for their personal and professional development and identifying ways in which these might be met
• Drawing up and maintaining a personal and professional development plan
• Seeking out opportunities to enhance their personal and professional capability
• Reflecting on and evaluating their personal and professional development
• Maintaining an ongoing review of their plan with their line manager
• Recording personal and professional development activity in folders reflective statements etc and attached to performance appraisal documentation as appropriate.

**Monitoring and Evaluating of the PPDP scheme**

The University will seek to evaluate the benefits of promoting PPDP amongst its staff by:

• Evaluating jointly with individuals and Faculties/Professional Services the results and benefits of PPDP planning
• Monitoring, reviewing and revising where necessary, the policies and plans for PPDP in the light of experience and implementation for their personal and professional development and identifying ways in which these might be met
• Drawing up and maintaining a personal and professional development plan
• Seeking out opportunities to enhance their personal and professional capability;
• Reflecting on and evaluating their personal and professional development;
• Maintaining an ongoing review of their plan with their line manager