



Mentoring Toolkit

GLA GROUP
COLLABORATION

Working together for a better London

Welcome

Welcome to the GLA Group Mentoring Programme. This exciting programme aims to enable colleagues from across the nine GLA Group of organisations to connect with each other to provide mentoring development.

Hopefully you will have completed your profile, as a mentor, mentee or both. This toolkit aims to support you in making the most of your relationship. Other support and development can be found in the 'Resources' section of the GLA Group Mentoring hub. Please also consider undertaking the short e-learning 'Introduction to Mentoring'.

This interactive workbook will introduce you to mentoring and will help you to understand:

- **What Mentoring is**
 - What it means to be a Mentor and Mentee
 - Benefits
 - What Mentoring is Not
- **Guidelines and expectations for an effective mentoring relationship**
- **Making the most of your mentoring**
 - Getting started with your mentoring relationship - Chemistry calls
 - Objective setting
 - First session guidance
 - Structuring session
- **Skills and approaches to effective mentoring**

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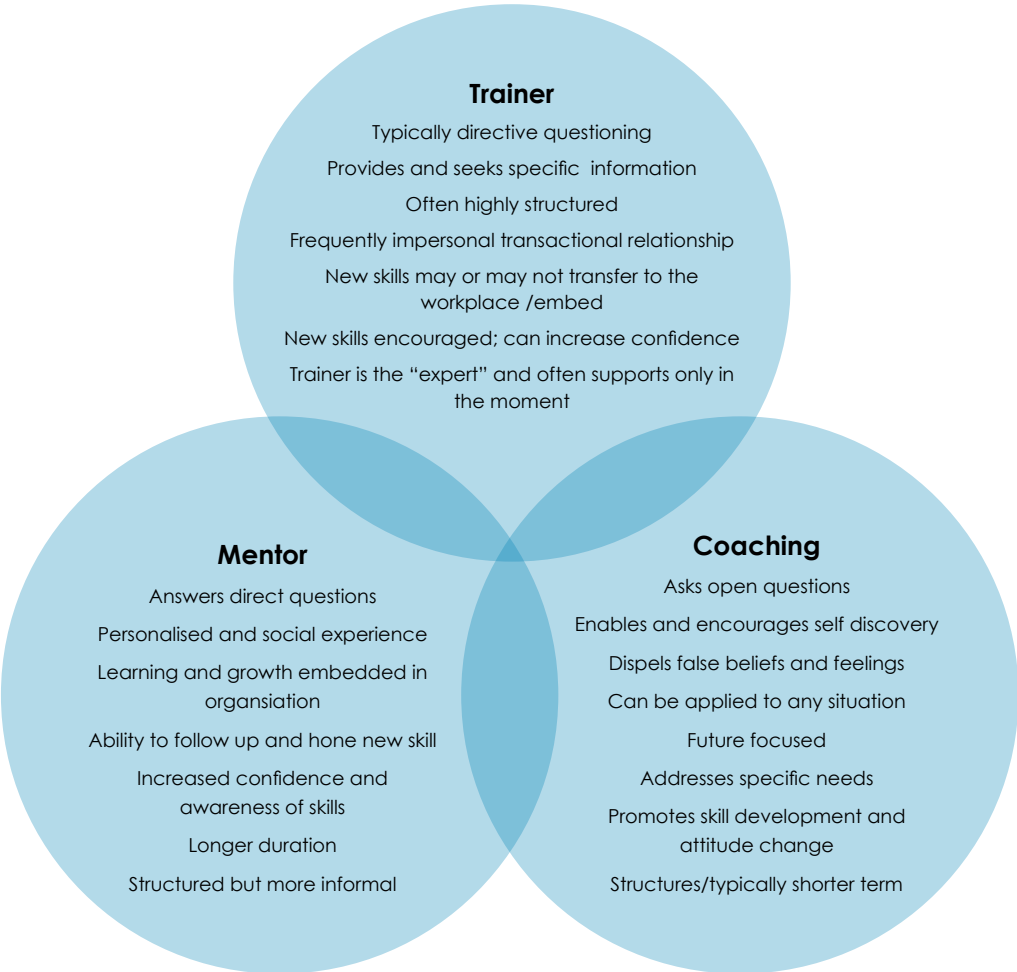
What is mentoring and how does this differ from training and coaching?

Mentoring is one of the best options to solve multiple issues underlying employee turnover and organizational growth. The mentor primarily serves as a sounding board for the mentee, offering guidance and direction, but not dictating the goal. This is why mentoring is typically unique from other types of learning engagements.

***A mentor is not someone who walks ahead of us to show us how they did it.
A mentor walks alongside us to show us what we can do.***

- Simon Sinek

There are many overlaps between coaching, mentoring, and training and all can be seen as transformational. Please see below for the basic key concepts:



Mentoring

Can be seen as a learning conversation . It is about imparting knowledge, advice, and guidance from a place of experience to enable less experienced individuals to become more competent in their roles. It calls on the skills of questioning, listening, clarifying, and reframing that are also utilised in coaching. A coaching framework in mentoring can encourage the mentee to develop their own wisdom which enhances learning. Mentoring relationships tend to be longer term and require the mentor to have knowledge and or experience in what the mentee requires.

Coaching

Unlocking an individual's potential to maximise their own performance through a facilitated, structured, confidential conversation. Coaches use their experience and knowledge to facilitate a coaching conversation, to assist the coachee to reach their own solutions and conclusions. Coaching often focuses on specific skills and goals, although it may also have an impact on individuals' personal attributes, such as confidence or motivation. The process is structured and typically lasts for a defined period of time. For more information on the differences between mentoring, coaching and training, please visit the GLA Group Mentoring programme e-learning -

Training

The process of increasing the knowledge and skills of a person for a specific job or situation . It seeks to improve the job performance or behaviours of those trained . Using a coaching approach in training can increase the level of which information is retained and mentoring and coaching can increase impact longevity.

There are 3 factors which are considered necessary for success and empowerment. These are Belief, Opportunity, Ability (BOA):

- Belief: Motivation, right attitude, confidence, focus and drive
- Opportunity: Time, permission, space, situation, being trusted.
- Ability: the right knowledge, skills, ability or talent, Resources, support, equipment.

Consider how mentoring can help with these 3 factors?

Notes:



What it means to be a mentor

No two mentoring relationships are the same, yet the role of the mentor is consistent.

Since the aim of mentoring is to build capability of the individual mentee, mentors should respond to their mentees' needs in a way that enables the individual to find their own solutions. Mentors are in a good position to spot and develop talent. Mentors can work with their mentee to build their confidence, and develop their skills and career.

There are many benefits to being a mentor, in addition to the satisfaction of supporting a colleague's personal development. You can develop your own skills and capabilities, including your inclusive leadership skills through learning from your mentees experience as well as your coaching and communication skills generally.

Two key elements are critical for mentoring to be successful: Trust and Accountability:



Trust

Mentoring relationships are a mutual process. Trust in each other's character, ability, strength, maturity, and truthfulness increases productivity.



Accountability

Needed for effective mentoring relationships. It will ensure you plan deliberately, keep agreements, and honestly assess your actions and attitudes. Accountability supports commitment. If a lack of honest commitment exists, then there will be fewer interactions between the mentee and mentor than are required to produce positive results from the relationship.

What mentoring is not

Sometimes what something isn't, is just as important as what it is. So, in the interest of clarification, here are 5 things that mentoring is not.

Mentoring is not coaching or training

In a coaching scenario, learning is directed by the coach rather than the student. Within a mentor-mentee relationship, the expectation falls to the mentee to cultivate and drive the relationship.

Mentoring is not a passive endeavour

Requires conscious effort, commitment, goal-setting, and consistent communication from all parties.

Mentoring is not therapy

While mentors provide advice on professional challenges, it is not a substitute for therapy. There should be a constant undercurrent of positivity and progress. Avoid an excessive focus on personal issues.

Mentoring is not a one-way street

Traditionally it was hierarchical, but now a two-way street. Both mentors and mentees contribute valuable information and skills.

Mentoring is not a cure-all

Can positively impact organisations and individuals, but it is not a sole solution. Success depends on applying advice and knowledge through personal efforts.



The benefits of mentoring

Business mentoring can bring about a range of benefits, including:

Leadership Development

Mentoring helps groom future leaders by providing guidance, sharing experiences, and fostering leadership skills.

Confidence Boost

Mentoring builds confidence in mentees, empowering them to take on new challenges and responsibilities.

Improved Organisational Culture

Mentoring contributes to a positive workplace culture by promoting collaboration, communication, and a sense of community.

Career Advancement

Mentoring can accelerate career growth by providing insights, networking opportunities, and strategic advice.

Enhanced Talent Recruitment and Retention

Effective mentoring programs attract and retain top talent, as employees value opportunities for professional development.

Knowledge Transfer

Seasoned mentors share valuable industry knowledge, expertise, and insights with mentees.

Promotion of Diversity and Inclusion

Mentoring can foster diversity by providing support and guidance to individuals from various backgrounds.

Networking Opportunities

Mentoring relationships often open doors to new professional connections, expanding mentors and mentees' networks.

Increased Employee Retention

Employees with mentors are often more engaged and satisfied, leading to higher retention rates.

Adaptation to Change

Mentors guide mentees through professional transitions, helping them adapt to changes in the business landscape.

What can you role model?

Role modeling is crucial in mentoring as it provides a tangible and inspiring example for mentees to emulate, fostering skill development and professional growth. Mentees also need to adopt and role model some key behaviours to make the most of the opportunity. Look at the following table for more...

Mentor	Behaviour	Mentee
Be non-judgemental; be aware of your already listening Be aware of the impact you may have on others	Compassion Self-Aware	Develop awareness of strengths and development needs Reflect
Be curious about others Be present	Self-less	Recognise their impact on others , consider from other perspectives i.e. what would ... do?
Be conscious of others and explore how they actually feel , what's their experience been ; don't compare to yours unless asked	Empathy	Have compassion for self and for others Reduce negative self-talk and stories
Awareness of own bias and judgements Commitment to making service accessible to all Recognise unique challenges people have	Togetherness Inclusive	Raise awareness of any fixed mind set and thoughts What assumptions are held?
What does this mean to you? What can you learn? How can you facilitate?	Teamwork	What part do they play in the team? What perspective do they bring?
Facilitate learning Support discovery of mentees' self-awareness Support discovery of power	Empowers and coaches	Self-discovery Open to challenge Willing to do the work
Contract, permissions, and boundary setting What are you responsible for(not fixing)?	Accountability Ownership	Personal responsibility , what can I control? Adhering to boundaries and contract Responsible for own situation
Punctual , appropriate language, adhere to contract, records , data protection	Professional	Punctual , appropriate language, adhere to contract, records , data protection What does professional look like?
Goal and objective setting, not counselling Action driven	Forward Looking	Showing up Committed to action, steps forward

Pre-mentoring contracting and agreements

Getting your mentoring relationship off to a good start is vital to its success. Below are some key things Mentors and Mentees need to do in the 'Contracting' phase before they start working on the mentees' goals

Mentor matching

When searching for a mentor, we suggest mentees think about approaching someone who can best meet their development needs. It's not always appropriate to go for the most senior person, but rather someone who has more recent experience of the challenges the mentee is facing or the position they want to aspire to. Generally, as a guide and depending on the needs, we suggest the mentee looks for someone who is either the same level or one or two levels more senior.

Once mentees have shortlisted mentors that match their need, they are encouraged to message potential mentors requesting an initial call or 'Chemistry session' Below is some guidance on making the most of that call...

Chemistry call:

When starting a mentoring relationship its recommended that you have a chemistry call. This is a short 15–30-minute conversation to see if the chemistry feels right between you, to explore expectations and to see if you both feel comfortable. It's important to point out that if you don't feel OK or comfortable this is completely OK and not personal on either side.

Please below for some ideas to discuss at your chemistry call if you are unsure:

- Introductions
- Mentee to share what they would like to get from the relationship and if they have had any previous experiences with a mentor, (find out what did they find most useful and what did not work so well)
- Mentor to share why they have put themselves forward to be a mentor and any previous mentoring experiences they have had (either as a mentor or a mentee)
- Share some of your work history and experience and if relevant some of your outside interests
- Both share your expectations around scheduling sessions (i.e. frequency, durations) alongside behavioural expectations (i.e. see if they are OK to be challenged, are they willing to do possible out of session research and learning, is there anything that might get in the way for you both, how committed are they)

Pre-mentoring contracting and agreements

Boundary setting:

Before embarking on a mentoring relationship, please familiarise yourself with GLA Group Mentoring Agreement.

This Mentoring Agreement establishes clear expectations for mentees and mentors, emphasising principles such as trust, honesty, and respect. It outlines boundaries, including the focus on work-related issues, referral for personal advice, and the avoidance of preferential treatment.

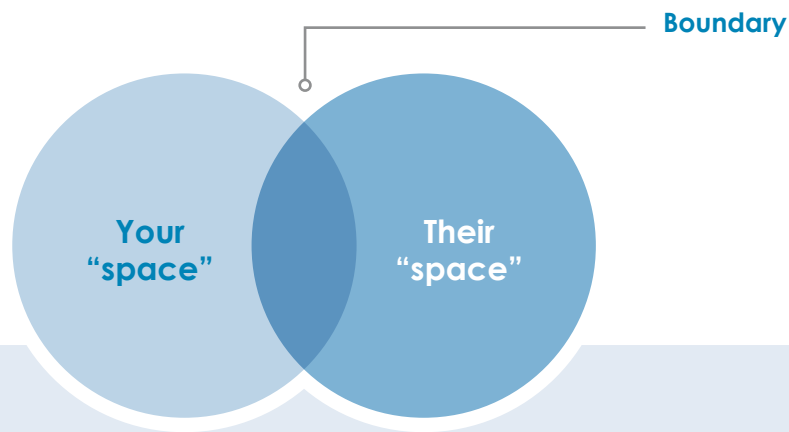
The document highlights the importance of confidentiality, integrity, and professional conduct, addressing potential conflicts of interest and the need for open communication. The agreement includes provisions for contracting, specifying the duration, frequency, and review of the mentoring relationship. It also encourages feedback for continuous improvement of the mentoring program. A full copy of that agreement can be found on page 28 and can also be found in the Resources section of the Mentoring hub.

Having an agreement contract helps maintain boundaries, sets expectations, and builds trust. Consider:

- How often will you meet and for how long?
- Who will have responsibility for arranging meetings and setting the agenda (Mentees should not be doing the “heavy lifting”)?
- What level of challenge is agreeable? How will feedback be given/received?
- Time management. How will you manage punctuality, cancellations etc?
- What does appropriate language /behaviour mean to you both?
- How will you both maintain the productivity of the sessions?
- What are the expectations around what will be achieved?
- Confidentiality and data protection
- What is the commitment level even when things may get challenging?
- How will you know when the mentoring relationship is ready to end and how will you both go about this?

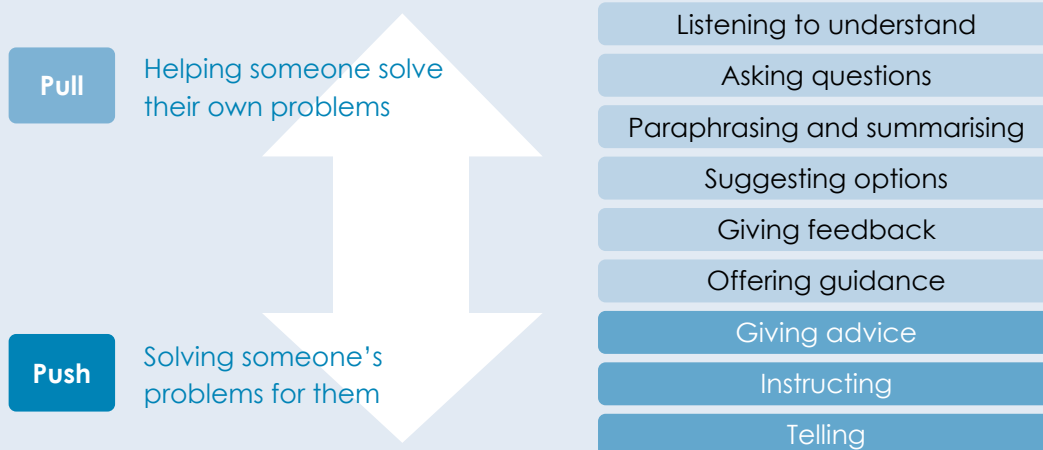
Mentoring styles and techniques

In mentoring, a directive style of conversation involves giving specific guidance and solutions, while a non-directive style focuses on asking questions and guiding the mentee to find their own solutions.



Directive vs non-directive style:

Consider whether a directive or non-directive style is useful. We often think that a push style (directive) is the best approach, but a pull style (non-directive) can often help mentees solve their own problems.



Often, we find it easier to be directive (push style), if you would like to try the 'pull style' try asking these questions:

- What do you know about already?
- Has anyone you know already experienced this? What would you advise someone else in this position?
- What I have seen work for others is what do you think?

Coaching skills that can be effective in mentoring

Coaching skills can be effective in mentoring by facilitating self-discovery, empowering mentees to set and achieve goals, and fostering a collaborative and growth-oriented relationship. Consider and try out some of the skills below.

Encourage how to think rather than what to think

Coaching skills:



Listen to Understand

- Be present for your mentee
- Actively listen to understand not solutionise
- Be reflective, what answers do they already know?
- Be curious about your mentee, what's their reality?

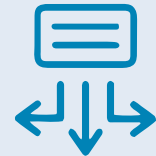


Ask Powerful Questions



Challenge & Support

- Create an open space for them to speak
- Be accountable and forward looking – what are the aims , objectives , goals?



Establish Next Steps & Accountability

Coaching questions for mentee objectives:

- What would be different if our mentoring is successful- how will you know?
- How would you know mentoring was worth the effort?
- How can I best hold you accountable?
- What should I say if you don't take action on the goals you set for yourself?
- How can I best support you to help you obtain the results you want to achieve?
- How will you know our conversation today has been useful?
- When we are finished speaking in around an hour, what do you want to be different?

High-level 10 step guide for a mentoring conversation

1 Establish Rapport:
Begin with a friendly greeting to create a positive atmosphere. Briefly catch up on personal and professional updates to build rapport.

2 Set Agenda:
Discuss the main topics or goals for the mentoring session. Agree on what the mentee wants to achieve or discuss during the conversation.

3 Review Previous Actions:
Briefly revisit any action items or goals set in the previous session. Discuss progress, challenges, and lessons learned.

4 Main Discussion:
Focus on the key topics identified in the agenda. Remember to use open-ended questions to encourage reflection and exploration. Share relevant experiences or insights when appropriate.

5 Active Listening:
Listen attentively to the mentee's thoughts, concerns, and aspirations. Clarify and ask follow-up questions to ensure understanding.

6 Feedback and Guidance:
Provide constructive feedback on achievements and areas for improvement. Offer guidance, suggestions, and alternative perspectives.

7 Homework or Action Items:
Collaboratively set specific tasks or goals for the mentee to work on before the next session. Ensure these tasks are achievable and aligned with overall objectives.

8 Summarise and Clarify:
Summarise the key points discussed during the session. Confirm understanding and address any uncertainties.

9 Plan Next Steps:
Discuss the timing and agenda for the next mentoring session. Confirm any additional support or resources needed.

10 Express Gratitude:
Thank each other for the time, insights, and commitment to the mentoring relationship. Reinforce the value of the mentorship.

Remember:

Flexibility is key, and the mentorship process should be tailored to the unique needs and dynamics of the mentee.

Tools and techniques to support you with your mentoring sessions

Below are some tools and tips to help with mentoring sessions. More tools and guides can also be found in the 'Resource' section of the Mentoring hub

Scaling/scoring questions:

Scaling/scoring questions in mentoring sessions are helpful as they provide a tangible and measurable way for mentees to express and track their progress, promoting self-reflection and goal-oriented discussions.

You can use numbers, categories (strongly agree / agree / disagree) or get people to mark on a line how they feel about things. However, be mindful not to overuse this.

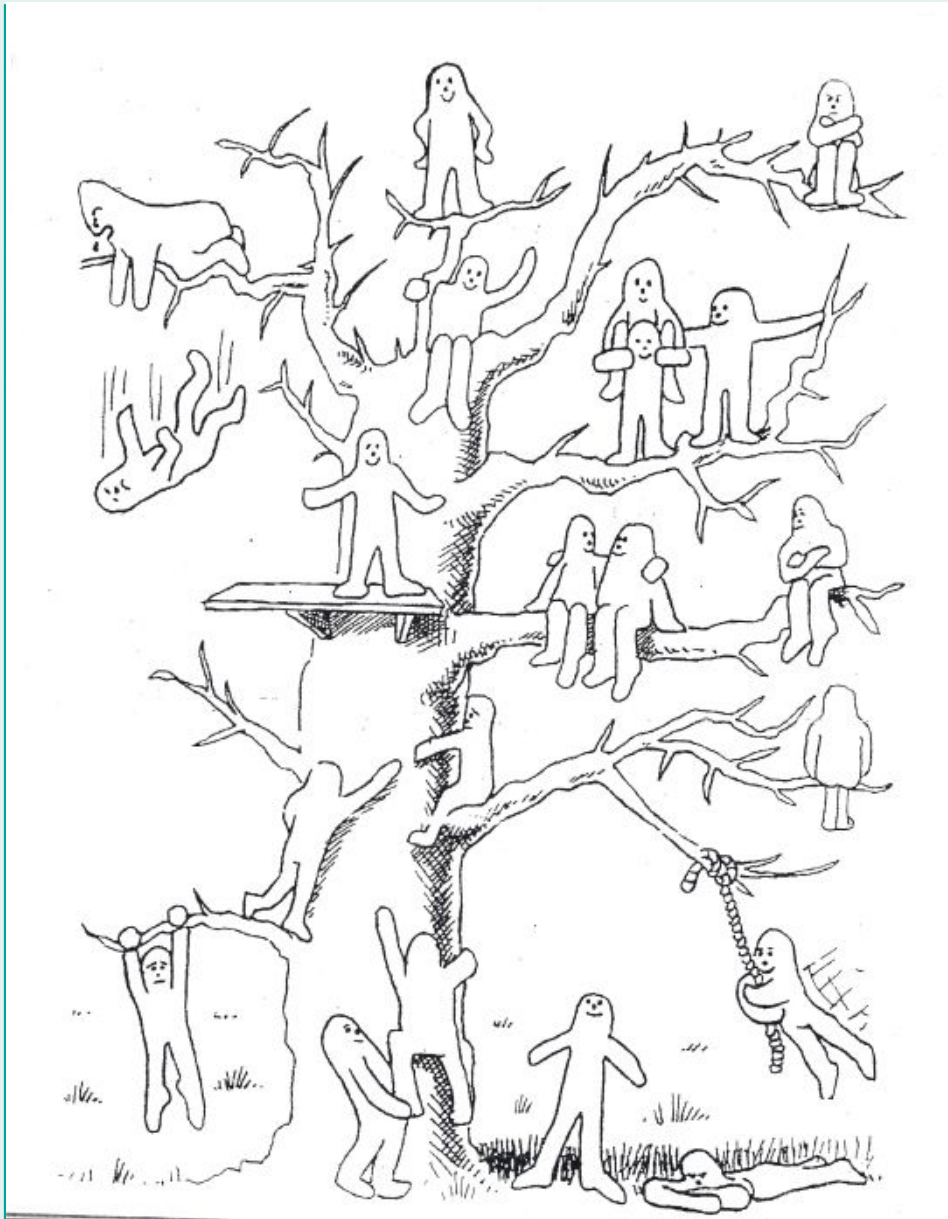


Practical ways you can use scaling and scoring:

- Track progress from session to session and allow for gentle challenge if needed, "how confident do you feel aton a scale of 1-9?" , "how would you rate your knowledge of ..."
- Find ways forwards "How can you get yourself from a 5 to a 5 ½?"
- Opportunity to reframe/challenge negative thoughts and stories
- Promote discussion, "why is that a 4 and not a 9?", "what would 6 look and feel like?"
- Recognise strengths and development needs , "what do you do that's a 6 and not a 3?"
- Helping find motivation, "how important is ...on a scale of 1-5?"

Visual aids:

Sometimes a visual aid can really help to get the conversation going. The picture below can be used to discuss where the mentee is at in their current situations, where they would like to be or even how they feel in general.



Possible questions:

- Which character (blob) do you most relate to and why?
- Which blob would you most like to be, why?
- Which blob reflects how you feel about the goal/objective you have brought to mentoring?
- How might your teammates view you? Is there a difference to how you view you?
- What blob do I represent to you as a mentor?
- What do you think is going on for (pick a blob)?

Active thought showering

Active thought showering in mentoring involves generating a free-flow of ideas and solutions, fostering creativity and diverse perspectives to address mentees' challenges and goals.

This can be used as a conversation starter in session or be given as a homework exercise to be discussed at a next session. This will help you clarify, guide discussion (you can probe as to why and how they have filled in the boxes), as well as form part of possible action plans. However, this is not an exercise for the mentor to prescribe their own action plan.

Write down what your goal is in the space below and then fill in the table below of what you can stop doing, do less of, keep doing, do more of and start doing to bring you closer to your goal. Remember to keep ideas measurable so you can track your progress.

Goal:

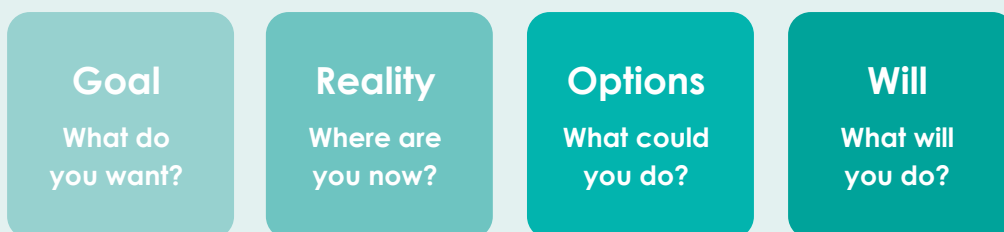
STOP Doing	Do LESS of	KEEP Doing	Do MORE of	START doing

Acronym models

Below are some acronym models that can be useful to support you with structuring conversations while mentoring. They can help with goal setting or generally to give direction in sessions. Be mindful the models are flexible and can be adapted or done in different order to get the same results.

GROW model:

This is one of the most popular structures for coaching and can be useful when mentoring. This model places a focus on starting with the end goal in mind: What does the mentee want? What is the vision, the dream? You can then work backwards?



Helpful GROW questions:

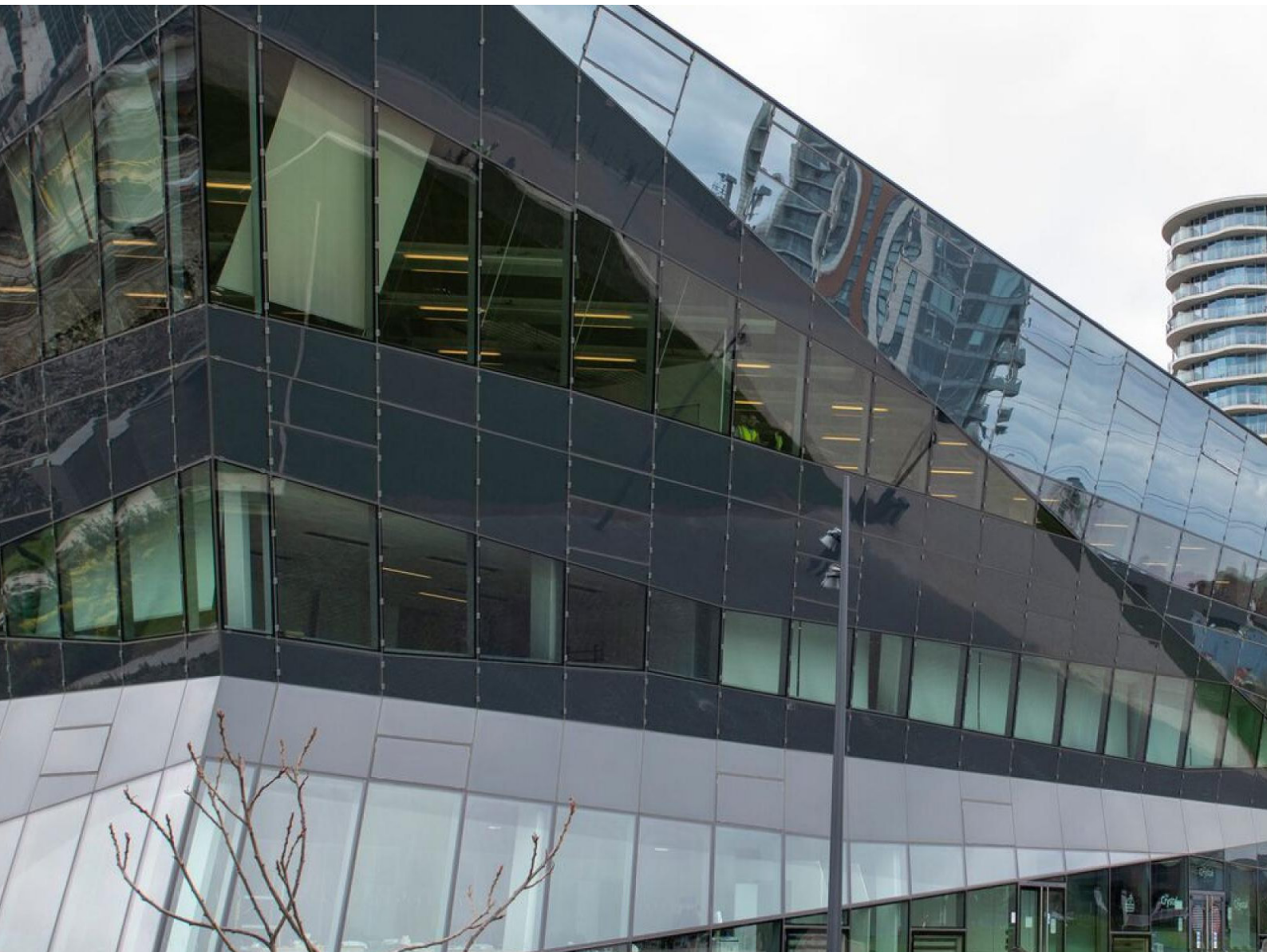
Goal	Reality	Options/Obstacles	Will/way forward
What would you like to focus on in this session?	Where are you at in relation to your goal?	What can you do to change the situation?	What are your next steps?
What do you want the outcome of this session to be?	What's going on for you at the moment?	What else might/could you do?	What are you committed to doing?
What do you want to achieve from this session?	What's working right now?	If anything were possible what would you do?	When will you start?
What is important to you for this session?	What's getting in the way?	What might others (someone you admire) do in this situation?	What resources / support do you need?

Tips:

- Don't fix/collude or try to resolve. Instead summarise, reflect be non-judgemental.
- Allow space for mentee to think and explore their answers, challenge gently where necessary
- More information on the GROW model can be found in the Resource section of the Mentoring hub"
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Some helpful challenging questions:

- What makes you say that?
- How do you know that this is accurate?
- When has that happened?
- Could that mean anything else?
- Is there any chance you are wrong?
- How have you come to that conclusion?
- You said your most important values are..... but I'm hearing..... why is that?
- What is your definition of.....?



Tools for raising self-awareness and encouraging feedback

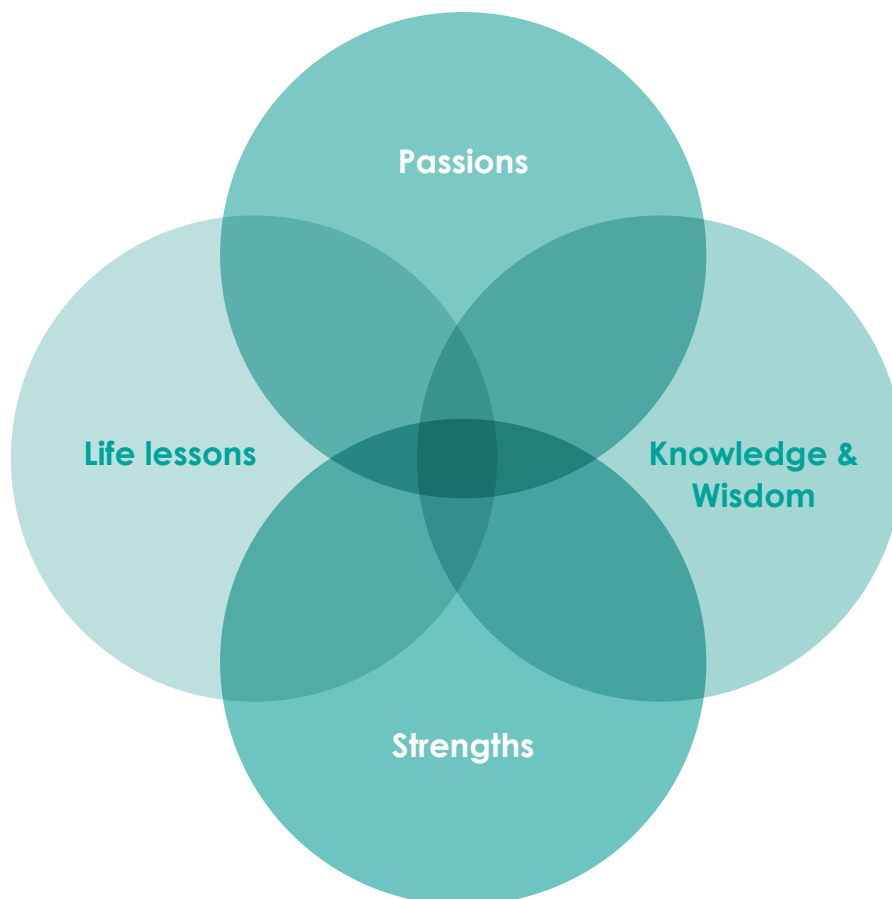
What motivates you exercise:

Part 1: What is your mastery?

Helping someone find their purpose, discover their strengths, and recognise their development needs is one of the greatest gifts of being a coach or mentor. You can only truly authentically take someone as far as you yourself are prepared to go. You can do the below exercises yourself or with clients.

What value and experience are you bringing?

- What are you passionate about? i.e. adventure, health, feeling alive, helping, teaching
- What have your biggest life lessons been? i.e. relationship breakdowns, loss of a loved one, accidents, illness, career move, successes, failures
- Knowledge and wisdom: what have you learnt, what have you studied or experienced?
- Do you know your strengths, and do you give yourself permission to use them? What's your unique selling point?
- Where these all overlap is your mastery, your specialism



Part 2: What motivates you? (Exercise for Mentor)

Which of the below motivators resonate with you the most when you think about your reasons for wanting to mentor /support others?

- Making a difference (want to see actual change)
- Recognition (often seen by those in the public realm; want their message heard)
- Leaving a legacy (authors, Oprah , The Queen, Nelson Mandela)
- Passion and joy (can be double edged,if you need a quick fix , can lead to addictions)
- Time freedom (like to utilise time and fill time effectively, not be in time constraints)
- Growth and evaluation (want to learn and grow)

***All of the above can be healthy or unhealthy if balance is lost ***

As mentors and coaches we most often align with those that are on similar journeys to us, we are just further along down the road (this could be as simple as people want to progress and develop like you).

Consider:

- What are you working towards, why is it important? Is this the most important thing to you?

People will calibrate to your energy (they will match it). Everything is energy.

- How do you hold yourself and your space, how do you lead yourself well (i.e. with your health, in relationships, how you handle money, in your work, what would the fly on the wall see?)
- Where do you try and fix rather than facilitate change in others?
- Are you the same person behind closed doors? Would a fly on the wall see the same as you present in public?
- Where are you not in integrity?
- Who do you attune to?

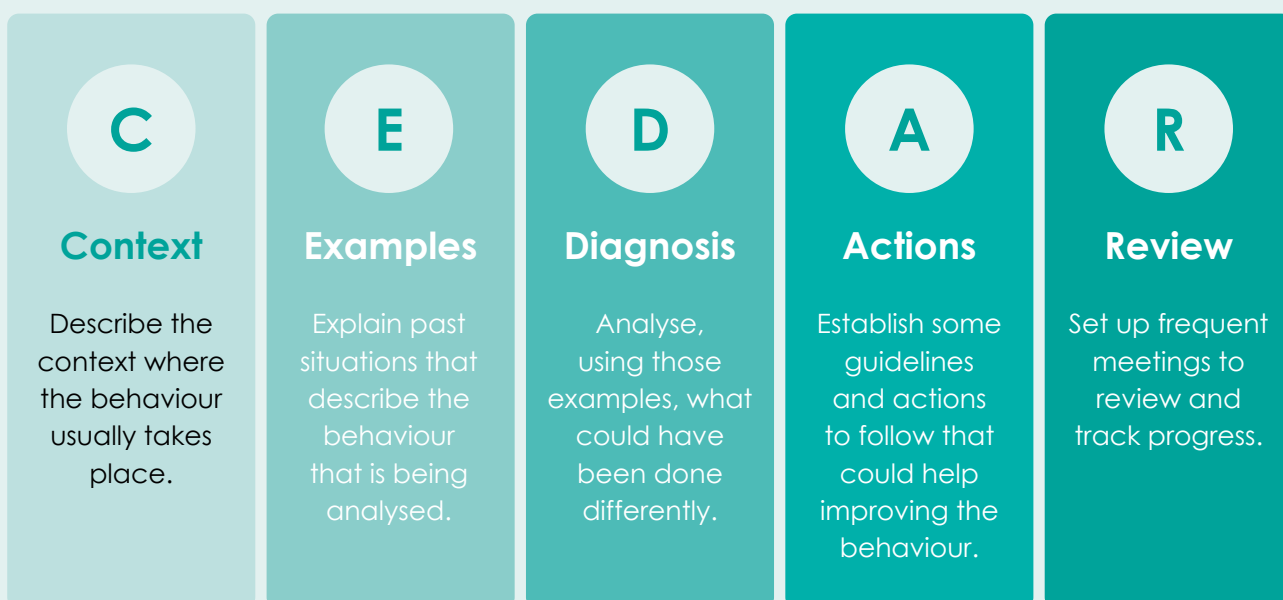
*“..integrity is telling yourself the truth;
honesty is telling the truth to others “*

Feedback

Giving feedback constructively is crucial when developing people through mentoring. If not done correctly it can demotivate, alienate and upset those on the receiving end. It is important a culture is created where giving and receiving feedback is the norm.

CEDAR feedback model:

The CEDAR feedback model can be effective in taking a more collaborative approach.



- Context/Clarify – What is the performance expectation? How do they think they are doing?
- Examples /Explain -What are you actually seeing? How do you think they are performing?
- Diagnosis /Discuss – Jointly discuss why you think there is a difference between the two . Listen as well as contribute
- Actions/Agree- What steps could be taken to bridge the gap- collaborate don't solutionise – Discuss and agree together
- Review – How will you review , timelines and dates to check progress – agree together -propose timeline if needed and why



Possible homework exercises:

Giving homework in mentoring is important as it encourages mentees to actively apply and reflect on what they've learned, enhancing skill development and driving progress. Here are some ideas...

Rocking chair life visionary exercise (20 minutes):

Imagine you are 90 years old, you're blissfully happy and healthy and sitting in a rocking chair looking back over your life

Consider the following and write down:

- Who are you as a person, how do people value and view you?
- What have you achieved that has made you feel proud?
- What has made you fulfilled?
- How did your life unfold in regard to family, significant others, and friends?
- What is your emotional, spiritual (if relevant) and physical health like?
- What did you do for fun and leisure throughout your 90 years, what are you doing now?
- What did you do in regard to service, leadership, and your community?
- What can you see around you? What are you feeling like in your rocking chair? What can you hear? What shows you that you are truly happy?

Let the pen or thoughts flow, do not restrict. Come back and look at what you have written and work backwards to see if there is anything missing in the present, which might threaten anything that you have written. You can use the active brainstorming sheet to help guide you.

Vision board exercise:

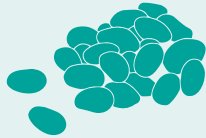
You can create a picture board of what a successful life looks like to you. Consider adding pictures which represent what makes you happiest, your dream job, where you want to be in your career and what you do to positively look after yourself. Refer to it frequently to keep intention alive.

Priority management exercise:

Priority management is important if we are to achieve balance. If you fill your jar with sand and pebbles (daily tasks and life) first, you have no room to add big rocks which are life priorities, and you end up feeling overwhelm or too full.



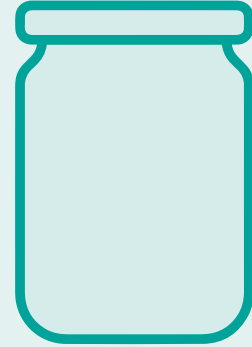
Sand



Pebbles



Rocks



Jar

Create space in your jar, think about what zaps your energy or takes your time that you don't want:

Can you do anything to reduce these?

Consider what action you need to take to bring these to life.

Now consider what is truly important to you, what could you not stop doing without significant impact (your top 3-4 priorities). These will represent your big rocks and need to go in your jar first

- Rock 1
- Rock 2
- Rock 3
- Optional Rock 4

What are your pebbles? These are thing that's need doing but are not critical?

- Pebble 1
- Pebble 2
- Pebble 3
- Optional Pebble 4

Can you do anything to reduce the pebbles?

Lastly what is your sand? These are the nice to do's that you may not always get time for but make you feel good.

- Sand 1
- Sand 2
- Sand 3
- Optional Sand 4

Being clear on your rocks and pebbles allows you to know how much sand and even water you can add to your jar.

Intentions exercise:

A follow up exercise to encourage you to consider what supportive daily habits could you introduce to reduce stress which are in line with your top priorities?

Which 3 habits will you commit to (be specific with when you will start)?

I will start... (insert habit)

on... (insert date)

Consider:

- Who/what do I need to make sure I implement and maintain the habits?
- When will I review the habits?

Tips:

- Be specific – look at your home, personal and work life. You know where you sabotage yourself.
- Remember it takes between 21-30 days to implement a new habit, so ensure they are practical and achievable.
- Some ideas: 5 minutes of silence each day to meditate, start work at 8am, do not finish later than 7pm, do 30 minutes of exercise each day, eat lunch away from the desk, make a to-do list each day and tick off as you complete.

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Mentoring is not just models or theories. It's important to spread the coaching mindset; listen to understand, promote better conversations, ask powerful questions, challenge, and support, shift unwritten rules, re-frame, and reflect.

Use the skills everywhere. Look for transformation and a shift of a paradigm (way of thinking).

*"The world is changed by your example
not your opinion"*

Paulo Coelho



GLA Group Mentoring Programme: Mentoring Agreement

Purpose

This Mentoring Agreement aims to ensure mentees and mentors develop a mutual understanding of expectations from the beginning of their relationship. It acts as a guide to how to conduct.

Mentoring principals and code of ethics

Context

- All mentors and mentees when working in these roles agree to conduct themselves in accordance with this agreement
- The mentoring relationship is based on mutual trust, honesty, respect, and freedom of expression
- Mentors approach the relationship with positive regard for their mentee and work on their agenda

Boundary management

- The agenda for mentoring is work-related issues. For more personal and specialist advice, the mentor will refer the mentee to seek the help of another professional as appropriate (e.g. counsellor, occupational health, doctor)
- Mentoring or any individual mentoring scheme is not intended as a way of fast tracking or offering preferential treatment in offers or selection for employment or secondments
- Both parties respect each other's boundaries, cultural customs, and religious beliefs
- If the mentor has concerns for the mentee's safety and well-being, or that of any other person, they will inform the mentee who they will need to disclose it to beforehand. Your organisation's Mentor Lead can help if needed or contact (insert email address)
- If either mentor or mentee feels there is a conflict of interest within the mentoring relationship, they should discuss this at the outset, and decide how to proceed
- If either the mentor or mentee feels the relationship is not working, they should discuss it together in the first instance. If they are unable to resolve their difficulties, they should agree to stop and ensure that no blame is attached to either party

Integrity

- All discussions between mentor and mentee are confidential except for any issues that put the individual or the organisation at harm or are illegal. Confidentiality must be kept during and after the relationship has ended
- The relationship between the mentor and the mentee must be conducted in accordance with the standards set out in the Codes of Conduct and professional practices in each individual GLA Group organisation as well as applicable laws
- The mentoring relationship should not be exploitative in any way or open to misinterpretation, keeping it within professional boundaries at all times

Contracting

- Both parties to agree a time period for the mentoring relationship and review this as you progress
- Both parties agree frequency of meetings and locations (face to face or on-line)
- Mentees to come prepared and having considered specific outcomes and objectives to be achieved through Mentoring (recognising these may change during the course of the Mentoring relationship)
- Both parties commit to discuss and agree if the relationship has met its intended outcomes and can therefore conclude
- Both parties should inform the Mentoring your Mentoring Lead or contact (insert email) and the mentee can seek an alternative mentor

Feedback

- Both parties provide thoughtful and productive feedback to each other and participate in on-line evaluation
- Themes and feedback from the mentoring programme may be shared anonymously to help improve the programme and evaluate success and benefits