Leading libraries
SCONUL Mentoring

July 2023

SCONUL

Suggested citation: SCONUL (2017) Leading libraries: SCONUL Mentoring, London: SCONUL

https://www.sconul.ac.uk/publication/sconul-mentoring

Contact the author:

SCONUL
94 Euston Street
London
NW1 2HA

info@sconul.ac.uk

Contents

SCONUL

1.   Introduction to SCONUL Mentoring

1.1 Scope and purpose

SCONUL is seeking to enhance individual and collective leadership capacity across the community, supporting succession planning and increasing the impact of senior library professionals within member institutions.

The development of a mentoring scheme, SCONUL Mentoring, is one element of this leadership development activity. The scheme is particularly intended to support emerging leaders although it is also open to more experienced leaders, as leadership learning and development are lifelong processes.

The core purpose of SCONUL Mentoring is to support academic library leaders in their professional and personal growth by facilitating mentoring relationships with more experienced colleagues. Both partners in the mentoring relationship will learn and gain from the experience, and this in turn will sustain a continuous learning cycle within SCONUL and build leadership capacity across the sector.

This will be achieved by:

• promoting SCONUL Mentoring as a valuable tool within an individual's own leadership development portfolio

• managing a process within which those seeking a mentor can be supported in identifying a suitable partner

• providing guidance and support for those participating in SCONUL Mentoring

• monitoring and evaluating SCONUL Mentoring so as to deliver continuous improvement and demonstrate impact.

1.2 Objectives

Our objectives are:

a) to promote SCONUL Mentoring across the community

b) to recruit and match mentors and mentees according to the scheme's eligibility criteria

c) to support mentors and mentees in making the most of the mentoring partnership (support for contracting, goal-setting, managing expectations, reflecting, concluding, etc.)

d) to enhance the personal and professional growth of mentees through their contribution to the mentoring partnership

e) to draw on the learning and experience of mentors for the benefit of mentees and the wider academic library sector

f) to develop SCONUL as a learning organisation through the process of mentees becoming mentors in their turn

g) to demonstrate the impact of SCONUL Mentoring through continuous monitoring and evaluation

h) to maintain awareness of best practice in mentoring and ensure that the SCONUL scheme continues to meet the highest standards.

1.3 Eligibility criteria

Mentees should normally be emerging leaders (senior academic library staff in deputy director or section head positions) or those recently appointed to their first director level post. However, the scheme is also open to more experienced leaders.

Mentee applicants who do not fit this definition may be matched on a 'best efforts' basis if a suitable mentor is available, but partnerships that fall outside the core scope of SCONUL Mentoring will not be monitored formally as part of the scheme.

Mentors should have at least two years' experience at a level equivalent to or higher than the proposed mentee. (So someone can have two years' experience at second tier level and mentor someone just starting in a role at this level, but such a mentor would not normally be able to mentor someone with greater experience at second tier level, or in a director level role.) Mentor applicants who have moved on from a library leadership position (e.g. who have retired or moved into a different role, self-employment or consultancy) are also welcome. At this level, it is expected that members of the SCONUL leadership community may well have had experience or

training in mentoring, e.g. within their own organisations or as members of CILIP. Where this is not the case, we would expect mentors to have prepared for taking on this role.

These eligibility criteria are guidelines, and SCONUL will use its discretion and common sense when proposing a mentoring partnership.

2.   Getting involved in SCONUL Mentoring

This section provides some general guidance for mentors and mentees participating in SCONUL Mentoring. Further information can be found in the specific guidance notes provided for each role at sections 3 and 4 below.

2.1 About mentoring

Mentoring has been defined by SCONUL as "a professional relationship in which an experienced person (mentor) assists another person (mentee) in developing specific skills and knowledge that will enhance the mentee's professional and personal growth. It is an effective way of helping people to progress in their chosen career, and is a helpful relationship based upon trust and respect."

There are different definitions of both mentoring and coaching. Both involve a one-to-one client-focused relationship where an individual client seeks help from another person to help them move forward, make sense of a situation, set goals, overcome challenges, etc. Mentoring has more focus on professional development, whereas coaching may also encompass more personal and life-related issues. Typically a mentor will be someone from a similar professional background but with more experience than the mentee, whereas a coach may come from a different background but use specific skills and techniques to help the client move forward. A mentor may be more likely to offer guidance and share experience, whereas a coach is more likely to hold back from doing this and seek to enable the client to find their own answers.

Trying to distinguish between the two processes is not always helpful, however. A good mentor (or coach) will focus on the client's needs and use a range of skills and techniques to support that person in working through their situation and identifying next steps. For more information please see Hodges, S. (2017), *Leading libraries: Briefing paper on coaching and mentoring*, London: SCONUL.

Many professional organisations have or are setting up their own mentoring schemes. The common element is the recognition that people developing their careers in a particular sector or profession are very likely to benefit from the advice, guidance and support offered by those with more experience in the same area of work.

SCONUL

2.2 How to apply

Please also look at the separate guidance notes for mentees and mentors in sections 3 and 4 below.

Application forms for both mentor and mentee roles are available from the SCONUL website. SCONUL will confirm receipt of your application and contact you if there are any queries.

Mentees should normally expect to receive a response within three weeks. You will be offered up to five mentor suggestions, depending on the availability of suitable partners at the time of your application. You can make a choice there and then and approach your chosen mentor, or you can arrange an introductory phone call (or meeting if you prefer) with each in order to reach a decision on the basis of that initial engagement and an assessment of whether the 'chemistry' feels right for you. SCONUL mentors understand that this process is a valuable way for mentees (and mentors themselves) to make the best possible start in a mentoring relationship, and will not be offended if you choose someone else. (Mentors may also on occasion indicate if they feel that a potential match is not right for them, and in the same vein you should not take this personally.)

Mentors will be added to the SCONUL Mentoring Partnerships register. You will be contacted as soon as a potential match with a mentee has been identified. This may be very quickly, or may take some time if there are no mentees currently seeking mentors. You should be prepared for potential mentees to make contact with you on a provisional basis, as they are encouraged to approach more than one possible mentor with a view to making a choice based on whether the 'chemistry' feels right for them. You should also keep an open mind, and be prepared to say so if the proposed match does not feel right for you.

2.3 Starting your mentoring partnership

Once a mentoring partnership is agreed, you should let SCONUL know that you are starting work together. This will assist record-keeping and monitoring.

Both partners should then develop and sign a Memorandum of Agreement. There is an example included at Appendix A4 – this text is a suggestion only, and you can develop your own agreement if you prefer. The important thing is that as you embark

on your mentoring partnership you consider some ground rules together, and clarify your expectations of one another. It is particularly important to agree how you will maintain confidentiality within the mentoring process.

You should also consider the frequency and nature of your mentoring engagements. You may find it easy to meet face-to-face, or you may prefer to use the phone, Skype or other means of connection. You might discuss whether you feel it appropriate to be in touch between the arranged sessions, and how (email, social media, etc.). And you should consider how and when you want to review your partnership – how will you know when you have finished?

2.4 Working together

The separate guidance notes for mentors and mentees cover the mentoring work itself. There is a great deal of published material on the subject of mentoring, and many other organisations have developed schemes with materials available via the internet. A few suggestions follow, but this is by no means an exhaustive list.

2.5 Suggested reading

- CILIP Mentor Support Officers Network. (2016). Mentoring for CILIP professional registration: Handbook to support mentors. London: CILIP (Available to CILIP members via the CILIP VLE [login required] in the Professional Registration section. See especially pp. 12-18 on listening, asking questions, and giving feedback.)

- Lancer, N., Clutterbuck, D., & Megginson, D. (2016). Techniques for coaching and mentoring. (2nd edn). Abingdon: Routledge

- Parsloe, E., & Wray, M. (2000). Coaching and Mentoring – practical methods to improve learning. London: Kogan Page

- Starr, J. (2021). The Mentoring Manual: Your Step by Step Guide to Being a Better Mentor. (2nd edn). Harlow: Pearson

- University of Sussex (2023) Designing a mentoring scheme [online]. Available at: https://www.sussex.ac.uk/organisational-development/mentoring/guidance-for-coordinators/designing-a-mentoring-scheme

3.   Guidance for mentees

The following notes are intended as a guideline to help you think through your role as a SCONUL mentee. There is no one way of doing this, and SCONUL is not prescriptive in its approach. The main thing is that you should make the most of your opportunity to spend time with someone whose professional experience can benefit you, and whose constructive support and challenge can help you see your own situation more clearly.

3.1 Applying for mentoring

Think about what you want to achieve, and whether mentoring is right for you at this time. What support (or otherwise) are you getting from your line manager or other colleagues? Can you clearly articulate your goals? What are your expectations of this relationship – what is it that you need from your mentor? Does this tell you anything about the kind of person (and maybe their background) that you want to work with?

Are you happy to give the necessary time to make your mentoring partnership work for you? Your mentor will be making a commitment to you for whatever period of time and pattern of engagements you agree between you, and you want to ensure you can make the most of this.

3.2 Preparing for your mentoring session

Try to set out clearly what it is you want to achieve in your mentoring partnership, and your leadership development goals. Don't worry if it feels a bit foggy to begin with, as your mentor will be able to help you clarify these questions.

* What do you want to achieve specifically in this meeting? How will you know that you've succeeded?

* What does your mentor need to know about you? What career highlights (or lowlights) might be relevant to your situation today? What are your strengths and weaknesses? Would others who work with you agree?

* What has been going on for you recently? What has happened / what have you thought about since your last meeting?

SCONUL

3.3 In the meeting

Remember that this is your meeting (or phone call, or Skype session). Your mentor will want to understand your purpose in seeking mentoring, and will be doing what they can to help you make progress, so it's up to you to drive the agenda.

Your mentor will ask questions. Do your best to answer honestly, and to keep an open mind if something is said that you find uncomfortable. Why might this be? Take some time to reflect, to check your understanding of their question, and to ask questions of your own. You don't have to agree with everything your mentor says – but you do need to try and understand and reflect on it.

Ask for what you need – but remember your mentor doesn't have all the answers. They may have had similar experiences and can describe what they did (or didn't do) and what did (or didn't) work for them. You can learn from their mistakes as well as their successes.

Your mentor may also be able to put you in touch with other people or organisations who could help you move forward, or suggest activities that you could become involved with.

3.4   After the session – reflection and review

- How did your mentoring dialogue go? Are there ways you could use your time together more usefully in future (things to focus on, things not to get stuck on)?

- Is there anything you don't understand or feel unsure about? Why might this be?

- Was the balance right (between each of you talking, listening, reflecting)?

- What will you do as a result of this engagement?

- What do you need to think about / reflect on?

- Where are you with your original goals / concerns? Have you made progress? Have the goals changed?

SCONUL

3.5 Ending your mentoring partnership

You will have considered at the start of your partnership how frequently you want to engage with your mentor, and over what period of time; and you may have changed this by mutual agreement at some point along the way. You should be ready to indicate to your mentor when you feel it is time to draw things to a close – this is usually evidence of successful work together, and your mentor should not feel concerned if you are ready to finish. Let SCONUL know when you have concluded your work together, to assist in record-keeping and monitoring of the scheme.

When you have successfully concluded work with a mentor, you may of course continue to be in touch with them, through social media or other informal routes (an occasional coffee for example). This is for you to agree together.

If the partnership is not going well for any reason, you should raise this honestly and openly with your mentor. (It is quite possible that they feel the same, and in any case they should be prepared for a partnership not to work on occasion.) Ideally you should explore together whether there is anything that either of you might do differently to help the partnership to become more effective. It may also be that one or other of you finds that their circumstances have changed so that they simply cannot honour the original commitment to the mentoring partnership – in which case again this should be raised straightforwardly.

If you feel that you do not wish to continue in a particular partnership for whatever reason, you can recognise this amicably and agree to conclude your work together. Again, please let SCONUL know that your partnership has come to an end, and you will be supported in identifying an alternative mentor.

As a final step, why not consider becoming a mentor yourself? This might be formally through SCONUL, or perhaps your workplace has a scheme, or just reflect on how your mentor has helped you, and think about whether you know people who might benefit from your support in a similar role.

SCONUL

4.   Guidance for mentors

The following notes are intended as a guideline to help you think through your role as a SCONUL mentor. There is no one way of doing this, and SCONUL is not prescriptive in its approach. The main thing is that you should both support and challenge your mentee, and help them to benefit from your experience (including your mistakes and subsequent learning, as well as your successes).

4.1 Applying to become a mentor

Think about the role of mentor, and how it differs from that of a line manager, coach, or counsellor. Think about your own previous experience of any of these roles. What approaches and techniques might be useful in your role as mentor? What elements do you want to avoid?

What experiences can you bring to the partnership that might be helpful to your mentee? Think especially about when you moved from one role to another, and the steps along your leadership journey. What helped you to make those moves? Is there anything you might have done differently, in retrospect?

Are you happy to give some of your time to this process? You and your mentee will agree together how frequently and over what period of time you want to engage – but you are making a level of commitment by putting yourself forward as a mentor, and you need to feel sure that you can accommodate this appropriately.

4.2 Preparing for your mentoring session

- What do you know about your mentee (their background, previous roles)?

- What have they said about their goals and challenges?

- What have they 'not' said, that you might want to explore with them?

- What do you need to learn more about in order to understand their situation better?

4.3 In the session

Remember this is the mentee's time – they should drive the agenda. As well as supporting and challenging them as a mentor, your role is to hold the process, keep

track of time, and check that your mentee has had a chance to cover everything they wanted to raise in this conversation.

Think about the questions you might ask to help guide the discussion. You might want to open things up and help your mentee to see a bigger picture, so consider open questions such as:

• Tell me more about ...?

• Are there other ways you might approach ...?

• What else was going on there? How did you feel about ...?

• Why might that be?

At other times you might need to help your mentee to focus, so a different approach might be needed, such as:

• What do you need to focus on right now? Today? This year?

• What is most important for you?

• When do you need to do ...?

Remember to listen – actively – to what your mentee is saying, and check your understanding regularly (e.g. 'so what I think I heard you say is... Is that right?' 'Can you clarify what you mean by...').

Keep your own experiences (current and previous) in mind while listening to your mentee, and bring these in at an appropriate moment if you feel that your mentee might benefit.

Are there practical things you can do to support your mentee, such as put them in contact with people or suggest things they could read? Are you (or your contacts) involved in anything they could join in with and benefit from?

As the mentoring session closes, you should confirm actions and next steps with your mentee, for example:

• What is the mentee going to do / think about / try out after this meeting?

• Are there actions for you?

• Date of next engagement, etc.

SCONUL

4.4 After the session – reflection and review

- How did the mentoring dialogue go? Are there ways you could use your time together more usefully in future (things to focus on, things not to get stuck on)?

- Is there anything you don't understand or feel unsure about? Why might this be?

- Was the balance right (between each of you talking, listening, reflecting)?

- What about actions? If you've ended up with all the actions you might want to re-think.

- Have you been able to help your mentee see things more clearly? Have they made any progress with their original goals and concerns? Have these changed at all?

- Have they gone away with something practical to focus on?

4.5 Ending your mentoring partnership

You will have considered at the start of your partnership how frequently you want to meet, and over what period of time; and you may have changed this by mutual agreement at some point along the way. Your mentee should normally take the initiative to indicate when they feel it is time to draw things to a close – this is usually evidence of successful work together, and you should not feel concerned if they are ready to finish. However, you might need to take this initiative yourself if you sense that you have made as much progress as feels reasonable. Let SCONUL know when you have concluded your work together, to assist in record-keeping and monitoring of the scheme.

When you have successfully concluded work with a mentee, you may of course continue to be in touch with them, through social media or other informal routes (an occasional coffee for example). This is for you to agree together.

If the partnership is not going well for any reason, you should raise this honestly and openly with your mentee. (It is quite possible that they feel the same, but they may feel more anxious than you about raising the issue.) Ideally you should explore together whether there is anything that either of you might do differently to help the partnership to become more effective. It may also be that one or other of you finds that their

circumstances have changed so that they simply cannot honour the original commitment to the mentoring partnership – in which case again this should be raised straightforwardly.

If you feel that you do not wish to continue in a particular partnership for whatever reason, you can recognise this amicably and agree to conclude your work together. Again, please let SCONUL know that your partnership has come to an end, and if appropriate confirm that you are available to work with a new mentee.

And don't forget that you can seek a mentor of your own at any stage, either via the SCONUL scheme or independently. Learning and development are continuing processes.

5.   Matching process

This section details the process to be undertaken when seeking to match mentee applicants with potential mentors. It is anticipated that applications will be received electronically. The SCONUL office will receive these applications for processing and record-keeping.

1. The SCONUL office will receive and acknowledge all mentor and mentee applications in the first instance, check eligibility and update the confidential Mentoring Partnerships Register with new mentors and 'pending' mentees.

2. The SCONUL office will circulate mentee applicant details to the SCONUL Mentoring Oversight Group (SMOG) members with the current version of the register – and an initial recommendation of up to five available mentors based on relevant factors including geographic location.

3. SMOG members will review the recommendation together, taking account of the following:

   a) Is the mentee known to any of us, and if so a) can we take account of this positively in considering the matching and b) have we addressed any conflicts of interest (e.g. by someone standing aside from a particular matching discussion)?

   b) Do the mentee's general goals as outlined on their application form appear to match the experience offered by the proposed mentor(s)?

   c) Does the mentor have sufficient similarity of background to be credible in understanding the mentee's situation?

   d) Does the mentor have enough additional experience to be able to offer advice and support?

   e) Is the mentor sufficiently different from the mentee to be able to provide an objective distance and challenge?

   f) Does this work geographically and in terms of any other preferences, considerations and constraints?

SCONUL

g)   Are we as sure as we can be that the mentor does not have any line management responsibility for the mentee, or other (perceived, potential) influence that could affect (perceived) impartiality?

h)   Are there any other considerations mentioned by either the mentee or the mentor to support this match, or that give us pause for thought?

4. Agreement should be reached on up to five possible mentor matches for the mentee applicant.

5. The SCONUL office will provide the mentor options to the mentee for them to follow up and confirm the outcome back to SCONUL. (The guidance to mentees indicates that an outcome will be provided to them within three weeks of receiving their application. If this is not feasible the mentee should be kept up to date with progress, and / or the guidance updated to reflect a more realistic timescale in the light of experience.)

6. The SCONUL office will keep the register updated so as to keep track of pending proposals and record confirmed matches. This updated register will be provided to SMOG members in advance of each new matching discussion.

7. Every effort will be made to find a suitable mentor for mentee applicants. It may be necessary to recruit new mentors (SMOG may consider a direct approach to possible candidates if there is currently no one suitable on the register), or ask a mentor to accept more than one mentee.

8. Over time, records should be kept of the number of mentees each mentor has worked with, to ensure that no one is under– or over-committed. Again, further mentors may need to be recruited on occasion, targeted perhaps in particular geographic areas, or with particular backgrounds / characteristics.

6. Operational matters

This section summarises the overall shape of the scheme and includes various operational elements which are important but not covered elsewhere.

6.1 Maintaining the scheme

The operation of the scheme was last reviewed in 2023 and will looked at again in July 2024. There is likely to be a periodic recruitment drive for mentors, and the scheme is being re-launched in July 2023 to remind SCONUL members that mentoring is available and to reach a wider pool of emerging leaders.

When new SCONUL representatives are confirmed they will be invited to consider seeking a mentor and / or becoming a mentor themselves.

People who cease to be SCONUL representatives may be invited to become mentors (if not already on the register) as long as they continue to meet the eligibility criteria.

When mentees have concluded their mentoring partnerships, they will be approached in due course and invited to consider becoming mentors in their own right. (The mentee evaluation form included with this scheme invites mentees to consider becoming mentors.)

6.2 Promotion and recruitment

SCONUL Mentoring will only be successful if eligible people know about it, understand its purpose, and want to participate. A full set of information about the scheme is available on the SCONUL website, with individual documents and forms available for download.

A mentee application form is included as an appendix.

6.3 Record-keeping and confidentiality

SCONUL will need to ensure that all records kept in connection with SCONUL Mentoring are managed in accordance with Data Protection legislation. This is of course particularly important with respect to the proposed Equal Opportunities form that

mentor and mentee applicants are invited to complete and return. The application forms ask applicants to confirm their agreement that data provided will be shared with those administering SCONUL Mentoring, and with any potential mentees / mentors. The issue of confidentiality is stressed throughout the scheme documentation, and in particular with respect to the Mentoring Partnership Agreement.

6.4 Establishing mentoring partnerships

The scheme includes a proposed approach to matching mentees with potential mentors. This may of course be refined in the light of experience and feedback from scheme participants. The SCONUL group responsible for matching, SMOG, will operate largely in virtual mode, and deal with mentee applications as and when they arrive rather than in batches, so as to minimise any delay to the mentee. Ideally mentees will be offered a choice of up to five mentors, and it is up to the mentee to make the initial approach(es) and selection. Mentors will need to be prepared for this, and recognise that not being chosen in a particular instance should not be taken amiss.

6.5 Support and training

The scheme includes general guidance for scheme participants together with more targeted support for mentees and mentors including some further reading.

It is expected that members of the SCONUL leadership community are very likely to have had experience or training in mentoring, e.g. within their own organisations or as members of CILIP.

SCONUL Mentoring will be reviewed on an ongoing basis and the need for training for mentors will be considered in the light of feedback. This might take the form of an annual training event, or one or more peer support/ action learning sets so that SCONUL mentors have a network to call on. It is also suggested (see the section on management of the scheme) that SMOG might on occasion offer support and advice to partnerships or individuals who seem to be having difficulties.

SCONUL

6.6 Evaluation and review

The scheme includes a set of 'success factors' with proposed means of evaluating each. Evaluation forms for mentees and mentors are included at Appendices A5 – A8, and will be sent annually to all who are currently in a mentoring partnership, or who have concluded a partnership within an agreed period of time (as a retrospective view can be valuable in different ways from the immediate response). SMOG will produce an annual report on the scheme for Executive Board, using anonymised and aggregated data provided by the SCONUL office, and this report should include recommendations for the ongoing enhancement and development of the scheme.

6.7 Complaints

The SCONUL Mentoring scheme has been developed in response to demand and in the light of feedback from the SCONUL community, and is designed to meet the needs of SCONUL members. It is hoped that any queries or difficulties arising from engagement with the scheme can be resolved informally between the parties concerned. However, if this is not feasible the following should apply.

Any complaints about SCONUL Mentoring should be directed in the first instance to the Executive Director of SCONUL, including as much detail as possible. The Executive Director will investigate the matter and aim to respond within ten working days of receiving the complaint. The Executive Director will inform SMOG of any complaints received, and may seek their advice on a suitable response and support for any investigation needed.

Complaints may be escalated to the Chair of SCONUL as a last resort, and the Chair's response will be final.

7. Management of the scheme: roles and responsibilities

This section outlines the roles and responsibilities of those managing the SCONUL Mentoring scheme.

The SCONUL Executive Board is accountable for the success of the scheme. The Board will:

a) receive an annual report on the scheme and act on any recommendations

b) allocate two members to SMOG

c) identify one other person from the SCONUL community as an external member of this group

d) contribute to promoting the scheme.

SMOG is responsible for overseeing the scheme, and in particular for matching mentees with suitable mentors. SMOG comprises the SCONUL Executive Director (or nominee), two Board members, and one other external member identified by the Board. SMOG will:

a) undertake matching of mentees with mentors

b) carry out monitoring and evaluation of the scheme

c) review the operation of the scheme and propose amendments to the Executive Board if needed

d) produce a brief annual report on the scheme for the Executive Board

e) flag any conflict of interest

f) respect the confidentiality of the scheme

g) support the Executive Director in responding to any complaints about the scheme

h) ensure that appropriate support is in place for mentors and mentees

i) on occasion, act as a sounding board for anyone experiencing difficulties with their mentoring partnership.

The SCONUL office is responsible for the effective operation of the scheme. The office will:

a) promote the scheme

b) receive and process applications from mentors and mentees

c) maintain records of mentors and mentees, together with information about mentoring partnerships (proposed, ongoing and concluded)

d) ensure that any personal information obtained in the course of administering SCONUL Mentoring is managed according to Data Protection legislation

e) arrange SMOG meetings (virtual or actual)

f) administer the monitoring and evaluation process

g) maintain confidentiality over the process

h) handle any queries about the scheme, referring any complaints to the Executive Director in the first instance.

8. Success factors and how they are measured

This section lists the success factors for SCONUL Mentoring, proposes evaluation criteria for each, and indicates how these are derived from the expected operation of the scheme.

Success factor	How measured	Monitoring and review activities
People know about SCONUL Mentoring and speak highly of the scheme	Enquiries and member surveys	Ongoing record of general enquiries received
Eligible mentees apply to be matched with a suitable mentor	Number of eligible applicants	Mentee applicants referred to matching process Note any deemed ineligible at this stage
Eligible mentors are recruited in sufficient numbers to meet the needs of mentees	Number of mentors registered	Mentor applicants added to the Mentor register
Mentoring relationships are established	Number of active relationships established (cumulate over time, note start dates) Number of successfully concluded relationships (cumulate over time, note end dates, relate to start dates) Number of 'failed' relationships (ideally few or zero!)	Record relationships registered with SCONUL after matching process concluded and both partners have accepted. Track start and end dates. Chase progress annually (if partnership is still live) Record any 'failed' relationships – and if there is any learning to be extracted
Mentoring relationships work well for both partners	Qualitative feedback on effectiveness of relationships (from both partners) – annual	Annual review, seeking qualitative feedback from both partners

Success factor	How measured	Monitoring and review activities
Mentees feel that their goals have been met (and gained more besides?)	Qualitative survey of mentees – at close of partnership, and then annually	Annual review as above
Mentors feel that they have made a positive difference (and gained something themselves?)	Qualitative survey of mentors (as above)	As above
Mentees can point to positive changes in their (approach to) work resulting from their SCONUL Mentoring experience *(how they feel, confidence, outlook, etc. – may still be in same job)*	Longitudinal review	Annual review, to include questions relevant to a closed partnership – so that people feed back annually but only address questions that are relevant to the point they have reached in their mentoring (or post-mentoring) work
Mentees gain a higher level (leadership) position and feel that their participation in SCONUL Mentoring helped them get to this point *(or just change roles / make a new start)*	As above	As above
Mentees become mentors in their turn	Information gathered at mentor recruitment stage	Mentor recruitment form
The scheme is straightforward to manage in terms of time, people and cost	Qualitative feedback from those involved	Annual review (internal, no form proposed for this)

SCONUL

Appendices

A1 SCONUL Mentoring: Mentee application form

Name	
Job title and institution	
Email and phone contact details	

How long have you been in your current role / at your current institution?
Please summarise your key responsibilities in your current role:
Who do you report to? (give their job title and brief indication of their responsibilities) *(Attach an organisational chart if helpful)*
Please give brief details of your previous roles: *(And / or – attach a short CV of no more than 2 sides.)*
Do you have any previous experience of SCONUL Mentoring (e.g. were you a mentee in previous role, have you previously mentored someone at second tier level?)
Have you had any other previous experience of mentoring or coaching (e.g. attended training, coached a colleague, been mentored elsewhere, participated in the CILIP mentoring scheme?)

SCONUL

What are you hoping to gain from working with a mentor at this stage in your professional development?

(Two or three bullet points)

Where do you see yourself in three to five years' time?

Have you already identified a proposed mentor?

(If yes, please give name)

Have you already approached them and gained agreement in principle?

Do you have any preferences as to the kind of mentor you would like to work with? (e.g. someone with experience of a converged service, post-1992 institution, someone who has worked outside the HE sector, had a career break and then returned, etc.)

(You don't have to express a preference, and we can't guarantee to meet it)

Assuming you will want at least some face-to-face contact with your mentor, are there any geographical constraints?

(E.g. anywhere in the London area; maximum 1 hour travelling distance from X)

Is there anything else you want us to take into account when seeking to match you with a suitable mentor?

SCONUL

I confirm that I would like to work with a SCONUL mentor, and that I have read and understood the principles of the scheme, in particular the commitment to maintain agreed levels of confidentiality in respect of the mentoring partnership.

I confirm that I consent to the information I have given above being shared with those administering SCONUL Mentoring, and with any potential mentors.

Signed

Date

SCONUL

A2 SCONUL Mentoring: Mentor application form

Name	
Job title and institution	
Email and phone contact details	

How long have you been in your current role / at your current institution?
Please summarise your key responsibilities in your current role
Who do you report to (give their job title and brief indication of their responsibilities)? *(Attach an organisational chart if helpful)*
Please give brief details of your previous roles *(And / or – attach a short CV of no more than 2 sides)*
Do you have any previous experience of SCONUL Mentoring (e.g. were you a mentee in previous role, have you previously mentored someone at second tier level)?
Have you had any other previous experience of mentoring or coaching (e.g. attended training, coached a colleague, acted as CILIP mentor, been mentored elsewhere)?

SCONUL

Why would a potential mentee benefit from being matched with you?

(Think about the particular experience and skills you can bring to the mentoring partnership, any specific challenges you have faced in your professional life, etc.)

Do you have any preferences as to the kind of mentee you would like to work with (e.g. someone working in a converged service, post-1992 institution, someone who's new to the HE sector, had a career break and then returned, etc.)?

(You don't have to express a preference, and we can't guarantee to meet it)

Assuming you will want at least some face-to-face contact with your mentee, are there any geographical constraints?

(E.g. anywhere in the London area; maximum 1 hour travelling distance from X)

Is there anything else you want us to take into account when seeking to match you with a suitable mentee?

I confirm that I would like to work with a SCONUL mentee, and that I have read and understood the principles of the scheme, in particular the commitment to maintain agreed levels of confidentiality in respect of the mentoring partnership.

I confirm that I consent to the information I have given above being shared with those administering SCONUL Mentoring, and with any potential mentees.

Signed

Date

SCONUL

A3 SCONUL Mentoring: Equality and diversity monitoring form

[This form is based on an example provided on the ACAS website]

SCONUL wishes to encourage equality and diversity across its community and especially in relation to leadership development. We seek to avoid discriminating under the Equality Act 2010.

SCONUL needs your help and co-operation to enable us to do this, but filling in this form for monitoring purposes is voluntary.

The information you provide will stay confidential, will be stored securely, and access will be limited to employees in the SCONUL office only.

Please include this form with your SCONUL Mentee / Mentor application.

Gender	Male ☐	Female ☐	Prefer not to say ☐			
Age	16-24 ☐	25-29 ☐	30-34 ☐	35-39 ☐	40-44 ☐	45-49 ☐
	50-54 ☐	55-59 ☐	60-64 ☐	65+ ☐	Prefer not to say ☐	

What is your ethnicity?

Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong. Please tick the appropriate box.

White

English ☐   Welsh ☐   Scottish ☐   Northern Irish ☐   Irish ☐

British ☐   Gypsy or Irish Traveller☐   Prefer not to say☐

Any other white background, please write in:

Mixed / multiple ethnic groups

White and Black Caribbean ☐   White and Black African ☐   White and Asian ☐

Prefer not to say☐   Any other mixed background, please write in:

Asian / Asian British

Indian ☐   Pakistani ☐   Bangladeshi ☐   Chinese ☐   Prefer not to say ☐

Any other Asian background, please write in:

Black / African / Caribbean / Black British

African ☐   Caribbean ☐   Prefer not to say ☐

Any other Black / African / Caribbean background, please write in:

SCONUL

Other ethnic group

Arab ☐   Prefer not to say ☐   Any other ethnic group, please write in:

Do you consider yourself to have a disability or health condition?

Yes ☐   No ☐   Prefer not to say ☐

The information in this form is for monitoring purposes only. Please talk to your mentor or mentee about any reasonable adjustments that might be needed in your work together to enable you to contribute most effectively to the mentoring partnership.

What is your sexual orientation?

Heterosexual ☐   Gay woman / lesbian ☐   Gay man ☐   Bisexual ☐

Prefer not to say ☐   If other, please write in:

What is your religion or belief?

No religion or belief ☐   Buddhist ☐   Christian ☐   Hindu ☐   Jewish ☐

Muslim ☐   Sikh ☐   Prefer not to say ☐   If other religion or belief, please write in:

What is your current working pattern?

Full-time ☐   Part-time ☐   Prefer not to say ☐   If other, please write in:

What is your flexible working arrangement?

None ☐   Flexi-time ☐   Staggered hours ☐   Term-time hours ☐

Annualised hours ☐   Job-share ☐   Flexible shifts ☐   Compressed hours ☐

Homeworking ☐   Prefer not to say ☐   If other, please write in:

Do you have caring responsibilities? If yes, please tick all that apply

None ☐   Primary carer of a child/children (under 18) ☐

Primary carer of disabled child/children ☐

Primary carer of disabled adult (18 and over) ☐   Primary carer of older person ☐

Secondary carer (another person carries out the main caring role) ☐

Prefer not to say ☐

A4 SCONUL Mentoring: Mentoring partnership agreement

This is an example of the kind of agreement you might wish to make. You should feel free to develop your own points and to change anything given as an example below; however, it is very important that you discuss confidentiality and confirm a shared understanding of your approach to this issue.

The agreement is probably best developed between you at or after your first engagement, – once you are happy that your partnership is right for you.

The agreement itself remains confidential to the mentoring partners.

Mentee   ....

Mentor   ....

We agree to work together in a mentoring partnership.

We aim to have a mentoring engagement [which may not be a face-to-face meeting every time] X times over the next Y months [*you may agree to extend or reduce your proposed schedule as your work together develops*]

We will provide as much notice as possible in the event of a session having to be cancelled or changed.

The agenda for our work together will be set by *mentee*, and one of our first tasks will be to establish *mentee's* goals for the mentoring process.

Mentor will seek to support *mentee* by listening actively, asking open questions, and challenging constructively. S/he will draw on his / her own experience, skills, knowledge, contacts, and networks to support *mentee* in moving forward, while ensuring that the discussion remains focussed on *mentee's* situation.

Mentee will contribute actively to the discussion, retaining ownership of his / her issues and the possible ways forward. S/he will remain open to challenge and questioning by *mentor*, but does not have to agree with everything that *mentor* might propose.

We will confirm our understanding of the issues discussed and any action points proposed, before closing our meeting.

At the end of each session we will share thoughts on how the session went, being honest with each other to ensure that we can both make the most of our work together.

SCONUL

We agree to maintain confidentiality by

a) keeping any meeting notes securely and not sharing them with others;

b) not repeating the content of our mentoring discussions to others, unless by mutual agreement;

c) respecting the confidentiality of any third parties who may be mentioned during the course of our discussions.

We agree to contribute to SCONUL's monitoring and evaluation process by responding to occasional brief questionnaires. These will not ask for details of the mentoring discussions, and such details should not be included in any responses.

We will decide together when our mentoring partnership has reached its conclusion, and we agree to let SCONUL know when this is the case.

We hope to work together constructively and effectively, but recognise that sometimes a mentoring partnership may not work well for one or both partners. If this seems to be the case each of us agrees to raise the matter honestly and openly with the other partner. In this situation we will explore whether there is anything that either of us might do differently to help the partnership to become more effective. If we do not feel that we wish to continue in the partnership, we will recognise this amicably and agree to conclude our work together.

Signed

Mentee ....

Mentor ....

Date ....

A5 SCONUL Mentoring: Evaluation form for mentees – current partnerships

SCONUL Mentoring was introduced in 2017, and we aim to evaluate the scheme over time in order to enhance and develop it for future participants. We are sending these forms to you as a participant in the scheme, and we are interested both in your immediate views of how the scheme worked (or didn't work) for you, and in your longer-term thoughts and feelings about any impact it may have had on your professional development over time.

Please use a separate mentee / mentor evaluation form for each mentoring partnership you are or have been involved in.

Name and contact information [optional]
How long have you been working with your mentor?
When do you expect your mentoring partnership to end?
Do you feel the mentoring partnership is going well? If so / if not*, why is this?
Do you feel you are making progress towards achieving the goals you set yourself at the start?
Do you feel happier / more confident in your current role as a result of working with your mentor?
Do you feel clearer / more confident about the next steps you want to take in your career as a result of working with your mentor?

SCONUL

Have you found the supporting guidance for mentees useful? Is there anything else you would like to see here?

Is there anything that SCONUL should do differently in order to improve the SCONUL Mentoring scheme for future participants?

Are there any other points you wish to make about SCONUL Mentoring in general or your participation in it in particular?

Many thanks for taking the time to complete this evaluation form; your comments are extremely helpful to us in developing the mentoring scheme.

* Please note that sometimes a mentoring partnership may not work well for one or both partners. If this seems to be the case for you, you should initially try to raise the matter honestly and openly with your mentor, and seek to explore whether there is anything that either of you might do differently to help the partnership to become more effective. If this does not work, please contact the SCONUL office and we will do our best to identify a new mentor for you.

SCONUL

A6 SCONUL Mentoring: Evaluation form for mentees – concluded partnerships

SCONUL Mentoring was introduced in 2017, and we aim to evaluate the scheme over time in order to enhance and develop it for future participants. We are sending these forms to you as a participant in the scheme, and we are interested both in your immediate views of how the scheme worked (or didn't work) for you, and in your longer-term feelings about any impact it may have had on your professional development over time.

Please use a separate mentee / mentor evaluation form for each mentoring partnership you are or have been involved in.

Name and contact information [optional]
When did your mentoring partnership start / finish?
To what extent do you feel you achieved the goals you set yourself at the start?
Did your goals change as you worked with your mentor?
Do you feel that your mentoring partnership worked well? If so (if not) why was this?
Have you gained in other ways through your work with your mentor?
Is there anything in particular that your mentor did that was helpful to you?

SCONUL

Has your work with your mentor helped you to approach your current role more effectively? Please give brief details.

Have you obtained a new role since working with your SCONUL mentor?

If so, do you feel that your mentoring work contributed in any way to this change?

Is there anything that SCONUL should do differently in order to improve the SCONUL Mentoring scheme for future participants?

Are there any other points you wish to make about SCONUL Mentoring in general or your participation in it in particular?

Would you be willing to become a SCONUL mentor? (please fill in the mentor application form)

Many thanks for taking the time to complete this evaluation form; your comments are extremely helpful to us in developing the mentoring scheme.

A7 SCONUL Mentoring: Evaluation form for mentors – current partnerships

SCONUL Mentoring was introduced in 2017, and we aim to evaluate the scheme over time in order to enhance and develop it for future participants. We are sending these forms to you as a participant in the scheme, and we are interested both in your immediate views of how the scheme is working (or not working) for you, and in your longer-term views.

Please use a separate mentee / mentor evaluation form for each mentoring partnership you are or have been involved in.

Name and contact information [optional]
How long have you been working with your mentee?
When do you expect your mentoring partnership to end?
Do you feel the mentoring partnership is going well? If so / if not*, why is this?
Do you feel that your mentee is making progress towards achieving the goals they set at the start?
Do you feel that you are making a difference by working with your mentee?
Are you gaining anything yourself from working with your mentee?
Have you found the supporting guidance for mentors useful? Is there anything else you would like to see here?

SCONUL

Is there anything that SCONUL should do differently in order to improve the SCONUL Mentoring scheme for future participants?

Are there any other points you wish to make about SCONUL Mentoring in general or your participation in it in particular?

Many thanks for taking the time to complete this evaluation form; your comments are extremely helpful to us in developing the mentoring scheme.

* Please note that sometimes a mentoring partnership may not work well for one or both partners. If this seems to be the case for you, you should initially try to raise the matter honestly and openly with your mentee, and seek to explore whether there is anything that either of you might do differently to help the partnership to become more effective. If this does not work, please contact the SCONUL office and we will do our best to identify a new mentor for your mentee.

SCONUL

A8 SCONUL Mentoring: **Evaluation form for mentors – concluded partnerships**

SCONUL Mentoring was introduced in 2017, and we aim to evaluate the scheme over time in order to enhance and develop it for future participants. We are sending these forms to you as a participant in the scheme, and we are interested both in your immediate views of how the scheme worked (or didn't work) for you, and in your longer-term views.

Please use a separate mentee / mentor evaluation form for each mentoring partnership you are or have been involved in.

Name and contact information [optional]
When did your mentoring partnership start / finish?
To what extent do you feel your mentee achieved the goals they set at the start?
Did the mentee's goals change as you worked together?
Do you feel that your mentoring partnership worked well? If so (if not) why was this?
Is there anything you might do differently in your work with future mentees?
Is there anything that SCONUL should do differently in order to improve the SCONUL Mentoring scheme for future participants?

SCONUL

Are there any other points you wish to make about SCONUL Mentoring in general or your participation in it in particular?

Many thanks for taking the time to complete this evaluation form; your comments are extremely helpful to us in developing the mentoring scheme.