

ISMPE Self Assessment Guide



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Background

This document has been designed to help potential applicants for the award to

- understand what type(s) of evidence could be produced for each item
- provide a means of self-assessment and indicate readiness for formal assessment

There are two main types of evidence: documents and verbal accounts gained through an interviewing process. Listed against each Standard are suggestions: not all the documents given need to be provided; they are simply examples of how you might evidence that particular part of the Standard. With regard to interviewing, it is possible that representative samples of all those listed will be requested.

General notes on assessment are given towards the end of this document.

The Standards have been generated to fill a gap in the evaluation of mentoring programmes, with particular emphasis on programmes in adult employment and development. The six core Standards are as follows:

1. Clarity of purpose
2. Stakeholder training and briefing
3. Processes for selection and matching
4. Processes for measurement and review
5. Maintains high standards of ethics
6. Administration and support

Clarity of purpose

- The intended outcomes and benefits of the programme are clearly defined and understood by all the stakeholder audiences
- The outcomes are translated into viable and well understood objectives for each mentoring relationship

Performance Criteria	Questions	Ready? Y/N	Evidence
1.1 There is a published and readily available statement of programme purpose	<p>(a) <i>Is there a statement of purpose?</i></p> <p>(b) <i>Is it clearly understandable?</i></p> <p>(c) <i>Is it easily accessible?</i></p> <p>(d) <i>Do participants know what the purpose of the programme is?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information guide (hard copy; website) — information day slides/handouts; — newsletters/other marketing materials <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, other stakeholders (e.g. sponsor, line managers, steering group, trade union rep, champions, other third parties) <p>Appendices D, F refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
1.2 There is a published and readily available statement of values. Mentoring is clearly defined and terms of reference are understood by all participants.	<p>(a) <i>Is there a statement?</i></p> <p>(b) <i>Is it clearly understandable?</i></p> <p>(c) <i>Is it easily accessible?</i></p> <p>(d) <i>Do participants know what the values are?</i></p> <p>(e) <i>Do participants think the values are relevant?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information guide (hard copy; website) — information day slides/handouts; — newsletters/other marketing materials <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, other stakeholders (e.g. sponsor, line managers, steering group, trade union rep, champions, other third parties) <p>Appendix A refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
1.3 Stakeholders are engaged in discussion about the meaning and implication of the programme purpose and values; and have an opportunity to influence these.	<p>(a) <i>Was there genuine dialogue?</i></p> <p>(b) <i>Were suggestions from stakeholders encouraged? Considered? Used?</i></p>		—

Performance Criteria	Questions	Ready? Y/N	Evidence
1.4 Where appropriate, the programme purpose is linked clearly to: the overall objectives of the organisation, under whose auspices the programme takes place; and/or achieving change in the organisation.	<p><i>Is it clear:</i></p> <p>(a) <i>What changes/behaviours the organisation wishes to encourage?</i></p> <p>(b) <i>What the business priorities are and how mentoring can support them?</i></p> <p>(c) <i>Are participants aware of this?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information guide (hard copy; website) — information day slides/handouts; — newsletters/other marketing materials; — Sponsor/steering group talks at training workshops; — programme management reports <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, other stakeholders (e.g. sponsor, line managers, steering/advisory group, trade union rep, champions, other third parties)

Performance Criteria	Questions	Ready? Y/N	Evidence
1.5 Each mentoring pair is encouraged to establish learning and/or other goals from the relationship; their goals may extend beyond organisational goals; there is a process to monitor whether this has been done	<p>(a) <i>Is there documentation or training input to encourage goal setting?</i></p> <p>(b) <i>Has the co-ordinator checked that people have set goals?</i></p> <p>(c) <i>Has action been taken to assist any pairs, which have not discussed learning goals?</i></p> <p>(d) <i>Is the monitoring process recorded?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — information day agenda/slides/handouts — training programme content/participant guide — organisational mentoring guidelines — mentoring contracts — item on participant 3-6 month questionnaire — outcomes of above question — e-mail/other correspondence (co-ordinator → participants) — database outputs/records <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices B, C, M, N refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
1.6 Both mentors and mentees have clear and complementary expectations from the programme and from their relationship	<p>(a) <i>Have mentors and mentees explored expectations generally in training sessions?</i></p> <p>(b) <i>Have they discussed these issues within the relationship?</i></p> <p>(c) <i>How does the co-ordinator know that this has happened?</i></p> <p>(d) <i>Have mentors and mentees agreed when and how they will measure progress against the relationship goals?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — information day agenda/slides/handouts — training programme content/participant guide — organisational mentoring guidelines — mentoring contracts — items on participant 3-6 month questionnaire — outcomes of above questions — e-mail correspondence (co-ordinator → participants) — database outputs/records <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices B, C, M, N refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
1.7 The target audience(s) for the programme is clearly defined	<p>(a) <i>Have all stakeholders been issued with a statement that defines the target audience?</i></p> <p>(b) <i>Is it clear who is included/excluded in this definition?</i></p> <p>(c) <i>Has due consideration been given to the impact on people not included?</i></p> <p>(d) <i>Is there a rational and fair explanation for why this group has been selected?</i></p> <p>(e) <i>Is there both a business and ethical case for this selection?</i></p> <p>(f) <i>Has there been discussion about demographics and different needs within the target group and how this might affect mentoring relationships differently?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information guide (hard copy; website) — information day slides/handouts; — newsletters/flyers/other marketing materials — meeting outputs — training materials — e-mail/other correspondence <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants — co-ordinator — senior management — other stakeholders (e.g. sponsor, line managers, steering/advisory group, trade union rep, champions, other third parties) <p>Appendix E refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
1.8 There is a process to test both programme and, where appropriate, individual goals against reality	(a) <i>Do all participants have learning logs?</i>		<u>Documentation:</u> <ul style="list-style-type: none"> — common access to pro-forma documents — training includes goal setting and goal tracking techniques — items on participant 3-6 month questionnaire — outcomes of above questions — database outputs/records — sponsor/top management communication — focus group feedback <u>Interviews:</u> <ul style="list-style-type: none"> — participants, co-ordinator, senior management, other stakeholders (e.g. sponsor, line managers, steering/advisory group, trade union rep, champions, other third parties) <p>Appendices B, E, J, N refer</p>
	(b) <i>Does the training programme help them set and work towards relationship goals?</i>		
	(c) <i>Has top management publicly endorsed the programme?</i>		
	(d) <i>Do participants and line managers believe the programme goals are realistic?</i>		
	(e) <i>Do participants believe their personal goals for the relationship are realistic?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
1.9 Participants understand clearly why mentoring is an appropriate process for achieving the programme and relationship purposes	(a) <i>Is there appropriate documentation, detailing the benefits to all stakeholders, including the organisation?</i>		<u>Documentation:</u> <ul style="list-style-type: none"> — published information guide (hard copy; website) — information day slides/handouts; — newsletters/other marketing materials — training content includes discussion of benefits; output flips — sponsor/senior management communications <u>Interviews:</u> <ul style="list-style-type: none"> — participants, co-ordinator, other stakeholders (e.g. sponsor, line managers, steering group, trade union rep, champions, other third parties) <p>Appendices B, E, F refer</p>
	(b) <i>Do all participants have copies (or access to copies on a website)?</i>		
	(c) <i>Has this issue been discussed during training?</i>		
	(d) <i>Has top management reinforced this message?</i>		

Stakeholder training and briefing

- Participants and stakeholders understand the concept of mentoring and their respective roles
- Participants are aware of the skills and behaviours they need to apply in their roles as mentors and mentees; and have an opportunity to identify skills gaps
- Learning support is available throughout the first 12 months of their involvement in the programme

Performance Criteria	Questions	Ready? Y/N	Evidence
2.1. Participation in a process to learn the basics of mentoring is a non-negotiable condition of taking part in the mentoring programme, for both mentors and mentees	<p>(a) <i>Is there a policy to require all mentors and mentees to attend training?</i></p> <p>(b) <i>Is this policy rigorously enforced? (i.e. are there some matches made with participants who have not been trained?)</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — operating principles/policy; published info guide — training attendee lists — database outputs/records <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices E, L, M refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
2.2 There is a clear and well-founded conceptual framework to explain mentoring functions and behaviours.	<p>(a) <i>Does the training material use and explain a behavioural model?</i></p> <p>(b) <i>Does it relate mentoring activity to a broader developmental context?</i></p> <p>(c) <i>Is the level of explanation appropriate for the audience?</i></p> <p>(d) <i>Do participants understand the model?</i></p> <p>(e) <i>Are they able to use it as a practical baseline for their role as mentor or mentee?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — training participant materials — training 'happy sheets' — information day slides/handouts; — newsletters/other marketing materials — participant application/registration/preparation forms <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, (trainer) <p>Appendices B, F refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
2.3 Participants obtain a clear distinction between mentoring and other forms of help and learning (e.g. coaching, counselling, tutoring)	<p>(a) <i>Does the training material provide succinct and easily grasped distinctions?</i></p> <p>(b) <i>Do participants have an opportunity to discuss and internalise those distinctions?</i></p> <p>(c) <i>Are the boundaries between the different forms of "helping to learn" clear?</i></p> <p>(d) <i>Are the commonalities between the different forms of "helping to learn" clear?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — training materials clarify the distinction — published information guide (hard copy; website) — information day slides/handouts; — newsletters/other marketing materials <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator (trainer) <p>Appendices B, F refer</p>

2.4 There is a clear and well-founded framework of competencies for mentors and mentees, upon which the training is based	(a) <i>Is there a competency base at all?</i>		<u>Documentation:</u> — training materials explain competencies — training agenda includes opportunities to discuss competencies — information day slides/handouts; — newsletters/other marketing materials <u>Interviews:</u> — participants, co-ordinator (trainer) Appendices B, F refer
	(b) <i>Is it a proper framework, or simply a list of skills?</i>		
	(c) <i>Is it supported by research?</i>		
	(d) <i>Is it clear why these skills/competencies are important for a mentor?</i>		
	(e) <i>Do participants have an opportunity to discuss these?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
2.5 There are opportunities to reflect on personal experience and to build self-awareness	(a) <i>Does the training process allow people time to reflect?</i>		<u>Documentation:</u> — joining instructions — training agenda provides reflective opportunities — registration/matching/application forms <u>Interviews:</u> — participants, co-ordinator, (trainer) Appendices B, G refer
	(b) <i>Are they asked to do some reflective thinking before they attend?</i>		
	(c) <i>Does the training have appropriate exercises to encourage reflection?</i> <i>(The latter question is applicable particularly to e-learning resources.)</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
2.6 Appropriate diagnostic instruments are applied to build understanding of self and each other	(a) <i>Does the training use any diagnostic instruments?</i>		<u>Documentation:</u> — training agenda and materials includes reference to diagnostics as appropriate — diagnostic tools included in pre-work, e.g. learning styles, team roles <u>Interviews:</u> — participants, co-ordinator, (trainer) Appendix O refers
	(b) <i>Is the purpose of these clearly explained?</i>		
	(c) <i>Do participants see the relevance of them?</i>		
	(d) <i>Is there time/space to discuss the implications of the scores for each individual?</i>		
	(e) <i>Are the diagnostics general behavioural/developmental; or do they also include some that are specifically designed for mentoring?</i>		
	(f) <i>Do participants find them useful in defining their aptitudes as mentors/mentees?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
2.7 The training deals in depth with issues of confidentiality and ethicality	<p>(a) <i>Are the topics covered at all?</i></p> <p>(b) <i>Is there any opportunity to discuss the implications?</i></p> <p>(c) <i>Are participants' concerns adequately brought into the open?</i></p> <p>(d) <i>Is reference made to appropriate Codes of Conduct and are these available to participants?</i></p> <p>(e) <i>Do participants feel this aspect of the relationship has been dealt with adequately?</i></p> <p>(f) <i>Are there remaining concerns about confidentiality?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — training materials and agenda include discussion of ethics/confidentiality — Codes of Conduct available to all; published on website — mentoring agreement/contract — operating principles/policy — training 'happy sheets' — confidential advisor available to participants <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, (trainer) <p>Appendices A, B, C refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
2.8 The training deals in depth with issues of relationship management	<p>(a) <i>Do participants have an opportunity to discuss good practice in managing the mentoring relationship?</i></p> <p>(b) <i>Are there clear guidelines in the support materials?</i></p> <p>(c) <i>Are roles and responsibilities of both parties clear?</i></p> <p>(d) <i>Are mentees clear about the need for them gradually to take more control of the mentoring discussions?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — training materials and agenda include roles/ responsibilities — focus group opportunities available – scheduled dates/attendees — items on participant 3-6 month questionnaire — outcomes of above questions <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, (trainer) <p>Appendices E, B, N refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
<p>2.9 There is opportunity to practise the skills of being an effective mentor /mentee and/or evidence of prior competence in the role</p>	<p>(a) <i>Is there sufficient practice time to put learning into practice during the training process?</i></p> <p>(b) <i>Does each pair have an opportunity to reflect upon and discuss the learning they have gained from the practice?</i></p> <p>(c) <i>Do practising pairs receive feedback from an observer?</i></p> <p>(d) <i>Do experienced mentors have an opportunity to refresh/ enhance their skills?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — training agenda includes practice opportunities — participant application - history — on-going training/development opportunities provided – schedule/attendee lists <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, (trainer) <p>Appendix B refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
<p>2.10 Other stakeholders (such as line managers, teachers, parents) are informed about the programme, are aware of how it can benefit them, and have an opportunity to discuss how they can provide appropriate support</p>	<p>(a) <i>Are there appropriate methods to brief other stakeholders about the programme?</i></p> <p>(b) <i>Are they aware of how they can help?</i></p> <p>(c) <i>Is there a source of training/more extensive briefing that will enhance their ability to support the mentoring relationship? (Some organisations invite line managers to the mentor training, for example.)</i></p> <p>(d) <i>Do mentees feel their line managers and/or work colleagues are aware of the aims of the mentoring programme and supportive towards them?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information guide (hard copy; website) — education/briefing session slides/handouts/flips — attendee lists for above — correspondence/other materials <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, other stakeholders (e.g. line managers, steering/advisory group, trade union rep, champions, other third parties) <p>Appendices E, H refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
2.11 The training design is appropriate for the cultural environment in which the programme takes place	(a) <i>Have cultural differences been taken into account in designing the programme?</i>		<u>Documentation:</u> — participant feedback clearly linked to training design changes — steering group composition <u>Interviews:</u> — participants, co-ordinator, (trainer)
	(b) <i>Has there been input into the design from people with different backgrounds, within the mentee and mentor groups?</i>		
	(c) <i>If there is a steering group, how representative is it of the diversity of participants?</i>		
	(d) <i>Do the co-ordinators demonstrate an adequate understanding of cultural difference and its impact on relationships?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
2.12 Time is allocated to the initial training process, to allow participants to begin the relationship with confidence and with an awareness of the behaviours required of them	(a) <i>Do participants feel they have had sufficient training time to get started?</i>		<u>Documentation:</u> — training agenda includes practice opportunities — training 'happy sheets' include confidence/commitment measure <u>Interviews:</u> — participants, co-ordinator, (trainer) Appendix B refers
	(b) <i>Are participants able to give feedback at the end of the initial training as to how well prepared they feel?</i>		
	(c) <i>Are they aware of continuing support available to them, as they grow into the role of mentor/mentee?</i>		
	(d) <i>Do they feel they have a broad understanding of what they have to do, even if they still need practice?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
2.13 Training and/or learning extends beyond the initial awareness raising event; mentors in particular have opportunity to reflect upon and discuss learning as they experience the relationship	<p>(a) <i>Is there provision for mentors at least (preferably both mentors & mentees) to:</i></p> <p>a. <i>Talk over difficulties they are having with the role?</i></p> <p>b. <i>Acquire additional mentoring skills and techniques over the first 12 months after initial training?</i></p> <p>c. <i>Share their learning about mentoring with peers?</i></p> <p>d. <i>Maintain and gain feedback on learning logs?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — on-going training/development opportunities provided – agendas/schedules/attendee lists — focus group/action learning set schedule and attendee logs — confidential advisor available to participants — e-mail/other correspondence <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, (trainer) <p>Appendix L refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
2.14 Trainers (a) have prior experience as or exposure to the role of mentors/mentees in their own right (b) have a knowledge of mentoring beyond the immediate requirements of the training workshops and (c) have a wider knowledge of developmental dynamics	<p>(a) <i>Are they currently in at least one mentoring relationship?</i></p> <p>(b) <i>Are they able to give practical examples, from their own or other people's experience, of issues that commonly arise within mentoring relationships?</i></p> <p>(c) <i>Have they read around the subject?</i></p> <p>(d) <i>Have they read more widely around developmental dynamics? (e.g. learning styles, double-loop learning, coaching, counselling)?</i></p> <p>(e) <i>Do participants feel the trainers are knowledgeable on the topic?</i></p> <p>(f) <i>Have trainers had at least one experience as a mentor/mentee?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — trainer CV/biography — trainer questionnaire <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, (trainer) <p>Appendix K refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
2.15 There is a process to counsel would-be mentors, who demonstrate a lack of core skills/behaviours during training	<p>(a) <i>Is there a written policy/set of procedures?</i></p> <p>(b) <i>Is it used?</i></p> <p>(c) <i>Does the procedure include:</i></p> <p>a. <i>a process to make the mentor aware of the problem?</i></p> <p>b. <i>a process to provide additional counselling/coaching?</i></p> <p>c. <i>a process to allow him/her to withdraw gracefully and positively from the programme if s/he is unwilling/unable to perform the role effectively?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — mentoring policy/operating principles — guidelines for co-ordinators — information day slides/handouts — FAQs document (hard copy/website) <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendix L Refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
2.16 Participants and stakeholders are able to influence the conduct and content of future training/briefings	<p>(a) <i>Are there further opportunities to enhance mentor/mentee skills?</i></p> <p>(b) <i>Are mentors and mentees consulted about the style and content of these?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — on-going training/development opportunities provided – agendas/schedules/attendee lists — focus group notes and actions — participant evaluation/feedback requests; clear links to training design changes <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, (trainer)

Performance Criteria	Questions	Ready? Y/N	Evidence
2.17 The quality of training is assessed at the point of delivery and changes made to future training programmes as appropriate	(a) <i>Is an evaluation sheet completed after each training event?</i>		<u>Documentation:</u> — 'happy sheet' roll-ups/summaries — programme management reports/ correspondence, indicating outcomes and improvements identified <u>Interviews:</u> — participants, co-ordinator, other stakeholders (e.g. sponsor, line managers, steering/advisory group, trade union rep, champions, other third parties)
	(b) <i>Is the data from this aggregated and shared with:</i>		
	a. <i>Participants</i>		
	b. <i>Senior managers</i>		
	(c) <i>Has the data been used to make improvements in the training content/approach?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
2.18 There is provision for further learning about mentoring outside of the formal training process	(a) <i>What materials are available to help participants further their learning?</i>		<u>Documentation:</u> — availability of additional materials (books, e-learning, videos etc.) — availability/use of additional support — information guide (hard copy or website) — sponsorship for studying mentoring qualifications <u>Interviews:</u> — participants, co-ordinator Appendices E, F refer
	(b) <i>What additional support is provided to them?</i>		

Processes for selection and matching

- Mentors are selected to meet the specific needs of mentees
- Both mentors and mentees have an influence on whether they participate and who they agree to pair with
- The experience gap permits significant learning by the mentee
- There is a process for recognising and unwinding matches that do not work; and for reassigning the participants, if they wish

Performance Criteria	Questions	Ready? Y/N	Evidence
3.1 There are clear criteria for participation and/or selection of mentors and mentees	(a) <i>Is there a clear definition of the experience and other characteristics expected of the mentors and mentees?</i>		<u>Documentation:</u> <ul style="list-style-type: none"> — published information guide (hard copy; website) — information day slides/handouts; — training materials — e-mail/other correspondence <u>Interviews:</u> <ul style="list-style-type: none"> — participants, co-ordinator Appendix F refers
	(b) <i>Is it clear which characteristics are essential and which “nice to have”?</i>		
	(c) <i>Are participants clear why they have been selected (volunteered)?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
3.2 Participation is voluntary, even where the programme is targeted at specific groups	(a) <i>Is there a clear statement of the voluntary nature of the programme?</i>		<u>Documentation:</u> <ul style="list-style-type: none"> — published information guide (hard copy; website) — information day slides/handouts; — application/registration forms — written agreement to becoming a participant, e.g. letter, e-mail, documented tel conversation <u>Interviews:</u> <ul style="list-style-type: none"> — participants, co-ordinator Appendices E, M refer
	(b) <i>Are participants required to give their consent in writing?</i>		
	(c) <i>Do participants perceive that they are genuinely volunteers</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
3.3 There is a consistent process for identifying mentees' needs and comparing these to mentor characteristics	<p>(a) <i>Is appropriate information collected about the background and interests of both mentors and mentees?</i></p> <p>(b) <i>Is appropriate information collected about their learning goals? (Both mentor and mentee)</i></p> <p>(c) <i>Is there a consistent process for comparing wants and needs?</i></p> <p>(d) <i>Has there been an input into this process from participants?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — participant registration/application/matching forms — published matching process — information guide (hard copy or website) — database <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — co-ordinator, participants <p>Appendices E, F, G, L refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
3.4 Participants have a say in who they are matched with wherever possible	<p>(a) <i>Is there a procedure to ensure participants' wishes are taken into account?</i></p> <p>(b) <i>Do participants (both mentors and mentees) feel they had an opportunity to turn down matches they did not feel comfortable with?</i></p> <p>(c) <i>Does the process allow for people to exercise preferences for same sex/ same race mentoring partners? (Ideally, mentees should have a choice of mentors.)</i></p> <p>(d) <i>Is there a record of agreement to the choice?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — participant application/matching forms — published matching process — FAQs published in hard copy/on website — information guide (hard copy or website) — database — evaluation questionnaire item and outcomes — written confirmation that pairing is acceptable e.g. e-mail, record of face to face/telephone conversation, feedback from participant <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — co-ordinator, participants <p>Appendices E, G, M, L, N refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
3.5 Mentors and mentees are aware of the "no-fault divorce" arrangements available to them	<p>(a) <i>Is there a clear "no fault divorce" process?</i></p> <p>(b) <i>Do participants receive guidance on what to do if the relationship does not appear to be working?</i></p> <p>(c) <i>Do they feel free to discuss openly with the other party in the relationship, how the relationship is progressing?</i></p> <p>(d) <i>Do they feel they are under no pressure to try to make an unsuitable relationship work?</i></p> <p>(e) <i>Do they know what to do if they are unhappy with the relationship?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — information day agenda/slides/handouts — training programme content/participant guide — organisational mentoring guidelines — mentoring contracts — FAQs published in hard copy/on website — item on participant 3-6 month questionnaire — outcomes of above question — e-mail/other correspondence (co-ordinator-participants) — database outputs/records <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices B, E, L, N refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
3.6 The success of matching processes is reviewed regularly to enable repairing or additional support where necessary	<p>(a) <i>Is there a process to check with each mentor and mentee within the first three months and subsequently?</i></p> <p>(b) <i>Is there a process to re-match?</i></p> <p>(c) <i>When re-matching occurs, do participants have an opportunity to influence the choice?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — e-mail correspondence (co-ordinator-participants) — FAQs published in hard copy/on website — database outputs/records — questionnaire items and outcomes <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices E, L, M refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
3.7 People, who have requested to be mentors/mentees, but are not selected, receive appropriate feedback	<p>(a) <i>Is there a clear policy about this?</i></p> <p>(b) <i>Is there a clear procedure to keep them informed?</i></p> <p>(c) <i>If mentors are deemed unsuitable, do they receive open and honest feedback about why they have not been selected?</i></p> <p>(d) <i>Is such feedback supported by appropriate counselling?</i></p> <p>(e) <i>Are they offered help in developing their abilities as developers (e.g. become a mentee themselves, attend further courses)?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — mentoring policy/operating principles — guidelines for co-ordinators — notes/correspondence re feedback given — FAQs document (hard copy/website) <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendix L refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
<p>3.8 The experience gap permits significant learning by the mentee (NB this does not necessarily imply a status differential – peer mentors may have equal, but dissimilar, experiences and therefore a high experience gap)</p>	<p>(a) <i>Is the experience gap considered as a key element of the matching process?</i></p> <p>(b) <i>Is there a procedure for assessing the gap in each case?</i></p> <p>(c) <i>Is it appropriate to the confidence levels and learning needs of the mentees?</i></p> <p>(d) <i>Is the hierarchical gap (if any) appropriate to permit free dialogue?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published matching process broadly assesses the mentee’s learning need and the mentor’s relevant experience — information guide (hard copy or website) — database <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendix F refers</p>

Effective processes for measurement and review

The programme is measured sufficiently frequently and appropriately to:

- Identify problems with individual relationships
- Make timely adjustments to programme processes
- Provide a meaningful cost-benefit analysis and impact analysis

Performance Criteria	Questions	Ready? Y/N	Evidence
4.1 Measurements are based upon the goals defined in the programme purpose and programme values; and upon the goals defined within the individual pairings	<p>(a) <i>Have clear measures been established before matching begins?</i></p> <p>(b) <i>Are these measures clearly based upon programme goals?</i></p> <p>(c) <i>Has there been an input into those measures by the relevant stakeholders?</i></p> <p>(d) <i>Do programme sponsors feel that these measures are appropriate and useful?</i></p> <p>(e) <i>Are participants aware of how the success of the programme will be evaluated?</i></p> <p>(f) <i>Are participants aware of the need to set relationship goals?</i></p> <p>(g) <i>Are they clear about how to do so?</i></p> <p>(h) <i>Have they done so?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — information guide — FAQs published in hard copy/on website — training agenda/content — meeting notes/correspondence — evaluation questionnaire items and outcomes <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, other stakeholders (e.g. sponsor, line managers, steering group/ champions, other third parties) <p>Appendices B, N refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
<p>4.2 Mentors and mentees receive clear feedback from each other on their performance in the role</p>	<p>(a) <i>Do participants understand the importance of getting and giving each other feedback about how they perform their roles as mentor and mentee?</i></p> <p>(b) <i>Do they feel confident about broaching this subject?</i></p> <p>(c) <i>Have they done so?</i></p> <p>(d) <i>Does the co-ordinator maintain a record to check that each relationship has had such a discussion at least once in the first few meetings?</i></p>	<p></p> <p></p> <p></p> <p></p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — information guide — mentoring contracts/agreements — FAQs — training agenda/content — evaluation questionnaire item and outcomes — administrative records <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices B, N, M refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
<p>4.3 Wherever possible best practice is reviewed and relevant learnings incorporated into the programme</p>	<p>(a) <i>Does the co-ordinator (and where appropriate, the steering group) continue to read about other organisations' experiences in operating mentoring programmes?</i></p> <p>(b) <i>Has there been an exchange of good practice with other programme co-ordinators?</i></p> <p>(c) <i>Is there a process for occasional or regular benchmarking activities?</i></p> <p>(d) <i>Have any changes been made to the programme as a result of these activities?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — records of benchmarking visits — library of articles/relevant journals — membership of mentoring network forums — correspondence — internal newsletters/information updates — programme amendments, e.g. budget — subsequent open day materials <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator

Performance Criteria	Questions	Ready? Y/N	Evidence
4.4 Measurements relate to both processes and outcomes	<p>(a) <i>Do some of the measures address process issues (e.g. whether and how often people meet, how successful the matching process has been)?</i></p> <p>(b) <i>Do some of the measures address outcome measures (e.g. what has been achieved as a result of the mentoring process)?</i></p> <p>(c) <i>Are at least some of these measures 'SMART'?</i></p> <p>(d) <i>Do stakeholders understand the importance of contributing to this aspect of the measurement process?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — evaluation questionnaires/question sets — administrative records — mentoring meeting record forms — % relationships maintained/dissolved — evaluation outputs — satisfaction levels with programme <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, stakeholders (e.g. sponsor, line managers, steering group/ champions, other third parties) <p>Appendix N refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
4.5 Measurements relate to both the programme and individual relationships (within the bounds of confidentiality)	<p>(a) <i>Do some of the measures assess the impact of the programme upon organisational goals?</i></p> <p>(b) <i>Do some assess the achievement of relationship goals?</i></p> <p>(c) <i>Does the measurement process capture unexpected as well as expected outcomes?</i></p> <p>(d) <i>Are at least some of these measures 'SMART'?</i></p> <p>(e) <i>Is there a policy and process to ensure that data gathered about individual relationships remains confidential? Is this published and participants made aware of it?</i></p> <p>(f) <i>Do stakeholders understand the importance of contributing to this aspect of the measurement process?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — evaluation questionnaire/question set items — administrative records — evaluation outputs <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, stakeholders (e.g. sponsor, line managers, steering group/ champions, other third parties) <p>Appendix N refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
4.6 Review meetings are held to discuss feedback from participants, including line managers	(a) <i>Is there at least one review meeting within the first 12 months?</i>		<u>Documentation:</u> — diary records — evaluation outputs — meeting agendas, notes/actions and attendees — participant logs <u>Interviews:</u> — participants, co-ordinator, stakeholders (e.g. line managers/other third parties) Appendices M, N refer
	(b) <i>Is feedback from measurement aggregated and fed back to participants ahead of the review meeting?</i>		
	(c) <i>Is sufficient time given to discuss this feedback?</i>		
	(d) <i>Do review sessions also provide an opportunity to provide additional skills/technique training?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
4.7 Feedback from mentors and mentees is analysed by the co-ordinators to identify recurring themes relevant to the programme or to other development issues within the organisation	(a) <i>Is feedback recorded in a form, from which themes can be extracted?</i>		<u>Documentation:</u> — evaluation outputs over mentoring cycle — meeting agendas, notes/actions and attendees — sponsor/top management reports <u>Interviews:</u> — co-ordinator, stakeholders (e.g. sponsor, HR/ training & development staff) Appendix N refers
	(b) <i>Is there a process to consider such feedback?</i>		
	(c) <i>Are there examples of this process working?</i>		
	(d) <i>Is there a process to raise broader issues (e.g. the quality of appraisals) that emerge from the feedback, with those responsible in the organisation?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
4.8 Review meetings are held with the programme sponsors	(a) <i>Is there a schedule of review meetings with sponsors?</i>		<u>Documentation:</u> — diary records — meeting agendas, notes/actions and attendees <u>Interviews:</u> — co-ordinator, sponsor, steering/advisory group Appendix M refers
	(b) <i>Do they take place?</i>		
	(c) <i>Are they minuted?</i>		
	(d) <i>Do sponsors find them useful?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
4.9 At appropriate timings, improvements are made to the programme as a result of information received in items 4.1-4.7	(a) <i>Is it clear how the measures will be used to improve the programme?</i>		<u>Documentation:</u> — meeting agendas, notes/actions and attendees — e-mails/other correspondence — newsletters/information updates — subsequent open day materials — updated information guide — revised training materials <u>Interviews:</u> — participants, co-ordinator, stakeholders (e.g. sponsor, line managers, steering/advisory group, trade union rep, champions, other third parties)
	(b) <i>Is it clear how they will be used to promote confidence in the programme from the various stakeholders?</i>		
	(c) <i>Has this been the case?</i>		

Maintain high standard of ethics and pastoral care

- The programme adheres to clear guidelines on the behaviour and responsibilities of all stakeholders
- There is a process for recognising and managing conflicts of interest between stakeholders (e.g. between mentees and the organisation)

Performance Criteria	Questions	Ready? Y/N	Evidence
5.1 There is a Code of Conduct for all parties (mentors, mentees, line managers, programme support staff and the organisation in general)	<p>(a) <i>Is there a Code of Conduct for:</i></p> <p>a. <i>mentors?</i></p> <p>b. <i>mentees?</i></p> <p>c. <i>line managers?</i></p> <p>d. <i>programme support staff?</i></p> <p>e. <i>the organisation?</i></p> <p>(b) <i>Is it clear what the responsibilities of each party are?</i></p> <p>(c) <i>Is it published/promoted to all parties?</i></p> <p>(d) <i>Has it been benchmarked against other Codes available?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information guide (hard copy; website) — distribution lists — copies of Codes — training and briefing agendas/contents — mentoring contracts/agreements — benchmarking records/articles/examples <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, sponsor/top management, line managers, steering group <p>Appendices A, E refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
5.2 The Code of Conduct is understood by and discussed with all stakeholders	<p>(a) <i>Do participants know and understand the Code, as it applies to them?</i></p> <p>(b) <i>Is it reviewed within mentor and mentee training?</i></p> <p>(c) <i>Are participants given practical examples, to illustrate how the Code works?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — training and briefing agendas/contents — training/briefing attendance logs — mentoring contracts/agreements <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, sponsor/top management, line managers, steering group <p>Appendices A, B refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
5.3 Performance against the Code of Conduct is monitored	<p>(a) <i>Do participants know whom to contact, if they feel the Code is being (or may be) breached?</i></p> <p>(b) <i>Are the provisions of the Code reinforced at group review sessions?</i></p> <p>(c) <i>Are actual/potential breaches recorded?</i></p> <p>(d) <i>Is there a process to add to/amend the Code in the light of experience?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published process/info guide (hard copy; website) — review meeting agendas/contents — administrative records — steering/advisory group meeting records — publication of updated Code(s) <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, sponsor/top management, line managers, steering group <p>Appendices L, M refer</p>
5.4 There is a process for dealing with breaches of the Code of Conduct	<p><i>Are there clear procedures for:</i></p> <p>(a) <i>investigating any apparent breach of the Code?</i></p> <p>(b) <i>counselling all parties involved?</i></p> <p>(c) <i>extracting lessons from the case?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published process/info guide (hard copy; website) — administrative records — counselling meeting records — publication of updated Code(s) <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices L, M refer</p>
5.5 Participants understand clearly the hierarchy of interests (mentee, mentoring pair, organisation) and have discussed the implications for managing relationships and the programme	<p>(a) <i>Is there a process for stakeholders to ask for advice about the Code and how it should be applied?</i></p> <p>(b) <i>Are participants aware of the hierarchy of interests?</i></p> <p>(c) <i>Do they feel it is adhered to?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published process/info guide (hard copy; website) — evaluation questionnaire item and outcome — review meeting agendas/notes <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, stakeholders

Administration and support

- Participants have adequate support throughout the formal programme and, where appropriate beyond
- The programme is managed professionally

Performance Criteria	Questions	Ready? Y/N	Evidence
6.1 The programme co-ordinator and other support staff have a clear, written, description of their roles and responsibilities and are assessed against them	(a) <i>Are there clear, written job descriptions for each of the roles?</i>		<u>Documentation:</u> <ul style="list-style-type: none"> — written job description/roles & responsibilities — sponsor meeting agenda/notes — programme resourcing plan (people, ££) <u>Interviews:</u> <ul style="list-style-type: none"> — participants, co-ordinator, sponsor/top management, steering/advisory group
	(b) <i>Have they been agreed with the programme sponsors?</i>		
	(c) <i>Do the job descriptions clearly define the responsibilities of each role?</i>		
	(d) <i>Is there a clear description of the resources available to fulfil those responsibilities?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
6.2 A central database is maintained to track the overall progress and outcomes of relationships	<p>(a) <i>Is there a database?</i></p> <p>(b) <i>Is it up-to-date and well-maintained?</i></p> <p>(c) <i>Does it allow the co-ordinator to make judgements about the effectiveness of individual mentors, over the course of several relationships?</i></p> <p>(d) <i>Does it allow the mentor to extract data, useful for programme management?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — sample of record keeping method/reports — schedule of updates/programme reviews — co-ordinator programme management notes/actions (confidential) <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendix M refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
6.3 Participants are encouraged to maintain personal learning logs	<p>(a) <i>Are participants given a template for a learning log?</i></p> <p>(b) <i>Are both mentors and mentees encouraged to use a learning log?</i></p> <p>(c) <i>Is the design of the logs suitable for evidence of learning in an accreditation process? (i.e. does it demonstrate acquisition of skills and knowledge, along with reflection on learning?)</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — pro-forma documents — training agenda/contents — evaluation questionnaire item and output — demonstrated use in accreditation processes <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendix J refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
6.4 There is a budget and a financial administration process where appropriate	<p>(a) <i>Is there a budget?</i></p> <p>(b) <i>Is there a process to oversee how the budget is spent and record expenditure against budget?</i></p> <p>(c) <i>Is this budget used to measure return on investment from the mentoring programme?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — co-ordinator role and responsibilities document — draft budget — sponsor meeting agenda/notes — agreed budget — budget management process and records — sponsor/top management programme reports <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — co-ordinator, sponsor/top management, steering/advisory group <p>Appendices L, M refers</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
<p>6.5 The mentoring process is clearly linked to other development activities, where appropriate (e.g. appraisal, personal development planning or a process of continual personal development)</p>	<p>(a) <i>Is there a clear statement of how mentoring links with other developmental and/or performance management processes?</i></p> <p>(b) <i>Is there a process to liaise with those responsible for each of those activities?</i></p> <p>(c) <i>Is there a process to ensure data from these sources is available for use in the mentoring relationship? (e.g. is appraisal data clear enough for the mentee to explore the implications with his/her mentor?)</i></p> <p>(d) <i>Are mentees encouraged to use feedback gathered from other developmental/performance management activities in their mentoring discussions?</i></p> <p>(e) <i>Is there a process to ensure that effective mentors are recognised for their role? (e.g. is it taken into account in their own performance review?)</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information guide (hard copy; website) showing cross-references — meeting attendees, agendas, notes — e-mail/other correspondence — evaluation questionnaire items and outputs <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator, sponsor/top management, steering/advisory group, line managers, HR <p>Appendices E, B refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
6.6 There are processes to remind participants of responsibilities at key points in the relationship (e.g. initial “are we suited?” review; winding up)	<p>(a) <i>Is there a schedule of communications to support participants and “nudge” them into good practice?</i></p> <p>(b) <i>Are there opportunities for mentors to share concerns, experiences and learning with each other?</i></p> <p>(c) <i>Are there opportunities for mentees to share concerns, experiences and learning with each other?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — administrative records — e-mail/other correspondence — group meeting attendees/agendas/actions <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices L, M refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
6.7 There is a practical and accessible support resource for participants to seek advice on the conduct of their relationship	<p>(a) <i>Do they know who to go to for advice about the relationship?</i></p> <p>(b) <i>Do they feel comfortable about using this resource?</i></p> <p>(c) <i>Have the persons taking on this referral role been trained appropriately?</i></p>		<p><u>Documentation:</u></p> <ul style="list-style-type: none"> — published information (hard copy; website) — training agendas/content — e-mail/other correspondence — evaluation questionnaire items and outputs — training records — referral network listing <p><u>Interviews:</u></p> <ul style="list-style-type: none"> — participants, co-ordinator <p>Appendices E, M, N refer</p>

Performance Criteria	Questions	Ready? Y/N	Evidence
6.8 There is a clear and accessible process to assist participants in dealing with issues, which fall outside the remit of the relationship (e.g. an Employee Assistance Programme)	(a) <i>Do participants feel the boundaries are clear?</i>		<u>Documentation:</u> <ul style="list-style-type: none"> — published information (hard copy; website) — training agendas/content — e-mail/other correspondence — evaluation questionnaire items and outputs — referral network listing — internal company information e.g. stress help line <u>Interviews:</u> <ul style="list-style-type: none"> — participants, co-ordinator, HR <p>Appendices E, M, N refer</p>
	(b) <i>Do they know where to go to for help in dealing with issues such as stress management, or financial counselling?</i>		
	(c) <i>Is there written guidance on this topic?</i>		

Performance Criteria	Questions	Ready? Y/N	Evidence
6.9 There is a documented quality control process	<p>(a) <i>Is there a process chart for the overall mentoring programme?</i></p> <p>(b) <i>Does the steering group (if there is one) regularly review performance of the programme with a view to making process improvements?</i></p>		<u>Documentation:</u> <ul style="list-style-type: none"> — process/project management plan — meeting attendees, agendas, notes — e-mail/other correspondence <u>Interviews:</u> <ul style="list-style-type: none"> — participants, co-ordinator, sponsor/steering grp. <p>Appendix L refers</p>

Presentation of Information

- Applicants and assessors find it helpful to use a spreadsheet for tracking the type of evidence provided for each sub-clause of a standard.
- It is helpful to mark up particular pages of large documents according to the Standard/sub-clause being referred to.
- Ensure you adhere to local data privacy and other confidentiality conventions applicable in the country in which the programme operates.

Sample Sizes for Participants in the Formal Assessment

- Wherever possible samples should be equal numbers of mentors and mentees, preferably matched pairs.
- As a general guideline:
 - programmes with under 10 pairs, 50% of participants will be interviewed
 - programmes with 11-20 pairs, 30%
 - programmes with 21-40 pairs, 20%
 - programmes with 41 -100, 10%
 - programmes with 100+ pairs, 10% for the first 100 and 2% for each further 50.

Appendices

The following pages give some suggestions for what you might consider/include in various aspects of your mentoring programme:

A	Suggested areas for inclusion in a Code of Conduct/Policy	H	Content for educating/briefing third parties
B	Elements for possible inclusion in mentoring training	J	Contents for a learning log
C	Contents for a mentoring contract	K	Questions to ask a trainer/consultant
D	Examples of scheme purposes and objectives	L	Suggested processes and procedures
E	Contents for a mentoring information guide/website	M	Headings for an administrative database
F	Reading	N	Areas for evaluation
G	Contents for a matching/application form	O	Examples of diagnostic tools

APPENDIX A - Suggested Areas for Inclusion in Codes of Conduct/Operating Principles/Policies

A Code of Conduct/Practice sets out general statements about how the Values established for a mentoring programme will be demonstrated in practice.

ORGANISATIONAL

Provision of a statement of purpose
Diversity
Confidentiality (and breaches of)
Context (particularly regarding performance management)
Expectation of feedback

Support to be provided
Role of the line manager
Provision of mentors
Voluntary participation
Ability to choose mentors

Ability to decline/withdraw

Quality assurance
Continuous improvement

RELATIONSHIP

Confidentiality
Duty of care
Role of mentor and of mentee

Situation regarding third parties (peers, line managers)
Voluntary nature
Ability to decline/withdraw
Consideration of mentor's guidance without obligation
Expectations of boundaries
Feedback and review process

Conclusion

Dependency

PROGRAMME CO-ORDINATOR / MANAGER

Project management
Responsibilities to participants
Confidentiality of information
Participant feedback

Establishment of clear roles/responsibilities for participants
Provision of resources
Provision of support
Measurement
Smooth running
Administrative processes (including financial)
Flow of information to sponsor/support groups
Quality process
Continuous improvement

LINE MANAGERS

Role
Interference
Supporting the employee/mentoring programme
Confidentiality

Abdication of responsibilities

NB VALUES

Generally these will reflect organisational values, particularly those referring to people development and making employees feel valued.

APPENDIX B - Elements for Possible Inclusion in Mentoring Training (alphabetical)

Benefits of mentoring
Confidentiality
Definition of mentoring vs other types of learning (e.g. coaching, supervision)
Diagnostic tools
Ethical behaviour/dilemmas
Expectations of the relationship
How mentoring works
Learning logs
Managing meetings
Matching process and criteria
Mentor helping roles
Mentor/mentee competencies
Mentoring contracts/agreements, boundaries
Mentoring goals/objectives and process
On-going development
Organisational context for mentoring
Potential discussion topics
Practice opportunities (skills and/or goal setting)
Programme purpose, aims and objectives/goals
Programme evaluation process (including evaluation of training sessions)
Relationship breakdowns
Relationship review and feedback
Roles and responsibilities (participants, co-ordinator/programme manager, line manager, support/steering group etc.)
Sources of help and support
Values/Code(s) of Conduct

APPENDIX C - Possible Contents for a Mentoring Contract

Commitment

Confidentiality

Ethical behaviour

Expectations of the relationship

Meeting process - schedule/timings etc.

Mentor/mentee roles and responsibilities

Mentoring objectives/learning goals

Relationship review and feedback

Reviewing learning goals

Time commitments

Boundaries

APPENDIX D - Examples of Scheme Purposes/Objectives

Purpose

- To encourage a more proactive approach to learning and move further towards becoming a learning organisation.
- To enable individuals to be more self-reliant through improved career and personal/professional development that would encourage them actively to take responsibility for their actions.
- To help returners to work to be more self-assured and ready to come back.
- To support the new appraisal process.
- To support the development of people who have the potential and motivation to progress in the organisation.
- To provide developmental support to participants on graduate, executive and senior development programmes.
- To raise awareness of career progression opportunities.
- To support the progression of black and minority ethnic and disabled employees into management roles.
- To encourage the formation of a community within the organisation that facilitates skill and personal development.
- To facilitate the NVQ learning process.
- To support personal growth and development.
- To improve employees' confidence, self reliance and realise their potential.
- To contribute to the community and build local relationships.
- To induce culture change by influencing organisational policies and practices as well as individual behaviour.

Objectives

- To be at least three points below the employee turnover rate of our best competitor.
- 95% of relationships will be maintained over the lifecycle.
- Participants from ethnic minorities will be as positive as other employees about the career opportunities open to them.
- At least 80% of mentees will wish to become mentors and 90% of mentors will stay in the scheme for the next cycle.
- At least 90% of mentees will report significant improvements in personal performance or relationships with colleagues.
- At least 50% of any performance improvement can be directly attributed to participating in the mentoring programme vs a control group.

APPENDIX E - Suggested Contents for a Mentoring Information Guide, Handbook and Website

<p>What is Mentoring?</p> <ul style="list-style-type: none"> • Definition, background 	<p>What help is available?</p> <ul style="list-style-type: none"> • Programme Co-ordinator/Manager • Steering group • Specialist help • Learning centre/e-learning resources • References/reading
<p>Why have it? Who is it for?</p> <ul style="list-style-type: none"> • Purpose (linked to business objectives) • Programme objectives, success criteria • Where it fits in with other development/ performance management • Benefits • Target audience 	<p>How to be involved</p> <ul style="list-style-type: none"> • Application form • Mentor/mentee characteristics/criteria • Timetable • Contact details
<p>What gets discussed?</p>	
<p>What do I do? – roles and responsibilities</p> <ul style="list-style-type: none"> • Mentor(s) • Mentee • Line Manager • Good practice • Boundaries • Meeting management guidelines 	
<p>How it works in this Organisation</p> <ul style="list-style-type: none"> • Top management commitment • Values, Code(s) of Conduct • Training 	

APPENDIX F - Reading

THE ART OF MENTORING, Mike Pegg, Management Books 2000 Ltd., 1999
EVERYONE NEEDS A MENTOR (4th edn), David Clutterbuck, CIPD 2004
IMPLEMENTING MENTORING SCHEMES, Klasen & Clutterbuck, Butterworth-Heinemann 2002
MANAGING BEST PRACTICE: MENTORING, Patrick Burns & Georgina Tate (eds), Industrial Society 1995
THE MANAGER AS COACH AND MENTOR, (2nd edn) Eric Parsloe, CIPD 1999
MENTORING AND DIVERSITY: AN INTERNATIONAL PERSPECTIVE, David Clutterbuck & Belle Rose Ragins, Butterworth-Heinemann 2002
MENTORING EXECUTIVES & DIRECTORS, Clutterbuck & Megginson, Butterworth-Heinemann 1999
MENTORING: A HENLEY REVIEW OF BEST PRACTICE, Jane Cranwell-Ward, Patricia Bossons, Sue Gover, Palgrave Macmillan 2004
THE MENTORING POCKETBOOK, Geof Alred, Bob Garvey & Richard Smith, Management Pocketbooks Ltd. 2000
MENTORING STUDENTS AND YOUNG PEOPLE, Andrew Miller, Kogan Page 2004
MENTORING AT WORK, Kathy Kram, Addison Wesley 1985
TECHNIQUES FOR COACHING AND MENTORING, Megginson & Clutterbuck, Elsevier Butterworth-Heinemann 2005.

The list above is by no means exhaustive, but represents a good cross-section of approaches and information about mentoring schemes. Where this document refers to Appendix F in the 'Evidence' column, the matrix below cross-references a sample of specific books in which you can find further information on the subject.

Standard	Content	Book 1	Book 2	Book 3	Book 5	Book 8	Book 12
1.1	Purpose/objectives			x		x	
1.9	Benefits of mentoring		x	x		x	
2.2	Conceptual framework for mentoring	x	x	x			
2.3	Distinction between mentoring and other learning		x	x	x	x	
2.4	Mentor/mentee characteristics	x	x	x	x	x	
3.1	Mentor/mentee competencies	x	x	x	x	x	x
3.3	Matching process		x	x		x	
3.8	Experience/hierarchy gap		x				

APPENDIX G - Possible Contents for Application/Matching Forms

MENTORS

- Name
- Job Role
- Location
- Address
- Telephone/mobile
- E-mail
- Normal working hours / work travel patterns
- Gender
- Ethnicity

- Work experience and background
- Tenure in current role
- Education/qualifications
- Prior experience of mentoring
- What I could offer to a colleague: personal skills, abilities, style ...
- Significant learning experiences
- Current development focus
- What I think I could gain by being a mentor
- My interests

Other information

- Work travel patterns
- Learning style, MBTI, Belbin team role, etc.
- Any other information which you feel may be of use in matching

MENTEES

- Name
- Job Role
- Location
- Address
- Telephone/mobile
- E-mail
- Normal working hours / work travel patterns
- Gender
- Ethnicity

- Work experience and background
- Tenure in current role
- Education/qualifications
- Learning & development undertaken in past 2 yrs
- Career aspirations short/long term
- What I would like to gain from a mentoring relationship
- My interests
- Any other information which you feel may be of use in matching, e.g. learning style, MBTI, Belbin team role.

Mentee preferences for matching (no guarantees)

- Same geographical area
- Same professional background
- Same gender
- Same ethnicity

Line Manager signature to support mentee's participation in the mentoring programme.

APPENDIX H - Suggested Topics for 'Educating'/Briefing Third Parties (alphabetical)

- Benefits of mentoring to line manager/third party
- Confidentiality
- Definition of mentoring vs other types of learning (e.g. coaching)
- How mentoring works
- How to get involved
- Matching process
- Mentor helping roles
- Mentoring contracts/agreements
- Mentoring purpose and objectives
- On-going development
- Organisational context for mentoring
- Potential discussion items
- Programme evaluation process
- Roles and responsibilities (line manager/third party, participants, co-ordinator, support/steering group etc.)
- Scheme purpose, aims and objectives
- Values/Code(s) of Conduct

APPENDIX J - Contents for a Learning Log

- Actions to be undertaken
- Successes
- Challenges
- Situations encountered, actions taken, outcomes
- Learning achieved through above (re self, others, the organisation, professional)
- Unexpected learning
- Items for further reflection
- Progress towards career/development goals
- Progress towards mentoring goals

APPENDIX K - Suggested Questioning Areas for Trainers / External Consultants

Experience of:

- training and development generally
- running a mentoring programme
- being a mentor
- being a mentee
- diagnostic tools
- issues that can arise in mentoring relationships

Differentiation between mentoring and coaching

Recent developments in the field of mentoring

Suggestions for reading/other information sources

Accreditation/qualifications

Current activities in terms of continuing professional development

APPENDIX L - Suggested Processes/Procedures (alphabetical)

See also Appendix A

- Application/recruitment
- Benchmarking
- Best practice sharing
- Breaches of confidentiality
- Budget/resourcing process
- Code of Conduct violations
- Communication (participants, stakeholders, organisation)
- Continuous improvement of the mentoring programme and its elements
- Dealing with unsuccessful or unsuitable mentors/mentees
- Establishing parameters for mentoring (values, codes, purpose, objectives)
- Help for mentees – support processes/procedures (e.g. contact names, helplines, action learning sets, chat rooms etc.)
- Help for mentors – support processes/procedures (e.g. contact names, helplines, action learning sets, chat rooms etc.)
- Matching process
- Programme management/administration
- Recognition for mentors
- Relationship checks
- Re-matching process
- Reporting programme progress and outcomes
- Review and evaluation
- Training and development (e.g. mandatory initial training, on-going development, sharing best practice, focus groups etc.)

APPENDIX M - Headings for an Administrative Database

A database should be maintained in accordance with local data privacy and any other confidentiality conventions.

<p>Participants Mentor or Mentee Surname First name Role Location Address Tel E-mail</p> <p>Fax Mobile Line Manager LM Contact details Tenure in role/in company Professional qualifications Gender</p> <p>Culture/Ethnicity Current mentor/mentee? Date offered/date agreed Start date Planned end date Actual end date First meeting completed (date)</p> <p>Initial training date Mentoring goals/expectations established On-going development review Relationship review checks (dates) Prior mentors/mentees & duration Code breaches Notes</p>	<p>Training Date Type of Training (initial, on-going) Attendees Trainer/Facilitator Duration Venue Costs (venue, equipment, manuals, accommodation, refreshments)</p> <p>Sponsor/Steering Group Name(s) Role Contact details e-mail Meeting dates Circulation list Attendance on training</p> <p>Evaluation</p>	<p>Budget Research/benchmarking Marketing/publicity Briefings/open days Meetings Survey/Diagnostic Tools IT – systems development Website Training venues/equipment/refreshments Trainer/facilitator Review/evaluation Travel/accommodation Salary equivalent Premises/overheads</p> <p>Communications Schedule - Dates Group/Cycle No Training Matching process Pairs offered First meeting Initial relationship check Goals established/expectations discussed Hints and tips (1) Mid-point review/focus group sessions</p> <p>Hints and Tips (2)</p> <p>Cycle ending</p> <p>Evaluation process</p> <p>Outcomes circulated Newsletter/blog /website updated.</p>
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APPENDIX N - Suggested areas for evaluating a mentoring programme

Wherever possible incorporate a mix of quantitative and qualitative questioning

Programme processes

(e.g. meeting durations/frequencies; confidentiality; successful relationships; application/registration; training and on-going development; matching; communication/information flows; support/help lines)

Programme outcomes

i.e. related to original objectives and organisational goals – for example: % satisfaction, employee recruitment and retention, % women in management, size of mentor pool, etc.)

Relationship processes

(e.g. openness, expectation setting, roles/responsibilities, goal and agenda setting, boundaries, commitment to actions, relationship feedback reviews, learning reviews, achievements)

Relationship outcomes

e.g. promotion achieved, PDP goals achieved, maintenance of relationship beyond end, confidence levels increased, etc.)

Line manager/third party perceptions

(mentoring briefing/other information, employee's motivation, relationships with self/team, perceived meeting frequency, performance improvements, value of mentoring programme)

Programme management/administration

(budget, support, benefits, outcomes, quality assurance, continuous improvement, systems, etc.)

APPENDIX O - Examples of diagnostic tools

- Belbin® Team Roles
- Development Climate Survey (Clutterbuck Associates)
- Emotional Intelligence questionnaires
- Learning Styles Inventory (Honey & Mumford)
- Myers-Briggs Type Indicator®
- Strengths Deployment Inventory
- Team Management Profile (Margerison McCann)