

Community Foundation

Introduction to Leadership | Mentoring

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Introduction to Leadership | Mentoring

This supplementary resource gives a basic introduction to the mentoring pathway through the Community Foundation Leadership Academy.

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The Role of the Mentor

Definition:

The role of the mentor is to use knowledge and experience to provide support, guidance, and advice to a mentee.

Roles:

As a mentor you'll be seen as a trusted counsellor or guide. In most cases you'll be older, more experienced, or more knowledgeable in a given field than the mentee. It is common that you will help with goal setting, skill development, resource provision, career pathways or personal life advice.



What Makes a Great Mentor?

Principles:

One of the most important skills to have as a mentor is the ability to listen. Only then will you be able to understand how you can truly support the needs of the mentee. The aim is to support and inspire the mentee to realise and act on their own ability/potential rather than doing the work for them. Remember that this is a two-way process that will involve shared learning in both directions. In order for this to be a success, respect needs to be established between both parties. It is crucial that you avoid going beyond your level of experience/expertise.

To help identify the key to great mentoring, we have developed the acronym, LISTEN.

L

- **Listen and Understand** - In order to help a mentee, you must first listen and understand what they want to gain from the mentorship and the reasons why.

I

- **Inspire and Motivate** - To help individuals unlock full potential to achieve their personal best. Motivating mentees to seek out their own solutions.

S

- **Support and Guide** - Support mentees with the combined provision of knowledge and resources. It is important to provide guidance without doing all of the work for the individual.

T

- **Two-way Process** - Successful mentoring will involve shared learning in both directions between the mentor and mentee. A platform for both parties to develop skills and knowledge.

E

- **Establish Respect** - Building rapport and communicating effectively will largely depend on the respect between the mentor and mentee. Trust is crucial between both parties.

N

- **Never Exceed the Bounds of Your Role** - Don't be afraid to seek advice or refer the mentee onto further support in order to avoid working beyond your level of experience/expertise.

Preparation

Talking Points/Common Questions: The process of mentoring can take many forms. The most common form will be through a face-to-face meeting. Even if the mentoring is taking place digitally, it helps to be prepared with talking points and key questions. Any preparation will largely be influenced by the needs of the mentee.

Equipment: Ensure that you have the equipment that meets the needs of the mentee. Do you need a pen & paper or electronic device to record any notes or produce any action plans? Were you required to bring any resources along to this session?

Clothing: Ensure that you are dressed appropriately to deliver the session/engage with mentoring.

Delivery

Location: Ensure that the setting of any face-to-face mentoring meets the needs of the mentee. Consider if the setting is suitable for conversation that may include personal information. Is the setting comfortable? Are you likely to be interrupted?

Mentoring: The format of a mentoring session can vary significantly. Although there is no set format for the mentoring, there are some key points to remember. Mentors are encouraged to follow the 'LISTEN' principle. Ensure that the mentee is provided with a platform to speak their views and to ask you questions. Ask the mentee questions to prompt discussion but give them the flexibility to steer the direction of the conversation. Keep the mentee motivated by agreeing on goals to work towards. Show interest and engage with 'active listening' e.g. eye-contact, nodding and affirming words/sounds.

Duration: As there is no set format for the mentoring process, the duration of any meetings will also vary. It is important to ensure that the planned talking points are addressed where possible. Proposed timings should be agreed by both parties beforehand.

Conclusion

Next Steps: Do you need to make any notes to summarise actions from the session? Is there anything required from the mentee before the next session? When/where will the next session be? Ensure that the mentee has all that they need to be dismissed/collected from your session.

Common Mistakes to Avoid

Preparation

Talking Points/Common Questions: Without preparation, you risk the possibility of silent periods. Large periods of silence waste valuable time that could be spent supporting the mentee. These talking points should not be followed like a session plan but instead referred to when necessary.

Equipment: In this case it would be better to have a pen and paper but not need to use it than to need it and not have it. Don't use any electronic devices to record conversation unless agreed with the mentee and your organisation.

Clothing: Delivering a mentoring session whilst wearing inappropriate clothing can be counterproductive. If you are dressed as though you are about to rush off to a fancy function, then you may give the impression that you don't want to be at the session as you have somewhere more important to be.

Delivery

Location: For face-to-face mentoring, try to avoid noisy settings where it may be difficult to engage in conversation. It can be easy to assume that the mentee is as comfortable in a given setting as you are, but this is not always the case. Don't be afraid to assess their satisfaction with the setting or welcome alternative suggestions.

Mentoring: Speaking too much as a mentor can be detrimental to the mentoring process. The most important skill is the ability to listen and understand what the mentee has to say. Your job is not to do the work for the mentee but to support and guide them to find the right solution for themselves. Don't assume that the mentee will be motivated to develop and progress without the use of goal setting. Don't preoccupy yourself with notetaking or finding resources during a session as it is far more important that you give your full attention to the mentee.

Duration: Don't be afraid to review and adjust the duration of any mentoring sessions if you feel that the time isn't being used appropriately.

Conclusion

Next Steps: Don't conclude the session without providing any important information regarding the next session. Don't leave until the mentee has been dismissed appropriately.

Minimum Standards

“by failing to prepare, you are preparing to fail”

Talking Points/Common Questions: We do encourage you to plan out your talking points and key questions as this will help to ensure that your session can flow without large periods of silence. If your mentoring role is integrated into sport session delivery and involves a break-out group of mentees, then you should prepare talking points to prompt discussion amongst the group.

Equipment: If you need to borrow any equipment from QMSU Sport, then this must be requested in advance and will depend on availability.

Clothing: You must be dressed appropriately at each session. You are encouraged to wear Community Foundation clothing, Club Sport teamwear or clothing provided to you by the club/organisation.

“early is on time, on time is late, and late is unacceptable”

Format: In most cases, your mentoring will be integrated into sport session delivery. We encourage you to deliver this in small break-out groups to avoid any 1-on-1 engagement with u18s. Any 1-on-1 engagement or e-mentoring must first be discussed and agreed with the Community Foundation team to ensure that all safeguarding procedures are in place.

Mentoring: You must always give this your full attention and remain vigilant to ensure the safety of your mentee(s) as well as their enjoyment. You must report any safeguarding concerns to the Designated Safeguarding Advisor. You should not at any point be using mobile phones, tablets, or other devices during the session except in case of emergency or if agreed with the Community Foundation team for the benefit of the session. At no point should you be left alone with any individual participants, especially those under the age of 18. Any communication with the mentee(s) must not exceed the bounds of your role as a mentor.



“finish what you start”

Next Steps: Inform the participant(s) and relevant staff members if for any reason you will not be able to attend any upcoming sessions.

Getting Qualified

All mentoring hours delivered in the local community will count towards the rewards package through our Leadership Academy:

In return for 30 voluntary hours, we will fund your mentoring (or other) qualification up to the value of £200. In return for logging an additional 30 hours, we will contribute £400 towards your next qualification. Please note that we cannot fund both of your qualifications during the same academic year.

Leadership Academy Reward	Bronze Reward 	Silver Reward 	Gold Reward 	Platinum Reward 
Number of hours*	10	20	30	60
Certificate	✓	✓	✓	✓
T-Shirt	✓			
Hoodie		✓		
Full funding for level 1 sport qualification**			✓	
Funding for level 2 sport qualifications***				✓
*1 paid hour = 0.5 voluntary hours. **Level 1 funding up to a maximum £200. ***Level 2 funding up to a maximum £400.				

Upfront Costs

If you wish to gain your qualification before logging 30 hours as you feel that this will enhance your voluntary delivery, then you can pay for the course and be reimbursed by the Community Foundation once the hours have been logged. Please note that this must be agreed with the Sport Workforce Development Assistant Manager prior to making payment and proof of purchase (original invoice/receipts) must be provided.

Qualification Options

You're not required to have a qualification to be a mentor as it is your experience and personal qualities that are of importance. That being said, there are both sport-specific and general mentoring courses available. We will be flexible to fund other qualifications in return for your outreach if we feel that you meet the requirements of a relevant course.

Additional Resources

Chartered Institute of Personnel and Development (CIPD) – Effective Listening Skills in Mentoring (PDF)

https://www.cipd.co.uk/Images/effective-listening-skills-in-mentoring_tcm18-16957.pdf

The Institute of Leadership & Management (ILM) – Coaching and Mentoring Qualifications (Webpage)

<https://www.i-l-m.com/learning-and-development/coaching-and-mentoring-qualifications>

National Mentoring Resource Centre (Webpage)

<https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html>

Prince's Trust – Mentoring a Young Person (Webpage)

<https://www.princes-trust.org.uk/support-our-work/volunteer/volunteer-tools-tips/mentoring-young-person>