



Mentoring Programme

Overview

In light of the fact that the learning and implementation process would not exist without a teacher, a supportive individual who serves as a kind of mentor, pointing out the path the student should follow, we have decided to create a mentoring programme. Accordingly, a sister programme has been developed based on the CARDEA General Mentoring Programme. This programme is designed to educate future mentors on the significance of disseminating positive EDI values and the methods for effectively conveying them. The programme has been designed to be implemented in an appropriate and flexible manner, adapted to each scientific environment, regardless of the nature of the organisation in which the mentor works.

In order to maintain consistency with the CARDEA General Mentoring Programme, a specific counterpart on EDI values has been created. It is based on the same fundamental assumptions but takes into account the specific nuances pertaining to the values of diversity and inclusion.



Mentoring with Cardea – EDI values

Welcome

Mentoring is not just a feature, but an integral part of CARDEA, which plays a pivotal role in the development of research managers at ERA. Mentoring with EDI values is not only a role but also an attitude that a mentor candidate should endeavour to display in a responsible manner. It is often a role that is held in high regard, both within the community and among leaders. A mentor is not only a teacher, but also a role model who strives to exemplify appropriate behaviour and attitudes within their organisation.

Setting up a mentoring scheme

How can you set up a mentoring scheme in your [institution](#)? Are there supports in place?

See [UCC Staff Wellbeing & Development](#)

Or [University of Macerata: Well-being integrated services](#)

Checking EDI values policies

What is the Gender Equality Plan (GEP) in your institution? Is there a dedicated person responsible for these issues?

See [Gender and Equality](#)

Mentoring Commitment

Mentoring can be defined as a process in which an experienced and knowledgeable individual (the mentor) offers guidance and support to a less experienced person (the mentee) in their personal or professional development. Mentoring can encompass a number of different elements, including:

1. **Knowledge sharing:** The mentor shares their experience, skills and knowledge in the field.
2. **Emotional support:** The mentor helps the mentee cope with the challenges they face.
3. **Networking:** The mentor introduces the mentee to their network of contacts, which opens up new opportunities.
4. **Goal setting:** The mentor helps the mentee define and achieve personal and professional goals.

Mentoring can take place in two ways: formally, through mentoring programs, or informally, through professional or personal relationships.

The mentor's role is to encourage the development of the delegate by providing mentees with information, advice, guidance and support. In the case of EDI Values Mentoring, it is essential to consider the values communicated and to adopt an appropriate attitude in line with these values.

Ideally, the mentee will bring topics to the meeting that align with the mentoring arrangement, and the mentor will facilitate the learning process through questioning, examples, and information.

Mentoring as a concept:

M - Manages the relationship

E - Encourages

N - Nurtures

T - Teaches

O - Offers mutual respect

R - Responds to the mentees' needs



The mentor acts as a guide and sounding board but has no responsibility for the actions and decisions of mentees. Many institutions will have existing and well-structured protocols for mentoring. In such cases, the institutional scheme procedures and requirements will apply. However, suppose the institution has limited experience and capability. In that case, we want to reassure you that we have set out some tools and approaches that can be used in this document to support you in this process. We are here to provide the necessary support and guidance to ensure the successful establishment of a mentoring scheme in your institution. You are not alone in this; we are here to help. We are confident in your ability to establish a successful mentoring scheme with our support.

It is essential to have a well-thought-out strategy when communicating content related to EDI (Equality, Diversity, Inclusion) policy to ensure it is both understandable and effective. Here are some essential best practices:

1. **Education and awareness:** Start with basic definitions and concepts related to diversity, equality and inclusion. Use accessible language to reach mentees who may come from diverse groups.
2. **Use of stories:** Examples of personal experiences and stories can help to better understand and engage mentees.
3. **Interactivity:** Introduce interactive elements, discussions. This can increase engagement and enable better absorption of information.
4. **Data-driven:** Use statistics and research to illustrate the importance of the value of EDI in the workplace or in society.
5. **Multichannel:** Use different communication channels, such as presentations, articles, videos or social media to reach mentees who may come from different age groups.
6. **Tailor the message:** Understanding the audience and adapting the message to their needs, age and level of knowledge is key.
7. **Create a culture of openness:** Encourage open discussions and questions. Create an environment where people feel comfortable sharing their concerns and experiences.

By applying these principles, you can effectively communicate content related to EDI Values, not only teaching but also supporting positive change in your organisation or community.

Benefits of Becoming a Mentor

Each circumstance and experience will differ depending on your relationship with the mentee. However, some of the general benefits of becoming a mentor include but are not limited to:

- Relationship management
- Communication skills development
 - Listening/Active Listening
 - Self-Reflection
- Leadership Development
 - Networking





Defining Mentoring in EDI Values

In order for EDI mentoring to be effective in supporting diversity and inclusion within an institution, it is essential that it is conducted in a considered and purposeful manner. The following elements are essential for the implementation of an effective EDI mentoring programme:

1. **The programme should be underpinned by clearly defined goals.** It is essential to define clear objectives for EDI mentoring, such as supporting diverse talent, developing leadership skills or raising awareness of diversity.
2. **The structure of the meetings should be as follows:** It is recommended that a regular meeting schedule be established, whereby mentors and mentees can engage in the sharing of ideas, goals and progress. It is recommended that meetings be conducted in an interactive manner and that they be tailored to the specific needs of the participants.
3. **A secure environment is essential.** It is essential to foster an environment of trust and confidence, wherein mentees feel secure in disclosing their experiences and concerns without fear of judgment or criticism. It is of the utmost importance that all parties involved feel respected and that their opinions are heard.
4. **Resources and support:** It is recommended that educational resources, such as articles, books, podcasts or videos on DEI, be made available for discussion between mentors and mentees.
5. **It is important to monitor progress** in order to ascertain whether the programme is achieving its objectives. It is essential to conduct periodic assessments of the mentoring programme's progress and implement necessary adjustments. It is essential to gather feedback from both mentors and mentees in order to gain insight into the programme's strengths and areas for potential improvement.





The “Job Description” of a *mentor*

Each circumstance will differ based on the mentor and mentee’s expectations in the mentorship relationship.

However, some of the critical tasks of a mentor include but are not limited to:

- The provision of information, guidance and support for mentees.
- Engage mentees to foster growth and development.
- Build confidence
- Identify barriers to growth and development
- Inspire, aspire and raise motivation.
- Identify areas for training and development.

The mentor becomes “**a crutch**” for the mentee. The mentor aims to:

- Identify learning opportunities
- Provide a safe space to share
- Become a sounding board
- Become a role model
- Encourage self-reflection
- Encourage self-direction
- Motivate
- Inspire

The Mentor **assists** the Mentee in:

- Practicing, evaluating, and refining their ideas and processes in a supportive environment, allowing them to become confident and skilled professionals.
- Developing and enhancing self-awareness and interpersonal skills to improve their effectiveness in the workplace.
- Gaining a professional perspective to understand their work performance within the broader workplace and community context.
- Building self-evaluation abilities and independent learning skills, enabling them to maximise benefits from all learning experiences and proactively seek future learning opportunities.



Personal Attributes and Qualities for Effective *Mentoring*

Attitude:

- **Available:** Has sufficient time to dedicate to the mentee.
- **Flexible and Open-minded:** Adaptable and receptive to new ideas.
- **Open:** Willing to share personal experiences, be honest about themselves, and provide truthful feedback to the mentee.
- **Enthusiastic:** Genuinely interested in the mentee's concerns, needs, goals, and aspirations.
- **Empathic:** Capable of understanding the mentee's thoughts, feelings, and behaviours.
- **Positive in Outlook:** Able to understand the mentee's perspective and find solutions.
- **Supportive of Career Development:** Committed to helping delegates develop their careers and particularly supportive of their mentees.

Skills:

- **Good Listener:** Fully attentive to the mentee without letting personal thoughts interfere.
- **Motivating and Encouraging:** Able to direct the mentee's energy towards positive change, new challenges, and overcoming obstacles.
- **Balanced:** Provides the right mix of challenge, encouragement, and support.
- **Supportive Communication Style:** Uses a coaching approach to communicate effectively.

Knowledge:

- **Organisational Understanding:** Knowledgeable and experienced within the organisation, familiar with its culture.
- **Higher Education Experience:** Possesses sufficient experience in higher education to offer valuable advice and support.

The mentor's role depends on applying a flexible and adaptive approach and fostering an environment where the mentoring relationship can thrive.



Key Mentoring Skills

Active Listening

Active listening involves fully concentrating, understanding, and responding thoughtfully to the mentee. It helps build trust and shows the mentee that their thoughts and concerns are valued.

Constructive Feedback

Providing constructive feedback means offering specific, actionable suggestions to help the mentee improve. This type of feedback should be balanced with positive reinforcement to encourage growth.

Communication

Effective communication is clear, concise, and open, facilitating mutual understanding. Good communication skills help articulate thoughts, provide feedback, and resolve misunderstandings.

Relationship Building

Building a solid mentoring relationship involves building trust, respect, and mutual understanding. This can be achieved through consistent and meaningful interactions.

Leadership

Exemplifying strong leadership involves guiding, inspiring, and supporting the mentee. Good leaders model behaviour that mentees can emulate and provide a vision for their growth and development.

Empathy

Empathy is the ability to understand and share the feelings of the mentee. It helps create a supportive and nurturing environment, making the mentee feel understood and valued.

Goal-Setting

Setting clear, achievable goals provides direction and purpose for the mentoring relationship. It helps both mentor and mentee stay focused and measure progress over time.

Action Planning

Action planning involves outlining specific steps to achieve the set goals. It provides a roadmap for the mentee, helping them stay organised and on track to reach their objectives.

Defining the Mentorship *Process*



Relationship *Building*

Establishing open and honest communication is crucial in the initial stages of building a mentoring relationship. Setting clear expectations and goals helps both parties understand the purpose and direction of the mentorship. Knowing each other's backgrounds, interests, and professional aspirations fosters trust and rapport. This foundation of mutual respect and understanding paves the way for a productive and supportive mentoring relationship.

**Please use the first meeting checklist tool to help establish the relationship.*

Boundary *Setting*

Setting boundaries in a mentoring relationship is essential for maintaining professionalism and mutual respect. Clearly defining the scope of the mentorship, including the frequency and mode of communication, helps manage expectations. It's essential to agree on confidentiality terms and respect each other's time commitments. Establishing these boundaries early on ensures a structured and productive relationship, allowing the mentor and mentee to thrive within agreed-upon limits.

**Please use the mentorship agreement to help you to establish the relationship.*

Setting expectations and working *together*

Setting expectations and working together involves clearly defining the goals and objectives of the mentoring relationship from the outset. Mentors and mentees should agree on their roles, responsibilities, and desired outcomes, ensuring alignment and fostering a collaborative and productive partnership.



Frequency and process of *meeting*

Mentors should meet with their mentee 4 to 6 times, for 40 minutes to an hour, spaced 2 to 4 weeks apart. The mentee is responsible for setting up meetings and defining the agenda. If the mentee has no core topics to discuss, focus on a recent teaching session. The mentee should do most of the talking, with the mentor offering thoughts and encouragement. Mentors should avoid giving directive advice unless it concerns safety, security, or compliance.



Effective *endings*

As the mentoring partnership nears its end, both parties should plan for a proper closure. Announce the impending end at the penultimate meeting to allow for mental preparation and necessary discussions. Handle the ending sensitively due to the personal and emotional nature of the relationship. In the final meeting, review progress, celebrate achievements, and share experiences to provide a sense of closure. If both parties see benefits in continuing the relationship, discuss potential forms it might take, whether as occasional acquaintances, friends, or a new mentoring cycle, with agreed-upon boundaries and expectations.

Templates



Sample CARDEA Mentoring Agreement Template

This agreement between:

----- Mentee

Start Date-----

----- Mentor

Start Date-----

This agreement states that the mentee and the mentor commit to regular contact and the responsibilities outlined in the table below.

<u>The Mentee:</u>	<u>The Mentor:</u>
<ul style="list-style-type: none">• Shall be responsible for planning, booking an appropriate venue and setting the agenda.• Shall engage in the process and notify the mentor of the meeting agenda in good time.• Will not ask the Mentor to act on their behalf in any capacity outside of the mentoring relationship.• Will give suitable and helpful developmental feedback to the Mentor on how the process might be improved	<ul style="list-style-type: none">• Shall protect the required time and be available as agreed, giving the Mentee their undivided attention for the duration of the meeting• Will not discuss the contents of the meeting without consent with any other party unless they have serious, urgent concerns about the safety or legality of the mentee• Shall give honest feedback in a constructive and respectful way• Will act by best practice throughout the mentoring relationship

Dates and mode of communication are to be mutually agreed, and both parties agree to give at least 48 hours' notice of cancellation or rescheduling unless due to illness.

No-Fault Termination

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts or issues as they arise. However, if one of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

Confidentiality

While this is an informal and voluntary relationship, the bounds of confidentiality should be agreed upon and articulated at the start of any relationship. Usually, mentoring conversations are confidential unless there is an issue relating to personal safety or legality.

Signed_____ Mentor

Date_____

Signed_____ Mentee

Date_____

Personal

Build rapport by introducing yourself and gaining an understanding of the background of the mentee.

1. What have been the key milestones in your career to date?
2. What has been your most outstanding achievement in your career so far?
3. What are your aspirations for the future?
4. What do you hope to gain from Cardea and the mentoring relationship?
5. Give a summary of the mentor's background, sharing appropriate levels of information.

Professional

Discuss the roles and responsibilities of both mentor and mentee. Define the scope of the relationship.

1. What do you both think mentoring is?
2. What is expected from each of us?
3. What is not part of the relationship?
4. What is the purpose and aim of the relationship?
5. What is confidential, and what is not? What does confidentiality mean to both parties?
6. Role of respect and acceptance of difference?
7. Go through any Mentoring Agreement being used

Procedural

1. Who will arrange meeting locations (e.g., teams)?
2. What notice is required for cancellation?
3. Where will you meet, and for how long?
4. Discuss the role of personal responsibility and commitment

Psychological

Discuss how you can best work together. Agree on rules of confidentiality, giving feedback and how sessions will run.

1. How do both parties work best?
2. What does the mentor need to know to get the best out of the mentee?
3. Role of challenge, honesty and appropriate and relevant disclosure amount.
4. What are the rules for giving feedback? What if you encounter issues or problems?

First Mentoring Meeting Checklist Template