



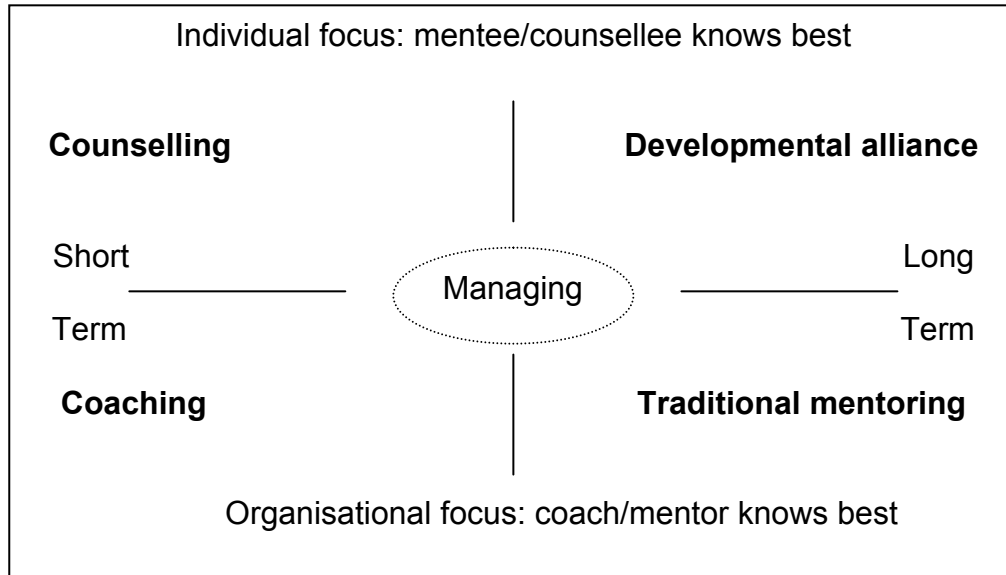
# Mentoring and the BAA CPD Scheme

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Mentoring can be defined in many different ways but it can be helpful to look at the different types of relationship that people can experience:

1. Traditional mentoring, which is usually long-term, broadly focused and geared mainly to organizational needs. This approach is often associated with formal mentoring schemes, where selected high-flyers are allocated to senior managers who serve as role models and sometimes as sponsors.
2. Developmental alliances, which are also long-term and have a broad focus, but which emphasise the needs of the individual. This approach is more suited to current organizational cultures where employees are expected to take responsibility for their own career development.
3. Coaching, which is short term and focused on specific tasks that the organization needs to be done.
4. Counselling, which is also short-term and focused on specifics, but which deals with issues that concern the individual.

**Figure 1**



(Note: Managing may involve all four elements. Managers have to make sure that the contract between the employee and the employer is fulfilled. This can make it difficult for managers to encourage development that is not consistent with organisational requirements. Adapted from Hay, 1996)

The idea of a developmental alliance fits well within the view of professional development in the NHS. The following definition may be helpful when considering a mentoring relationship:

'A relationship between equals in which one or more of those involved is enabled to increase awareness, identify alternatives, and initiate action to develop themselves' (Hay, 1999).

The role of the Mentor is to:

- Provide support and advice
- Act as a confidential sounding board for a variety of issues
- Act as a 'critical friend'
- Ensure that the participant accepts overall responsibility for the relationship
- Help the participant to adopt and adapt external ideas
- Encourage development through action.

### **Good practice in Mentoring**

It is helpful to discuss expectations of a mentoring relationship to make sure that both parties understand what is required. A clearly defined arrangement where both the Mentor and Mentee are explicit about their roles will help ensure a successful relationship. It is helpful to consider the following:

- Anticipated life-span of the relationship – it is expected that the relationship will end once it has served its purpose
- Frequency of contact – how often will you meet and for how long? Meetings longer than 1.5-2 hours may lose their focus
- What the meeting will and won't cover – a checklist can be helpful
- Whether or not you want to set an agenda to ensure you cover all the issues in the time allocated
- Where will you meet? Neutral ground, free from interruptions, can be helpful
- Structures to resolve any conflict or difficulty – not all mentoring relationships work and it is important to be open and honest with each other. Discuss and agree how you will terminate the relationship if it is not working successfully
- Nature of contact between formal meetings – some Mentors are happy to be contacted by e-mail or phone, but others may not
- Evaluation/reflection on the relationship by both Mentor and Mentee
- Regular reviews of the relationship – the relationship will change and evolve over time and may become less productive. It should be properly ended when appropriate

### **Mentoring Objective**

Mentoring within the BAA Continuing Professional Development scheme is to provide support and guidance for Mentees to enable them to meet their identified development needs.

### **Who Should be a Mentor**

An effective Mentor may provide guidance, help interpret complex information on technical and managerial issues, listen effectively, respond to and encourage the member they are mentoring. There are no firm rules about who should be a Mentor; organisational cultures vary and the mentoring process needs to adapt to this. However it should be noted that it is the responsibility of the Mentee to select a Mentor and not vice-versa. Two people should not act as each other's mutual Mentor. See the documents "Choosing a CPD Mentor" and "Becoming a CPD Mentor".

Generally speaking, it is expected that a mentoring relationship will last typically a year. The relationship should be regularly reviewed to ensure that it is meeting the needs of both participants. Once those needs have been met, the Mentee may seek another mentor to support them in their development. Participants may have more than one mentor (for example one could be chosen to help deal with a specific project; this fits the "Coaching" model in Figure 1).

One role of a mentor is to provide a different perspective so that the Mentee may compare and contrast their decisions and goals against a broader image. Larger departments may be able to arrange mentoring from within their own ranks whilst in smaller departments a mentor may be sought from outside the department. Some Mentees may prefer to have a mentor who is a peer from a nearby department. Others may select a mentor from a different field if they identify that they have the knowledge and skills that the Mentee needs to develop. The key factor is that the Mentor and Mentee need to be confident and secure in the relationship in order to be successful.

### **Planning CPD Activities with your Mentor**

There are a number of tools to help you do this, but one that is commonly used is a personal development plan (PDP). A personal development plan is designed to structure the reflective process and to link your development, career and business plans to service needs and delivery through your CPD. The NHS requires all employees to have an annual review as a KSF requirement. A personal development plan will be generated from this review. Prior to performing your review it can be helpful to consider the following questions to help establish some CPD priorities relating to your current role:

1. Describe up to three incidents in your workplace during the past year that caused you to feel that you had made a difference or were a personal and/or professional success.
2. Looking through your responses to the previous question, try to identify a learning need that relates to each incident that might help you build on that success.
3. Describe up to three incidents in your workplace during the past year that caused you to feel uncomfortable, unhappy, ill-at-ease, threatened or simply fed-up.

4. Looking through your responses to the previous question, try to identify a learning need that relates to each incident that might help you handle similar situations more effectively.

### **Personal Development Plan**

The following questions will help you establish how your current role(s) may change over the coming years, and how you may prepare for these changes.

5. If your workplace has a development plan for the next three years, briefly summarise the three points of that plan that will most affect you.
6. What learning needs do you have that relate to these three points?
7. What learning needs do you have arising from each of these policies and priorities?

### **Longer term career aspirations**

The following questions should help you focus on your key career goals over the coming years.

8. Looking at your career plans for the next 3-5 years, identify three new things that you want to be doing within that time frame.
9. What learning needs do you have that relate to each of these career aspirations?

### **References**

Hay J (1996) Issue 1: Finding Your Mentor. Available from <http://www.adinternational.com> (last accessed 1.2.06)

Hay J (1999) *Transformational Mentoring. Creating Developmental Alliances for Changing Organisational Cultures*. Sherwood Publishing, Watford