

Making mentoring
work for you

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<https://ebookcentral.proquest.com/lib/gla/detail.action?docID=6523339>





Chat: please
say hi, and
what brought
you to
mentoring...

This space is relaxed and confidential, you choose what you want to share

It's non-judgmental, there are no rights or wrongs, and the session is not recorded

Mentoring is a personal practice, ideas are offered

Feel free to react, discuss, ask questions in the Chat panel as we go along

I will give you a copy of these slides. Tweeting and sharing any of my materials is totally fine.

**today is a workshop for anyone with an
interest in mentoring, any programme, any
context**

**intended to set up a framework for good
mentoring conversations**

to try on the style, and ideas

and think about how you might use them



Tiziana:

Introducing

IBAHCM

Athena

Swan

mentoring?

Motivated by our commitment to support, guide and empower members of the Institute in every step of their career development and progression

- Much informal mentoring available in the Institute but all staff encouraged to consider embarking on a more structured mentor – mentee partnership
- Complementary to other avenues for mentorship (e.g. UofG’s Early Career Development Programme mentoring scheme and specific programmes offered by various funding bodies)
- Emphasis on “voluntary” involvement to select for those who are particularly motivated to becoming involved (both mentors and mentees)
- Prospective mentees encouraged to find their own mentor and outwith their own research group / the Institute to benefit from impartial perspectives
- Guidance available through the Athena SWAN website, BAH-mail and more tailored initiatives
- Figureheads for the scheme mentors and mentees can approach for advice
- Non-automatic roll over to help with changing mentors

Newcomers / early career researchers

- Open to all but strong emphasis on Early Career Researchers
- Tailored conversations / information on the programme available to newcomers (induction pack, Athena SWAN website, introduction by Head of Institute, tailored emails)
- Database containing the profiles of Institute mentors created specifically for newcomers
- Profiles only marginally focused on academic interests; emphasis on broader areas of support, motivation to act as a mentor and interests outside work
- Also encouraged to consider becoming a mentor to gain experience

More established members of staff

- Encouraged to act as mentors but also to consider being mentees
- External mentorship opportunities particularly important/encouraged for this group due to general lack of available local mentors for more senior staff
- Invited to consider mentoring partnerships outwith one's own School/Institute to benefit from perspectives of other "disciplinary" communities

“A mentoring relationship should enable you to benefit from a completely impartial perspective from someone who has no vested interest in your next steps, but who wants to support you in your personal and professional development.”

**why
mentoring?**

Mentoring takes a 1:1 personalised approach to learning

Brokers a new, complementary, partnership

Offers structured conversations in a respectful learning environment

Is confidential and boundaried

Co-created and collaborative not passive or instructional

thinking of mentoring as a distinct pedagogy – or, set of pedagogies, based on a Humanist educational philosophy (Rogers 1964), and person-centred learning, which works with the ‘whole person’, assumes capacity for learning and growth, and trusts the learner to make decisions for themselves.

Issues and caveats you identified

Boundaries with counselling, looking backwards...

Boundaries with personal life – who establishes these?

Boundaries with mentor stories, how much is too much?

Time-boundaries: when to approach some topics

Contradictions between advising and ‘teaching to fish’

Glossing over the impact of structural barriers / inequalities

Terminology of ‘leaders’ ‘full potential’

How would one achieve all this in practice?

<https://padlet.com/kayguccione/s4ha3s2mctmd1j0t>

Mentoring is an educational practice with a specific learned skillset

Mentors are not alternative line managers

Mentors may not have all the answers

Every mentor-mentee relationship will be different

Mentoring is one mode of support, mentors signpost to specialists as needed

Athena Swan mentoring principles

person
centred
specific
goals

boundaries
discussed
and set

space for
new ideas,
exploration,
and testing

respect
empathy
reciprocity
and co-
creation

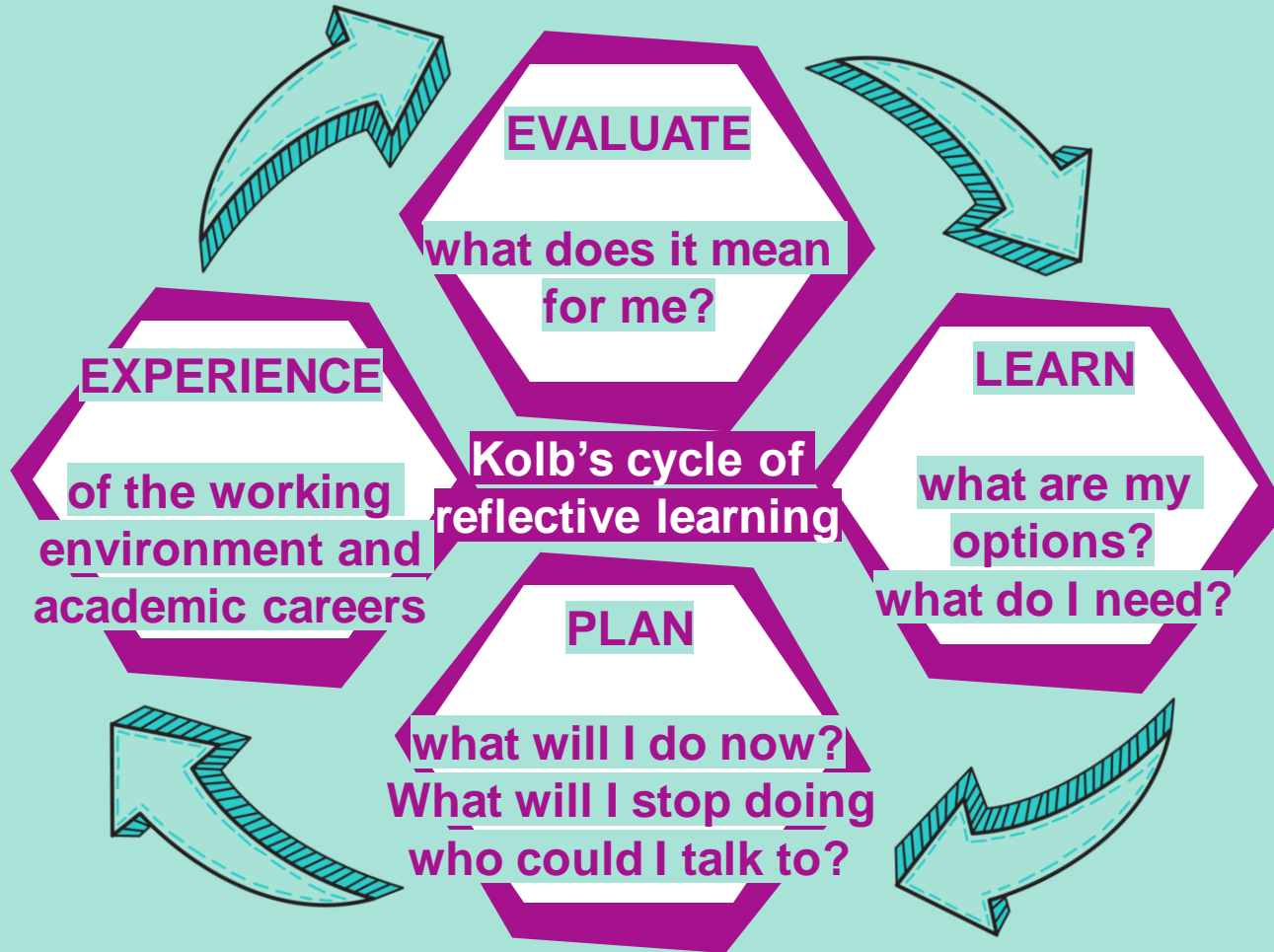
engaged
development
not
mandatory
monitoring
or reporting

quality of the
conversation

not a
superficial
process



**how does
mentoring
support
learning?**



actions are always better when good quality thinking has gone into them first

a mentor can support reflection, learning and planning

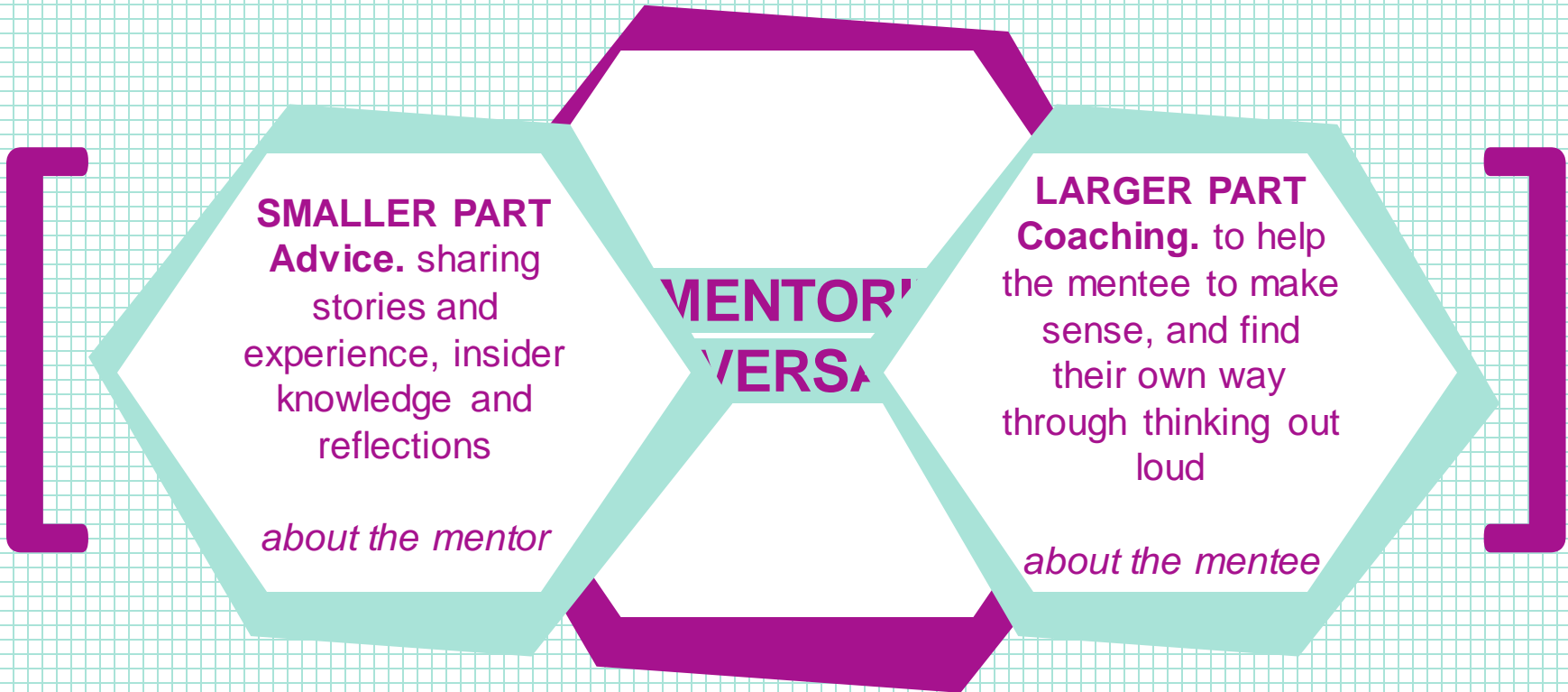
mentors hold 'a thinking environment' (Klein, 2009)



**what is a
mentoring
conversation?**



**A MENTORING
CONVERSATION**



**MENTOR'
VERS**

**SMALLER PART
Advice.** sharing
stories and
experience, insider
knowledge and
reflections

about the mentor

**LARGER PART
Coaching.** to help
the mentee to make
sense, and find
their own way
through thinking out
loud

about the mentee

10-minute practice

Person

A talks about a problem or situation that they have not yet resolved/got an answer for...

Person B may ask questions, listen and help A explore... BUT B cannot offer advice, tell A what to do or give solutions



your

reflections as a

***mentee* – what**

impact did that

have on you?

the pros and cons of advice:



pros of advice – ask the experts

It's quicker

When it fulfills expectations

It makes you feel like you had something tangible to offer

Your suggestion might be insightful / right / they had a real knowledge gap

It might stop the mentee from making a mistake, wasting time or getting into a difficult situation.



<https://www.fld-evnet.com/post/building-a-repertoire-beyond-advice>

cons of advice – ask the experts

We don't know as much about the other person's life as they do.

Can feel unheard, being heard is really important for many.

Listening to your suggestion halts their thinking process.

Dependency-like relationship, maintains power imbalance.

Mentee can devolve responsibility / ownership to you.

Overwhelmed with advice.

Works in opposition to the idea of co-creating.

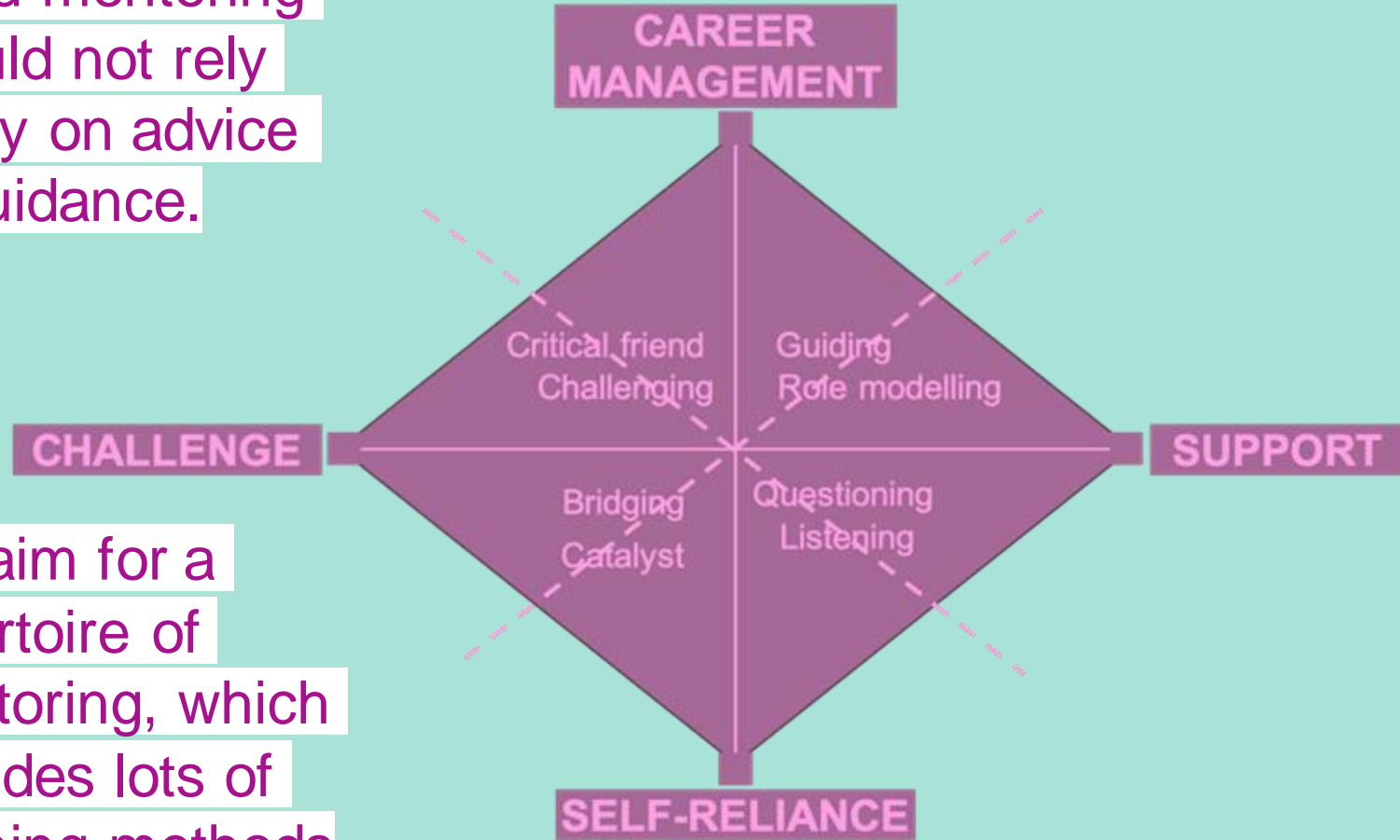
which strategy to use... depends on...

individual
preferences
context
objectives
permission
timing
relationship

a mentor with a
range of skills will
serve you far better
than one who relies
only on
advice

Good mentoring should not rely solely on advice or guidance.

We aim for a repertoire of mentoring, which includes lots of learning methods



two more ways to co-create: core mentoring competencies

complete a
mentoring
agreement together

post session
feedback

painless feedback

Key learning from the mentoring session, and why you feel it added value.

What you have put into practice since meeting and how it went.

What you would like to focus on in the next mentoring session and anything you would like to move away from.

**a mentoring
toolkit**

**[https://spark
.adobe.com/
page/MOf00
kSyEhxP1/](https://spark.adobe.com/page/MOf00kSyEhxP1/)**

what next?



**Tiziana: how
do folks sign
up?**

what next?

If you still have not done so, ask for access to the profiles of mentors or consider submitting a profile if you are willing to volunteer your time to mentoring
(Jennifer.Crawford@glasgow.ac.uk)

Explore the resources on mentoring on our website –
www.gla.ac.uk/researchinstitutes/bahcm/athenaswan/mentoring/

Get in touch with us if you need help/advice, you want to become involved or have suggestions you wish us to consider -

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Watch this space for information on University-wide mentoring schemes that might provide opportunities to expand the pool of mentors to approach