Introduction

This resource has been produced to support new Mentors who are considering how to offer the best and most effective support to their Mentees. It is also for current Mentors who are looking to reaffirm their knowledge and practice.

It begins by exploring the concept of mentoring before moving on to offer hints and advice on how to mentor confidently and effectively. Additionally the resource offers a summary of 10 Handy Tips for Mentoring and also further resources for those who wish to undertake further study.

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Jane Barker
Margot Williams
Laura Minghella
Yorkshire and Humber East Lifelong Learning Network (YHELLN)
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Introduction to Mentoring

Mentoring can traced back as far as Homer’s Odyssey when Odysseus went to fight the Trojan War and left his trusted friend, Mentor, to act as teacher and overseer for his son. Since then mentoring has been used in numerous ways because it has been universally recognised as an effective support for people to learn new things, build confidence, develop skills and therefore move forward, positively.

Mentoring is delivered in both a paid and a voluntary capacity but both are governed by the need for CRB (Criminal Record Bureau) checks, particularly when working with children, which is defined as young people under the age of 18 years.

Mentoring can be used in a wide range of settings, as an effective intervention process to make the most of an individual’s potential. It is often delivered in a business, education, sport or similar context where the focus is to support and help the Mentee overcome specific difficulties or a range of difficulties. One current example is the X Factor whereby the 4 judges ‘mentor’ their acts to become better performers with the ultimate aim of winning the show.

Mentoring has also been given high priority in the new Careers Education Strategy launched on the 30th October 2009 by Ed Ball the Secretary of State for Children, Schools and Families. He said in his launch speech:

‘My aspiration is that every young person will have a mentor so that they can get expert direction’

Definitions

There are various definitions of the Mentoring process and some of these are very specific to the setting they refer to. Others however are more generic and are applicable in any mentoring situation.

Eric Parsloe defines mentoring within a learning environment as:

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be."

Eric Parsloe, The Oxford School of Coaching & Mentoring (accessed from website, 4.9.09.)

However, Kath Welford has created a more general definition of mentoring:

“A Mentor, providing non-judgemental support, enables and empowers a client to identify and commit to a process of positive change. Equipped with relevant knowledge and expertise, the Mentor assists the client on both a practical and personal level in achieving goals which will eventually lead to long term success or greater happiness”.

Each of these definitions is effective in conveying the dynamism of the mentoring process and affirms that it is an interactive process whereby the Mentee works towards their goals, and can see beneficial progress.

The Role of the Mentor

The role a Mentor undertakes often requires clarification to those who are to undertake the mentoring and to those who are to receive it. Comparing the role of mentor to those of Teacher/Tutor, Manager, Coach, Counsellor or Supervisor can be useful as these roles are more generally understood. These roles have clear boundaries and both parties usually understand the rules of engagement. There are likely to be clear-cut and well defined reasons, which will be different for each role, as to why for the relationship is being established in the first place and how that will therefore affect the interactions between the two parties. The relationships between a Student and Teacher or a Factory Worker and Supervisor are two such examples.

Understanding the ground rules and boundaries in relationships that you have already established, can help you to consider those that need to be in place in the role as Mentor. By examining your own friendships, you will see that the rules and expectations that you have, depends on the relationship you have with each of your friends. It is possible to enjoy and tolerate things from one friend that you would not from another. For example with a friend that you have known for a long time, you are likely to have a deep, enduring and trusting relationship which has led to a level of tolerance that perhaps does not exist in newer friendships.

Principles of Mentoring

Mentoring has specific guiding principles which require that both parties are active in the process of the Mentee working towards reaching their potential. It is essential that the changes implemented during the mentoring process are permanent. A Mentor therefore should not do all the work, if they do the Mentee will not develop lasting skills or confidence and so the majority of the benefits gained over the time of the mentoring relationship are likely to disappear when it ends. It is very important that the Mentee has an interest and investment in achieving the goals that have been agreed, although there are situations where the goals have been preset, for example in the workplace. The Mentee must also understand that the process requires commitment and focus. The result should consequentially be that the Mentee takes advantage of the Mentor’s support, encouragement, skills and experience to make changes and become more independent and self sufficient for the future.

The mentoring process can be divided into 3 stages to ensure a clear beginning, middle and end. All stages require thought and preparation on behalf of both the Mentor and the Mentee before they can agree to work together. Any successful mentoring relationship will move through the 3 stages, and this will differ from relationship to relationship, however the progression will be uniform.
Stage 1 – Building Trust and Developing Understanding

Initially there might be a lack of or difficulty in communication. There could be issues of trust and the Mentee could attempt to manipulate the Mentor. Mentees may be slow to give their trust and it is worth considering if they came to the mentoring process voluntarily or were directed. Testing could include missed appointments, unreasonable requests or 'shocking' behaviour and calls/texts not returned. This should not be taken personally as the Mentee could be protecting themselves from disappointment. Consistency and accountability by the Mentor are important here for example, keeping both agreements and appointments will help to reassure the Mentee.

Stage 2 – The Mentoring Process

Once trust has been established the work towards supporting the Mentee to achieve their goals can begin. It may not always go smoothly but the relationship should be at the stage when it can withstand any faltering.

Stage 3 – Ending the Mentoring Relationship

It is vital that closing or ending the mentoring relationship is seen as a positive part of the mentoring process. Introducing the subject and talking about it early in the relationship is important.

The following sections offer advice and hints on undertaking the mentoring process, which can offer so many benefits and satisfaction to those involved.
The Mentoring Process

Stage 1 - Building Trust and Developing Understanding

Preparation

Establishing a positive mentoring relationship is very much like establishing other valued human relationships. All new relationships should be taken seriously and given time to consider how they could develop. Both parties must have a genuine desire to understand the values and expectations of the other person and at the same time be sensitive to the feelings of the other. The Mentor should act as the lead in establishing mutually beneficial ground rules and expectations, although this does not mean that the Mentee can be dictated to. Mentors are responsible for conveying and upholding the norms, values and goals that are agreed by both parties at the outset. By doing this carefully and thoroughly, it will enable the process to begin positively. Clarity regarding what is possible within the relationship will also ensure that the Mentee does not have unrealistic or unacceptable expectations of you as the Mentor or the mentoring process as a whole. This is a vital part of the process and should ensure that the Mentor avoids giving the Mentee feelings of being let down or disappointment.

Setting Aims

The aim/s is the overall reason why the mentoring is taking place and needs to be made clear from the outset. The setting often determines what the aim/s will be:

- In a work setting, the Mentor may be a team leader or manager mentoring a new employee
- In an educational setting, the Mentor may be a tutor supporting a student to achieve their coursework.
- Alternatively, the aim could be something determined entirely by the Mentee, such as in a support or social care setting.

Either way, it is essential to be clear about the aim/s of the mentoring process from the beginning to prevent unrealistic expectations being created.

Rules and Boundaries

Mentoring needs very clear rules and boundaries compared to other relationships, which to a certain extent are dependant on the setting. In some settings, contact may be quite flexible, such as Peer Mentoring. In other situations contact may be limited to specific times and there may be no means of contact outside those times, for example where the Mentor deals with a large number of Mentees and has limited times to see people.

One of the first things to establish is the level of contact you will have with the Mentee. It is also important to determine how you will contact each other. Any limitations to contact must be clear from the beginning in order to reduce the
possibility of inflated expectations. The damage caused by disappointment can be very difficult to repair. In some situations, contact is determined by the Mentee and may be flexible and occur several times a week. In other settings contact may be restricted and limited to pre-arranged meetings once a week or even less frequently.

**Case Study - Chris**
The establishing of boundaries with Chris was particularly difficult as he had just come out of a difficult meeting; however I formulated a working agreement to establish how he could contact me. Later he asked me to read some of the work he had produced. This is something I do not normally do within mentoring sessions because of the boundaries of my role, but in Chris’ case I decided that it was more important for him to realise that I was interested than for me to actually check the work.

**Confidentiality**
It is essential that the limits of confidentiality are outlined simply and clearly from the outset. There are few organisations where the confidentiality offered is absolute. In most settings, there is a limit if the Mentee is at risk, or may be of risk to others as the information must be passed on to those who need to know so it can be acted upon appropriately. This applies to all age groups, not just those covered by the Child Protection Act 1999 (see Appendix 1). It is vital that the Mentee is clear about these rules so that they are aware if they disclose something relating to a child protection situation or potential or actual self harm, the Mentor has to pass on the information. Failure to be absolutely clear about this can lead to an instant breakdown in trust between Mentor and Mentee. Although, if you have been clear about the limits to the confidentiality that you can provide should the Mentee chose to disclose a particular issue, you can be assured that the Mentee understands and wants you to act on the information that they have given you. Rules on the issue of confidentiality should be revisited and reiterated regularly to ensure this understanding.

**Considerations**
The experiences that the Mentee has been through must be taken into consideration when developing a relationship and building trust, as they will have had an impact which could be either positive or negative. Understanding this will be very useful in relation to setting goals that will relate to the Mentee’s attitudes and assumptions and also whether they believe they can achieve them or not. If they think or feel they have little chance of success, talking about it could be very painful, and/or embarrassing.

Some questions to consider:

Do they anticipate failure or success?  
Do they understand what ‘Mentoring is?  
Are they confident or anxious about the whole process of Mentoring?  
How will they feel about talking with you about their progress – or lack of it?
A Resourceful State

A ‘resourceful state’ is one which enables you to bring the best and the most of you to the mentoring situation. This means that you should be prepared, open-minded and open hearted. It also means being aware of how you are feeling and consciously putting other issues, problems and irritations to one side so that you can concentrate on the session with the Mentee. A resourceful state indicates that you have boundaries and are clear about the limits to this relationship. In this frame of mind mixed messages will not be conveyed about what is happening and what is allowed or appropriate. You as a Mentor will be listening well and feeling open to what your Mentee is going to talk about. The Mentee will therefore feel valued and respected and as a consequence will feel supported and able to do their best towards achieving their set goals.

Another aspect of being in a resourceful state is to think in an open way, so that as a Mentor, you are creative as to how you introduce strategies and techniques to ultimately empower the Mentee. Part of this may be introducing alternatives if something doesn’t work, or supporting the Mentee to find other resources and sources of information or assistance. It will therefore further facilitate the Mentee’s attempts to make changes, learn new skills and ultimately move forward independently.

How to achieve a resourceful state:

- Recognise and be aware of your state of mind.
- Prepare a conducive environment.
- Use breathing exercises or meditation.
- Remove distractions and interruptions.
- Clear your mind.
- Focus on where the Mentee has come from, where they are now and where they would like to be.
- Visualise the desired emotional state.

Supervision and Reflection of Practice for Mentors

The setting, organisation and/or initiation where the mentoring is taking place, can affect whether or not you have a supervisor allocated and available to you on a regular basis to support you as a Mentor. If supervision is not available the Mentor may have to look to their own resources. However if it is available be sure to prepare for it and be clear about the issues you need to discuss. Supervision should always be an opportunity to raise any concerns or difficulties in a positive and constructive atmosphere.

There could be times, for example, when you may need to talk about disclosures that the Mentee has made, so negotiate how this can be done without having to wait for your next supervision session. Ensure you have clear details from the institution or organisation as to who to contact should you, as the Mentor, require support, and also where to access policies relating to the mentoring process, such as, who leads on the Data Protection and Child Protection (see appendix 1).

Supervision is also a place for you to be affirmed about the work that you are doing and it is an opportunity for you to reflect upon, develop and improve your practice.
Stage 2 - The Mentoring Process

The Mentee

In many instances, the Mentee will be matched with the Mentor. This can occur in a formal manner, with both the Mentor and Mentee filling in forms showing interests and hobbies, which are then analysed and matched up. Sometimes however the matching process can be quite arbitrary. Alternatively the Mentee is often already someone you know or someone with whom you have had contact in a different context, for example as a work colleague or student. If this is the case, it makes it especially important to be clear about the rules and boundaries for the mentoring relationship. For example, if you have contact with your Mentee outside the mentoring context, your Mentee must be clear about the different rules for each of your roles, and how important it is that you are each respectful and adhere to the agreement. Knowing your Mentee already, often means there is the possibility of complications, although having some prior knowledge of your Mentee may enhance your preparedness and therefore your ability to support them effectively. In this situation the mentoring relationship should be approached without preconceived ideas with regard to the Mentee or their situation.

Develop Rapport and Respect

Developing rapport and respect is something everyone does everyday. It underpins much of the social interaction we have with people each day, and being able to develop a good rapport with others enables much of what we achieve.

‘In education, therapy, counselling, business, selling and training, rapport or empathy is essential to establish an atmosphere of trust, confidence and participation within which people can respond freely’


When establishing a rapport with someone, it is important to ensure that communication flows. This involves active listening, which contributes to creating an atmosphere of mutual respect and interest. Although speech is only a small part of communication, it is very significant and so it is essential to pay attention to the way that we speak. Incorporating the techniques of voice matching in terms of tone, speed, volume and rhythm will contribute to creating the right atmosphere with the Mentee.

It is also important to be aware of body language, matching posture, gesture and eye contact in a natural way, to enhance the feelings of interest, respect and cooperation.

Finally it is possible to consciously refine the natural rapport-building skills that you use everyday, so that they become more effective and contribute to the rapid building of a good rapport with the Mentee.
‘Successful people create rapport and rapport creates trust’
O’Connor and Seymour, 1990, p19

‘Pacing’ is a technique that can be used to ensure the conversation flows smoothly and creates effective communication. It involves communicating at a pace that fits with the particular social situation or the Mentee’s emotional state. It lets the other person know that they are being listened and responded to.

Another simple start to creating good rapport is to ensure you as the Mentor know the name of the Mentee and how to spell and pronounce it correctly.

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**Case Study - Chris**

Building rapport was particularly important due to Chris just having been in a difficult meeting that upset him. Anticipating this and the fact that Chris was guarded, I found that open body language techniques and a friendly demeanour worked well.

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**Effective Questioning**

- **Open Ended Questions**

Effective questioning is a vital skill in Mentoring. If the questions are open, probing and ask about thoughts and feelings, the Mentee will greater consideration to their answers. This will automatically help the Mentee to consolidate what they have learnt and move forward. These ‘Open Ended Questions’ require an answer that is greater than a simple yes or no.

Examples of Open Ended Questions:

What happened after that?
Why didn’t you like doing that?
Tell me all about it.

- **Learning Questions**

In order to assess that your Mentee is becoming more independent it may be useful to ask ‘Learning Questions’ which ensure that the Mentee has to think about their progress and why it has, or hasn’t, happened. Integrating some of these questions into your sessions can help the Mentee get used to asking and answering them and it is useful for them to become used to appraising their own progress.
Examples of Learning Questions:

What went well and why?
What went less well and why?
What would or could you do differently now?
What would you do the same way next time?
What went unexpectedly well and why? Or went badly and why?
Are there new assumptions/rules to be made?
Why did we not foresee what happened?
How can we improve learning in the future?

- Solution Focused Questions

Another method of questioning is to use ‘Solution Focused Questions’ when together you evaluate progress during the sessions. Alternatively, you may give the questions to the Mentee, as a task for them to go through between sessions. Depending upon their level of confidence and progress, ensure that they are in a position to determine their own positives if it is undertaken alone.

Examples of Solution Focused Questions:

- How does this issue affect your life?
- What would your life be like if this did not happen?
- What would you prefer to happen?
- What would you have to do to make this happen?
- What would you be willing to do?
- How is that different from what you are doing?
- Tell me about times when this doesn’t happen.
- How might you prevent yourself from getting what you want?
- What feels scary/risky/unpleasant about changing?
- Is there a way that someone could help you?
- What have you already tried?
- What expectations do you have from others?
- What is the best that could happen?
- What would be good for you?
- What is your biggest fear?
- What is your biggest hope?
- What might others say?
- How might other people react?
- Is there any particular person affecting this decision?
- How would you know if you had resolved this problem?
- What would your life be like if this happened?

Salford Youth Offending Service, 2007

Using this type of questioning can help the Mentee develop the ability to consider broader issues and evaluate their own progress. It is a useful skill which could help them in the present but also in the future. Ultimately however it should support them in becoming independent and self sufficient in generating feedback.
Listening

Speaking and listening are both skills that are required in order for two people to communicate. When you speak, the words convey a message with both cognitive and affective components, i.e. what is said has both meaning and emotion attached to it. By listening well we can repeat what is said to show congruence and empathy.

The technique is simple:

1. Listen carefully to what the Mentee is saying
2. Consider what is being expressed
3. Repeat back (i.e. paraphrase) in your own words what you believe has just been said

This can be a powerful way of keeping open lines of communication and letting the Mentee feel they have opinions that are valued.

Case study - Chris

Again Chris did not want to talk to me but seemed to gain more from being made aware that people did care and that I was actually listening to what he had to say than from any specific action.

Setting Goals and Outcomes

This is an integral part of most mentoring relationships. It is vital that this is done in the most practical yet considered way possible. If the goals are not realistic for the Mentee, then they could be set to fail from the start. Should the Mentee want to aim for goals that are beyond what you believe to be reasonably achievable, it is essential to be clear in defining how much will be possible over the time that you are meeting. It is perfectly acceptable to acknowledge that you will be starting the process for the Mentee to achieve the goals, but also to inform them that your relationship will have ended before they are completely achieved.

Using SMART targets will help in clarifying the aims and being clear about the steps that will be taken on the way to achieving these goals. SMART targets are:

Specific
Measurable
Achievable
Realistic
Time limited

When discussing goals, it is essential to be aware of the context within which your Mentee is living and working. You need to think carefully about the impact of making changes on the Mentee as well as others, and also what the impediments could be to
them achieving their goals. This is important if you are to give your Mentees effective and realistic support.

Examples of questions to ask when discussing goals:

Does your Mentee expect to succeed or to fail?
What impact is this having upon their progress?
What other support are they receiving for the changes that they want to make?
Could there be some negative outcomes if they succeed in achieving their goals, e.g. jealousy or rejection?

Helping your Mentee to develop the ability to consider these broader issues and to evaluate their progress is a good skill to support them now and in the future. It will help them to become more independent and self sufficient in generating feedback, without being dependent upon others.

Case Study - Chris
We ended the session by creating a 'to do' list to help Chris break down his tasks into more manageable chunks. We rehearsed the procedure for those tasks where this was appropriate.
When I next met Chris he was keen to talk about his task list straight away, as he wanted to show me how far he had got through.

The beginning of the mentoring relationship is the ideal time to start paving the way for how and when feedback will be given. This could affect some of the strategies and exercises that are employed with the Mentee at the various stages of your work together. The better you are prepared for a range of eventualities, the more likely you are to be able to manage them well when they occur.
Stage 3 – Ending the Mentoring Relationship

Effective Closure

It is extremely important that your Mentee has a clear understanding when the end of the sessions will happen. Where possible, it is good practice to talk about the date or potential date for the sessions to end, or the duration of the mentoring at the outset of your work together. There are situations where the duration of the sessions has been pre-determined or restricted by outside factors. In other settings, the sessions are expected to continue until a specific goal has been completed.

Case Study - Chris
With Chris, I had been careful to point out that the sessions will end and that also means our communication will end. I'm not sure that he had fully absorbed this until then but he handled it really well. In fact, I was probably more worried than he was!

The Last Session

When you reach the end of your mentoring relationship, take advantage of the opportunity to create a positive and celebratory session. Whether you have a positive or negative ending will have a lasting impact on your Mentee. A positive end to the mentoring relationship can have a profound influence, particularly on those who are not used to success or feeling that they have achieved something. It can also leave them feeling that they are able to achieve in the future which may be one of the most important things they take away from the mentoring experience.
Different Methods of Mentoring

Due to the numerous ways we can now communicate with each other, mentoring can now being carried out in a number of different ways.

**Modes of Mentoring can include:**

- Mentoring within or across different teams
- Mentoring individually or in small groups
- Mentoring external to the organization
- Mentoring in subject specific areas, such as business and leadership
- Mentoring which is face to face, phone or in an email mode
- Peer mentoring

www.mentorcentre.co.nz  (accessed 4/08))

Each of these methods has advantages and disadvantages for any mentoring relationship, which may be particular to that method, or more related to the type of people that the Mentor and the Mentee are.

Some people feel comfortable communicating via email, whereas others feel that it is too restricting to enable a good relationship and rapport to be established. Some Mentors feel very disadvantaged if they are unable to pick up cues from body language and eye contact, particularly when establishing the relationship. Emails can also be misunderstood depending on the language used. It is important to think carefully before putting something in a written format.

It may be useful to use methods such as emails or also phone calls as an interim or support method between face-to-face sessions. This might occur if one of you is unwell or unable to meet. You can still keep the momentum by having this alternative contact and making the most of the opportunity to keep your Mentee focused and encouraged. It is also worth keeping up to date with the newer forms of communication, such as Skype, which the Mentee might be more motivated to use.

If you are considering using alternative methods of contact over the duration of your mentoring relationship, it is important to clarify the rules that could apply in this situation. Many people whom email or text may expect an almost immediate response to their contacts, which you may or may not be able to provide. If this is not clarified at the outset, your Mentee may experience a level of rejection or hurt as a result of any delays in replying.

It is also important that you clarify the boundaries of the relationship for the particular way that you are going to communicate; some people can feel very comfortable at revealing a great deal of information about themselves in emails, without thinking through the implications, for example if the information is passed on either intentionally or unintentionally. You need to be clear about the parameters of the relationship and the information that is appropriate to this. Clear boundaries and rules make misunderstandings and miscommunications far less likely to occur.
Advantages and Disadvantages of Email Mentoring

Advantages:
Anonymity, flexible, accessible, some find it an easier medium to express themselves in, 24/7, non judgemental as to appearance, gender race etc, can be face to face via webcam

Disadvantages:
Can lose its meaning, misinterpreted responses, does not develop social skills, confidentiality issues as the Mentor has lack of control over where the responses are sent by the Mentee, text talk - is it specific and clear enough? No body language

Phone Mentoring Advantages and Disadvantages:

Advantages:
Anonymity, flexible, outside office hours, accessible, non judgemental, immediacy

Disadvantages:
No body language or facial expression, not always available, easier to avoid contact, phone could be switched off or in use by others
Ten Top Tips for Mentoring

1. Ensure there is a clear understanding of the purpose and parameters of the mentoring relationship

2. Establish rules and boundaries

3. Agree aims/goals at the outset of the process

4. Be consistent, reliable and establish a good rapport

5. Be prepared, open minded and open hearted for your meetings

6. Make each session positive and fun!

7. Prepare for a positive ending from the start

8. Review and feedback progress at the end of each session

9. Be sure that your Mentee is clear about what their next steps are

10. Communicate your enjoyment of sessions with your Mentee – this will be affirming for them on many levels
Appendix 1

Child Protection Guidelines

Child protection i.e. promoting and safeguarding the welfare of children is an important issue for all. Organisations however have a legal obligation to ensure that any children and young people that their staff and/or volunteers come into contact with are protected. Any project/organisation that has contact with children needs to have in place a systematic and planned approach to child protection issues.

This sheet outlines the main issues that should be addressed by organisations. There are contact details at the end of the document in order to obtain further information.

Policy & Procedures
A systematic and planned approach to child protection must be in place and a written statement of the policy should be made available to all employees, volunteers and befriendingees/mentees. They should also be made aware of the implications of the policy to the befriender/mentor, befriendingee/mentee and to the organisation.

Develop clear and definite procedures to deal with possible child protection issues. Monitor regularly and revise as appropriate.

A coherent child protection management structure must be in place i.e. there should be a named person with responsibility at management level. The named person(s) should be clear about their responsibilities and role. Any training should be available in order for them to carry out this role.

Confidentiality
Decide how the organisations confidentiality policy relates to child protection. It must refer to instances where confidentiality may be breached if a child or young person is deemed as at risk. This policy should be communicated to both the befriender/mentor and befriendingee/mentee.

Recruitment
Put in place selection procedures complimentary to child protection guidelines. These can include collecting relevant information from the applicants’ application form, interviews, home visits, references etc. External checks must also be carried out through the Criminal Records Bureau (CRB) or the Scottish Criminal Records Office (SCRO).

Training
Befrienders/mentors should receive training on both child protection in general and the organisations’ child protection policy and how these impact on their role and responsibilities. This should include protocol, definitions of abuse, guidance on how to work with the client group, how to respond in the event of disclosure/concern and procedures that need to be followed.

Recognising Abuse
It is important that members of the organisation recognise the different forms of abuse. These can be seen as physical abuse, emotional abuse, sexual abuse and neglect.

Criminal Records Bureau (CRB)
An enhanced search should be made for all staff and volunteers.
Referrals
Projects and employees/volunteers must be made aware of their responsibilities regarding Child Protection. Their role and responsibilities must be made clear e.g. any disclosure must be taken seriously, their role is to listen and support the child and to pass concerns on to the relevant contact using the established procedures, not to investigate any such concerns.

Monitoring and Review
A system should be developed in order to allow people to provide feedback about the organisations’ child protection policy and procedure. This feedback should be acted upon, if appropriate and policies and procedures updated accordingly.

Further Information
Criminal Records Bureau (CRB)
www.crb.gov.uk OR www.disclosure.gov.uk
Tel: 0870 90 90 811

Department of Health
www.doh.gov.uk
Tel: 0207 210 4850

National Council for Voluntary Organisations
www.ncvo-vol.org.uk
Tel: 020 7713 6161

www.nspcc.org.uk
Tel: 020 7825 2500
Fax: 020 7825 2525

Scottish Criminal Records Office (SCRO)
www.scro.police.uk
Tel: 0141 585 8400


Social Services – Various

Volunteering England
www.volunteering.org.uk
Tel: 0845 305 6979

September 2005
Resources

There is a vast array of resources now available in relation to mentoring. Below are a few, but there are many other resources that could be more specifically related to the area within which you are mentoring.

Organisations

Mentoring and Befriending Foundation – www.mandbdf.org.uk

Mentoring and Coaching Network – www.coachingnetwork.org.uk

Websites

www.mentoring.org/find_resources
www.mentorfoundation.org
www.mandbf.org.uk/resources
www.thecoachingtoolscompany.com

www.MentorNet.net
www.chalkface.com
www.mentoring.org

Books

The Art of Mentoring by Mike Pegg (1998)

Coaching and Mentoring for Dummies by Marty Brounstein (2000)

Coaching and Mentoring: Theory and Practice by Bob Garvey, Paul Stokes, and David Megginson (2008)


Techniques for Coaching and Mentoring by David Clutterbuck and David Megginson (2004)
Notes