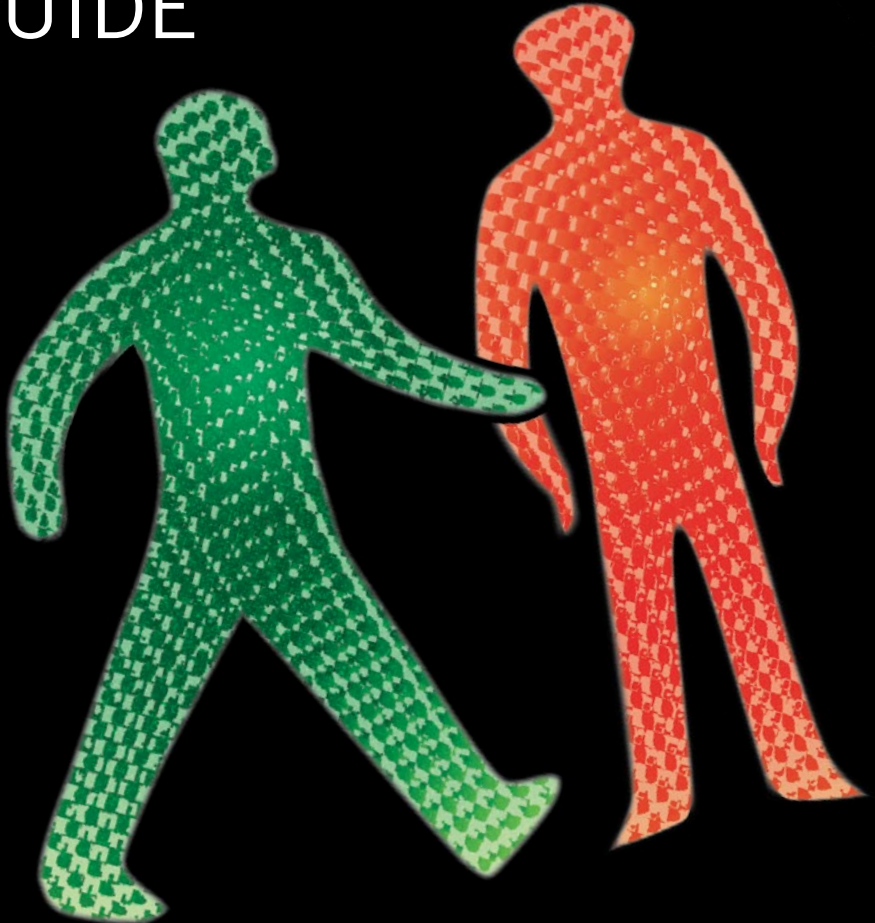


Institute for Transport Studies
FACULTY OF ENVIRONMENT



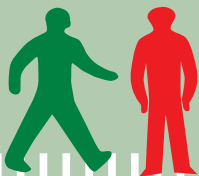
UNIVERSITY OF LEEDS

MENTORING GUIDE



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Institute for Transport Studies

MENTORING GUIDE

Welcome

Our graduates are innovative and critical thinkers, and we're proud to see them doing excellent work in key positions across the transport industry and beyond.

The objective of this mentoring programme is to match industry professionals with students in a bid to support students in developing the necessary skills to manage their career, provide them with an industry perspective to enhance their academic learning and establish mutually beneficial relationships between industry, the University and its students.

We are delighted to offer further opportunities to enhance the employability of our students through this career mentoring scheme and we value the investment of your time in making this work.

Please take some time to read through the following guidelines and if you have any questions about the scheme don't hesitate to get in touch.

We look forward to working with you.

Tessa Grant, Professional Development Manager, Faculty of Environment



In terms of support, I have done two things.

I have made students aware of the opportunities for transport planning and engineering graduates in the international development agencies (e.g World Bank, Asian Development Bank, UK Department for International Development (DFID), United Nations) which I have worked with and for over a number of years. I have also made students aware of particular recruitment or internship programmes that such organisations may be running and possible timings and deadlines. This has also been strengthened by inviting practitioners from international development organisations such as DFID to present on TRAN5750.

I have also provided tailored assistance to a student who may be actively applying to an international development organisation. One example being, that I provided support to a student who successfully applied for an internship to the UN-Habitat.

Jeffrey Turner, Visiting Lecturer, Institute for Transport Studies



The role of the mentor

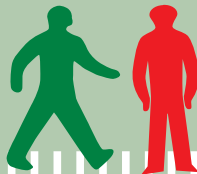
The role of a mentor can be very rewarding, but you will need to be flexible with your approach and skills in order to offer the best support for your mentee. You can expect to take on diverse roles and practice different skills within the mentoring relationship and your mentee is likely to see you as someone who is:

- An expert with a rich source of subject knowledge at your fingertips.
- A role model who actively promotes the development of others.
- Someone who will offer realistic and objective feedback on their ideas.
- An adviser who will freely give support, guidance and advice.
- Someone to challenge their thinking and encourage new ways of working.

Benefits for the mentor

It is common to think of mentoring as primarily of benefit to the mentee but there are many advantages for the mentor too. These include:

- Increased challenge and stimulation in sharing your expertise and experience.
- Learning from your mentee; learning is a two-way process and it is likely that your mentee will give you a different perspective.
- Satisfaction at the increased success of your mentee.
- Recognition of your own interpersonal skills.
- Expand your own perspective and enhance your own professional development.
- Make contact with potential employees of the future.
- Develop your relationship with the University of Leeds.
- Enhance the reputation of your own organisation by building strong links with the Institute for Transport Studies.



Attributes of an effective mentor

To be able to carry out this role, you will be:

- Enthusiastic about mentoring and its benefits.
- Successful in your professional role.
- Able to build rapport with your mentee and reassure them that their confidentiality will be respected.
- A good communicator, with strong interpersonal skills.
- Generous in sharing your own experiences with your mentee to help them to progress.
- Able to offer one hour per month to work with your mentee.

What a mentor can expect

As a mentor, you will be somebody with knowledge and experience to draw upon. Your role is to provide practical and objective guidance and support to help your mentee to progress. Your insights and views could prove invaluable at times of change for the student and which future career path they may decide to take.

What's involved?

- Your role is to guide your mentee and help build their confidence, share your career experiences, support their career path and listen.
- You can mentor face-to face, by email, phone, Skype, whatever suits you.
- Commit to an hour or more a month with your mentee.

Five tips for successful mentoring

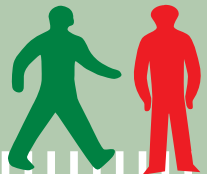
There is no such thing as a perfect mentoring style. Trust yourself to develop your own style, monitor your effectiveness as a mentor and ask your mentee for feedback on what does and does not work. Draw on your professional knowledge and ask other mentors for support. Mentoring is a learning opportunity for both partners.

Encourage your mentee to approach you only with questions they can't really resolve themselves and encourage them to discuss their own thinking with you so they learn to trust their own judgement and become more confident, self-reliant and motivated to move forward.

Build in time at the start to agree your professional boundaries and the way you will work together, check each other's expectations, agree confidentiality and define the learning objectives

Be clear about what you can and can't offer as a mentor. Ensure that you agree exactly what kind of support you can offer your mentee so that you are both clear about the other's expectations.

Being a mentor is a helping role, yet it is important to ensure that there is also a healthy balance of what you as a mentor give and gain. Being clear about what you want to get out of mentoring is paramount to monitoring the progress of your own professional development and to maintaining your motivation.



The mentoring relationship

It is essential, for the mentoring relationship to be successful, that both mentor and mentee work together to build a supportive and confidential learning environment which is based on mutual trust and respect.

For this to happen planning for your first meeting is vital:

Your Objectives:

- What do you want to get out of mentoring, as a mentor?
- What would make it successful for you?

Contact Management:

- How would you like to stay in contact? Face to face, Skype, email or by telephone?
- Can you agree to at least one hour per month or do you have more time to spare?
- If you are going to meet face to face where can you meet that will feel like a neutral and safe environment for you both?

The mentoring contract

You are signing up to having a confidential mentoring relationship: what situations could possibly arise where you would need to forgo the confidentiality? You would need to cover this with your mentee at your first meeting.

What to cover at your first meeting

Get to know one another:

- What has brought you both to mentoring?
- What has been the highlights of your personal journey both academically, person-ally and professionally so far?
- What common ground do you share?

Your Joint objectives:

- What do you both want to get out of mentoring?
- What would make it successful for you?
- What are the measurable outcomes that will tell you that the mentoring relation-ship has been successful?

What to cover at subsequent meetings

Reviewing the mentee's objectives and progress:

- Discuss the mentee's successes and challenges since last meeting.
- Review progress against the objectives.
- What reflection or actions will the mentee carry out to make the next meeting/contact a successful one?
- Identify and discuss emerging development needs?

The mentoring relationship:

- Check that the mentoring relationship is proving effective.
- What could you both reflect on to make the next meeting/contact even more useful?
- When are you next going to meet/make contact?

Concluding your mentoring relationship

Reviewing objectives and progress:

- Review the progress of the mentee's objectives from the start to the end of the mentoring.
- Identify next steps for the mentee as they move out of the mentoring relationship.
- Review progress of the mentee's objectives.
- Identify and discuss emerging development needs.

What happens if problems occur?

Mentoring relationships are not always successful and there are often very understandable reasons why this is the case.

- Time pressures on the mentor and/or mentee.
- Unrecognised additional workload on the mentor and/or mentee.
- Aims and objectives of the mentoring have not been clearly defined.
- Disappointed expectations of either the mentee or mentor.
- The mentee is not taking overall responsibility for their development or believes that the mentor is responsible for their (the mentee's) progress.
- The mentor is lacking interest in the mentee relationship.
- A simple clash of personalities.

Problems can usually be ironed out with an honest and open conversation, but if this does not resolve the issue then both parties may agree to dissolve the relationship.

In the extremely unusual event that the mentor considers that something is seriously wrong-for example, that the mentee's immediate health, safety or wellbeing is in danger-then the mentor may need to explain to the mentee that they have a duty to report this to the appropriate person. In these circumstances please email Annie Hanily at a.r.Hanily@leeds.ac.uk



Code of practice/health and safety for mentors

- ❑ Mentors must ensure that their level of experience, knowledge and capability is sufficient to meet the needs of the mentee.
- ❑ The role of the mentor is to respond to the mentee's learning and development needs as defined by the agenda brought to mentoring relationship and not to impose his/her own agenda.
- ❑ Expectations are shared and articulated.
- ❑ The level of confidentiality is agreed at the start of the relationship and maintained throughout. Information is only disclosed where explicitly agreed with the mentee.
- ❑ The scope and boundaries of the relationship will be upheld by both parties and any deviation is agreed by both parties.
- ❑ Mentor and mentee should respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- ❑ Either party may dissolve the relationship at any time but this must first be dis-cussed with the mentoring co-ordinator in your school before any action is taken.
- ❑ Mentor and mentee should aim to be open and honest with each other and themselves about the relationship itself.
- ❑ Mentors and mentees share the responsibility for the winding down of the relationship when it has achieved its purpose.
- ❑ The mentoring relationship must not be exploitative in any way or open to misinterpretation.
- ❑ Mentoring meetings should take place in a public place such as a coffee shop or the workplace of a mentor (if appropriate).
- ❑ Mentoring meetings should not take place in the home of a mentor or a mentee.
- ❑ Mentees should be aware of their own health and safety at all times.
- ❑ Communicate any concerns you have to your mentoring co-ordinator.

Evaluating the success of the mentor/mentee relationship

Once the mentoring relationship has concluded, the success of the relationship can be evaluated using the following questionnaire. Please can you complete the questionnaire and return this to Annie Hanily, Institute of Transport Studies, Room G.01 or email a.r.Hanily@leeds.ac.uk

About my mentee

1 Strongly Disagree **2** Disagree **3** Agree **4** Strongly Agree

- My mentee respected my time and professional responsibilities.
- My mentee made use of feedback provided throughout the mentoring relationship.
- My mentee was accessible and available.
- My mentee communicated regularly with me.
- My mentee was concerned about academic problems and worked to overcome these challenges.
- My mentee contacted me to assist with improving their course work performance.
- My mentee demonstrated a reasonable interest/concern towards me in my quest to offer assistance.
- My mentee's behaviour and attitude was generally professional and courteous.
- My mentee learned at least one important lesson about their professional interest, or life in general from me.
- Overall, my mentee participated in most mentoring activities.
- I anticipate an extended future relationship with my mentee (in no way expected).



About the scheme

1 Strongly Disagree **2** Disagree **3** Agree **4** Strongly Agree

- My responsibilities as a mentor were made clear to me from the outset.
- I felt fully prepared in the undertaking of my responsibilities.
- I was happy with the level of support and guidance provided by the Institute for Transport Studies.
- I felt comfortable in asking for support if needed and knew who to approach.
- Appropriate tools and resources were shared with me.

About the activities

How often did you communicate with your mentee and how was this done?

Were you able to meet in person and if so, where did this take place?

Please tell us about some of the activities/discussions you and your mentee have engaged in?

Where do you think you were able to offer the most support to your mentee?

Was there anything you gained personally from supporting your mentee?

