



People Directorate

**Newly Qualified Social Workers
Mentoring Handbook
October 2014**



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The Mentoring Relationship

‘Mentors help novices learn by doing - applying theory in practice - and also inspire them, keeping them motivated to persevere. I’ve featured such relationships between mentors and apprentices in my *Star Wars* films.’

(George Lucas, 2001, The George Lucas Educational Foundation)

Before you begin mentoring, it is worth considering the relationship between mentor and mentee.

This is a particularly useful definition, as it perceives the mentor’s role to be facilitative, supportive and developmental. This definition also emphasises that the benefits of the mentoring relationship are mutual.

Another definition is provided by Megginson and Clutterbuck (1995:13) as

‘off line help by one person to another in making significant transitions in knowledge, work or thinking.’

In this context “off line” means outwith the line management relationship.

The Advantages of Mentoring

For the mentee, mentoring provides:

- a point of personal contact other than Line Managers
- a source of support and guidance
- a critical ‘friend’ with whom weaknesses can be explored and addressed and achievements shared and built upon
- regular meetings in which specific issues and ideas can be discussed and developed e.g. PRTL
- a smoother transition into the workplace learning.

For the mentor, mentoring provides:

- a catalyst to reflect upon one’s own practice
- a way of developing personal and professional skills further
- opportunities to network with other professionals
- job satisfaction and increased self-esteem
- new opportunities for career and professional development.

The Qualities of a Mentor

It is worth thinking about the personal qualities and professional skills which make effective mentors:

Personal qualities:

- good interpersonal and communication skills
- approachable
- empathy
- good listening skills
- a genuine desire to help others
- an open mind and flexible attitude
- is supportive without being controlling
- can give guidance to a mentee without making their decisions
- will always give honest answers
- doesn't apportion blame but looks to find solutions
- actively questions the mentee
- ability to probe and challenge
- willingness to debate and discuss
- has realistic expectations of themselves and others
- good organisational skills.

Professional skills:

- excellent practitioner
- knowledge and experience of the mentee's new area of learning and development e.g. Adult Support and Protection, Child Protection
- knows organisational routines, procedures and policies
- enthusiastic about supporting others
- can offer a range of perspectives and learning techniques
- can make suggestions informed by their own expertise and experience
- can empower the mentee with the knowledge gained from their experience
- can help the mentee to identify practice which meets professional requirements.

The Main Duties of a Mentor

It is the responsibility of the mentor to provide the following practical support:

- regular **planned** meetings – build a relationship
- a **written** record of mentoring meetings assist with goal setting and review goals
- **developmental** feedback – be a critical friend
- **opportunities** for the mentee to tap into the knowledge of experienced and successful colleagues
- **information** about PRTL and further learning and development opportunities
- **If appropriate, liaise with line managers e.g. update on PRTL requirements, if difficulties arise. (with consent of mentee)**

(Adapted from: Learning and Skills Council, 2001, 'Mentoring Towards Excellence')

An Ethical Code of Practice for Mentoring

Information for Mentors and Mentees

1. The mentor's role is to respond to the mentee's needs and agenda; it is not to impose his or her own agenda.
2. Mentors and mentees will work within an agreed 'contract', either verbal or in writing. **The contract will define what 'confidentiality' means for both parties in the mentoring relationship.**
3. Mentors will ensure that the mentees and mentors expectations are defined and understood by both parties and that any contracting arrangements are not changed without discussion.
4. The mentor and mentee will respect each others times and other responsibilities, ensuring that they do not impose beyond what is reasonable.
5. Mentors will truthfully represent their competence and experience. They will be aware of the limits of their competence and work within these limits.
6. Mentors will develop their own competence in the practice of mentoring.
7. The mentee will develop increasing responsibility for managing the relationship; the mentor will empower them to do so and will generally promote the mentee's autonomy.
8. Both mentor and mentee have a responsibility for discussing difficult matters as a part of mutual learning. However should the issues not be resolved consultation with the mentees line manager should be sought. Workforce Development Officers are available for advice and support if required.
9. Mentor and mentee must be aware that all records are subject to statutory regulation under the Data Protection Act 1998. Mentor and Mentee should keep a record of written notes.

Local Contacts for further advice on mentoring

[details deleted]

Consent to Share Information

It is helpful if NQSW's ("Mentees") give consent to their mentor to share PRTL documentation ("Record of Achievement") with other mentors, for standardisation and to promote best practice. Any documentation provided will be fully anonymised, prior to distribution and will be destroyed once the mentoring relationship has come to an end. This is in line with SSSC's Codes of Practice which outlines an individual's responsibility to "be accountable for the quality of your work and contribute to the learning and development of others" (Code 6.8)

Mentors are asked to seek consent from the mentee using the tear-off slip below, and send signed copy to the Workforce Development Team, St Margaret's House, Orchardbank Business Park, Orchardbank, Forfar.

I agree to give consent to to share
(mentee) (mentor)
my PRTL documentation ("Record of Achievement", fully anonymised) with other mentors for standardisation purpose and to promote best practice.

Date: Signature:
(Mentee/NQSW)



Sample Mentoring Agreement Form

We are both voluntary entering into this partnership. Our meetings will focus on the mentee's learning and development issues.

We agree that:

1. The mentoring relationship will last for _____ months. This period will be evaluated every three to six months. The timescales for the meetings will be decided by the programme and will end at the predetermined date.
2. We will meet at least once every _____. We undertake to honour all pre-arranged meetings unless there is an unavoidable cancellation. If this happens we will arrange an alternative date. If for any reason either of us cannot make a meeting we will inform our partner at least 24 hours in advance and arrange an alternative date.
3. Each meeting will last a minimum of _____ hours and a maximum of _____ hours.
4. In between meetings we will contact each other by telephone/email no more than _____ a week.
5. The aim of the partnership is to work on the following issues:
 - a)
 - b)
 - c)
6. We agree that the mentor's role is to:

7. We agree that the mentee's role is to:

8. We agree that the content of these meetings will be confidential.

9. The mentor agrees to provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

Date _____

Date for Review _____

Mentor's Signature

Mentee's Signature



Mentoring Plan/Review Record

Date of Plan	Date of Review	Action to be taken	By Whom	Target Date

NEWLY QUALIFIED SOCIAL WORKERS POST REGISTRATION TRAINING AND LEARNING

RECORD OF ACHIEVEMENT

Name Address for correspondence

Registration number Date of registration Date registration period finishes
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Please note a separate page is provided at the end of this Proforma for recording the training and learning activity you have undertaken in relation to the protection of children and adults from harm. An electronic version of this Record of Achievement can be downloaded at the SSSC's website www.sssc.uk.com

Date	Duration (hours or days)	Details of training and learning activity (including where appropriate name of provider of training or learning activity)	Please state how the recorded training and learning has consolidated your social work knowledge, skills and values

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TRAINING AND LEARNING IN RELATION TO THE PROTECTION OF CHILDREN AND ADULTS FROM HARM

Date	Duration (hours or days)	Details of training and learning activity (including where appropriate name of provider of training or learning activity)	Please state how the recorded training and learning has assisted you to contribute to the protection of children and adults from harm
TOTAL			

Declaration

I confirm that the information I have provided on this form is accurate. I understand that failure to meet Post Registration Training and Learning requirements, or the provision of false information in relation to meeting these requirements, may be considered by the Scottish Social Services Council as misconduct.

Signature _____ Date _____

If for any reason you have failed to meet PRTL requirements, you must provide an explanation for this failure, in writing, to the SSSC and submit it with this form.

To be completed by your Line Manager

I confirm that all the information that the Registrant has provided about completion of their Post Registration Training and Learning is correct to the best of my knowledge and belief.

Signature _____ Date _____

Name _____ Designation _____

Work Address _____

Appendix 4

STRUCTURED MENTORING

The 'GROW' Model

Goals
Reality
Options
Way forward

These questions can form the basis of a mentoring session. They are suggested questions only. It is important to adapt them to your own style. Each mentoring session should work through each part of the GROW process.

Goals

(Set goals, write them down, establish what person wants out of the session)

- What do you want to achieve out of the mentoring session/relationship?
- Why are you hoping to achieve this goal?
- What are the expectations of others?
- Who else needs to know about the plan? How will you inform them?

Reality

- What is the reality of the current situation?
- Do you know anyone who has achieved that goal?
- What can you learn from them?

Options

- What could you do as a first step?
- What else could you do?

Way forward

(Identify specific steps and any obstacles, write action plan)

- Where does this goal fit with your personal priorities at the moment?
- What obstacles do you expect to meet? How will you overcome them?
- How committed are you to this goal?
- What steps do you need to take to achieve this? (What, when, where etc)

Suggested materials for further reading

- Daloz, L.A. (1999) *Mentor: Guiding the Journey of Adult Learners*. Jossey-Bass Wiley.
- Gold, Y. and Roth, R. A. (1999) *Mentoring: A New Vision*. Pearson US imports & PHIPES
- Gray, W. A and Gray, M. M. (eds) (1886) *Mentoring: Aid to excellence in career development, business and the professions*. British Columbia: The Xerox Reproduction Centre.
- Kerry, T. and Shelton Mayes, A. (eds) (1995) *Issues in Mentoring*. Routledge.
- Malderez, A. and Bodoczky, C. (1999) *Mentor Courses: a resource book for trainer-trainers*. Cambridge University Press.

References

- Beels, C and Powell, D. (1994) *Mentoring with Newly -Qualified Teachers – the Practical Guide*. CCDU: The University of Leeds.
- Clutterbuck, D. and Lane G. (eds) (2004) *The Situational Mentor – Aldershot*. Gower Publication Ltd.
- FEnto, (2001) *Mentoring Towards Excellence*. Learning and Skills Council.
- Kerry, T. and Shelton Mayes, A. (eds) (1995) *Issues in Mentoring*. Routledge.
- Lucas, G. (2001) The George Lucas Educational Foundation
- Meggison, D., Clutterbuck, D., Garvey, B., Stokes, P. and Garrett-Harris, R. (2006) *Mentoring in Action (2nd ed)*. London Kogan Page Ltd
- Smith, P. and West-Burnham, J. (1984) *Mentoring in the Effective School*. Routledge.
- The Scottish Government, SSSC, CCUO (2010) *Guidance For Mentoring In Childhood Practice*
- <http://www.edu.salford.ac.uk/docs/Mentoringonlinepaper.rtf>
- <http://www.exemplas.com/Skills-and-Training/Mentoring--Coaching/>
- <http://www.stepintoleadership.info/>

Other Resources

The Scottish Mentoring Network
<http://www.scottishmentoringnetwork.co.uk>

International Mentoring Association
<http://www.mentoring-association.org/>

Coaching and Mentoring Resource Guide, 2009, SSSC
Index of learning styles Richard Felder and Linda Silverman (2002) –
<http://www.engr.nscu.edu/learningstyles/ilswweb.html>