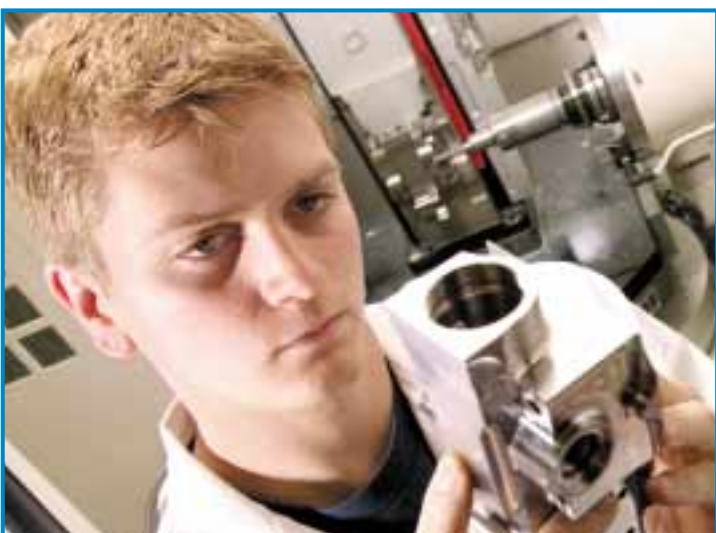


# Mentoring programme



# Smiths Mentoring Programme

**WITH THE FLAT, VIRTUAL AND DIVERSE NATURE OF ORGANISATIONS, WIDE SPANS OF CONTROL AND FASTER-PACED OPERATIONS THE OPPORTUNITIES FOR MANY EMPLOYEES TO RECEIVE MENTORING FROM THEIR MANAGER HAS DIMINISHED. IT IS ALSO WIDELY RECOGNISED THAT OVER 80% OF LEARNING TAKES PLACE IN THE WORKPLACE. THEREFORE, HAVING A FORMAL MENTORING RELATIONSHIP WILL ENHANCE AN INDIVIDUAL'S ABILITY TO LEARN SKILLS, ATTITUDES AND BEHAVIOURS WHICH WE BELIEVE IS VITAL FOR THE CONTINUED SUCCESSFUL PERFORMANCE OF THE INDIVIDUAL AND THE ORGANISATION.**

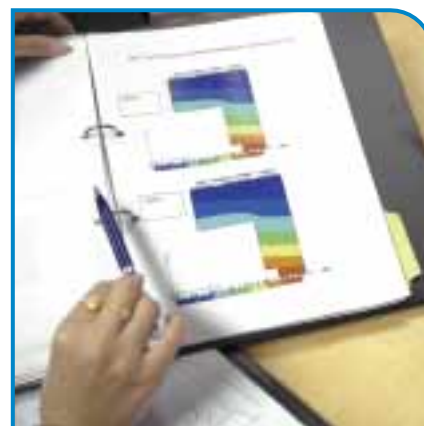
Mentoring at Smiths is a mutual learning partnership in which individuals assist each other with professional and personal development through coaching, role modelling, business counselling, sharing knowledge and providing emotional support. It leverages the skills, attitudes and behaviours of current employees at all levels throughout the organisation to help with the growth and personal development of others. Mentoring has always been carried out in Smiths on an informal basis, this programme formalises that basis and recognises its importance as a learning intervention and is integral to our talent management strategy.

## **Benefits to the mentee:**

- Learning through the job and on the job opportunities to meet development needs.
- Help with developing leadership and managerial skills.
- An opportunity to observe a role model close up.
- Use of the mentor's own experiences when handling new situations.
- Help in adjusting to a new role/ organisational culture.
- Improved self-confidence.
- Learning to cope with the formal and informal structure of the organisation.
- Help in defining and setting career goals.

## **Benefits to the Mentor:**

- Improved communication and opportunity to build relationships with people lower down in the organisation.
- Increased ability as a leader and manager as skills are revisited and brought up to date.
- An opportunity to influence the future generation of leaders and managers and act as custodian of the values of the organisation.
- Re-evaluating your perspectives and beliefs having been challenged to articulate current beliefs about the organisation and seeing them through others eyes.
- Improved job satisfaction.
- Increased personal satisfaction from seeing the mentee's development.



# DEVELOPING

**'IT IS ALSO WIDELY RECOGNISED THAT OVER 80% OF LEARNING TAKES PLACE IN THE WORKPLACE. THEREFORE, HAVING A FORMAL MENTORING RELATIONSHIP WILL ENHANCE AN INDIVIDUAL'S ABILITY TO LEARN SKILLS, ATTITUDES AND BEHAVIOURS WHICH WE BELIEVE IS VITAL FOR THE CONTINUED SUCCESSFUL PERFORMANCE OF THE INDIVIDUAL AND THE ORGANISATION.'**



# Principles

THESE ARE THE GUIDING PRINCIPLES UPON WHICH A MENTORING RELATIONSHIP MUST BE CONDUCTED:



- MENTORING IS A RELATIONSHIP BETWEEN TWO PEOPLE BUILT UPON TRUST.
- MENTORING HELPS MENTEES AND MENTORS PROGRESS THEIR PERSONAL AND PROFESSIONAL GROWTH.
- THE AIM IS TO BUILD THE CAPABILITY OF THE MENTEE TO THE POINT OF SELF RELIANCE.
- THE MENTORING RELATIONSHIP IS CONFIDENTIAL.
- MENTORS WILL NOT BE IN A LINE RELATIONSHIP WITH THE MENTEE.
- MENTORS ARE NOT REQUIRED TO EVALUATE THE CURRENT WORK PERFORMANCE OF THE MENTEE.
- MENTORS ARE NOT THERE TO SORT PROBLEMS BUT RATHER TO ILLUMINATE THE ISSUES AND TO HELP PLAN WAYS THROUGH THEM.
- MENTORS CAN DISCUSS CURRENT ISSUES RELATING TO COMPANY BUSINESS, OFFERING INSIGHTS INTO THE WAYS THE ORGANISATION WORKS, HOW THE INFORMAL NETWORKS OPERATE AND HOW THEY THINK ABOUT THE OPPORTUNITIES AND CHALLENGES THEY ENCOUNTER.
- MENTORING IS NOT A SHORT CUT TO PROMOTION.
- IT IS NOT AN OPPORTUNITY FOR THE MENTEE TO COMPLAIN OR A VEHICLE FOR RAISING COMPLAINTS.
- MENTORING IS NOT A SUBSTITUTE FOR THE LINE MANAGER OR EFFECTIVE MANAGEMENT PRACTICES.
- MENTORING IS NOT AN ABDICATION OF A MENTEE'S RESPONSIBILITIES TO DEVELOP AND MANAGE THEIR OWN CAREERS.

## Guidelines

- THE MENTEE MUST HAVE A DEVELOPMENT ACTION PLAN THAT IDENTIFIES DEVELOPMENT GOALS THAT MENTORING CAN HELP TO DEVELOP.
- THE MENTORING RELATIONSHIP MUST BE DRIVEN BY THE MENTEE.
- MENTORS CAN BE IDENTIFIED THROUGH THE FOLLOWING ROUTES:
  - VOLUNTEERS
  - DEVELOPMENT NEED IDENTIFIED IN AN INDIVIDUAL'S DEVELOPMENT PLAN.
- TRAINING WILL BE PROVIDED FOR BOTH MENTOR AND MENTEE. WHERE A MENTOR HAS PREVIOUS EXPERIENCE REFRESHER TRAINING IS OPTIONAL.
- THE MENTEE MUST AGREE WITH THE MENTOR HIS/HER DEVELOPMENT GOALS TO HELP FOCUS THE DISCUSSIONS AROUND THE DEVELOPMENT NEEDS.
- LINE MANAGERS SHOULD ATTEND THE INITIAL MEETING WITH THE MENTOR AND MENTEE TO DISCUSS AND REVIEW THE DEVELOPMENT GOALS.
- A RECOGNISED MENTORING "BROKER" CAN, IF REQUESTED, FACILITATE THIS INITIAL MEETING.
- MEETINGS SHOULD OCCUR IDEALLY EVERY 2-3 WEEKS AT THE COMMENCEMENT OF THE RELATIONSHIP BUT REDUCE AFTER A PERIOD OF 3-6 MONTHS TO 4-6 WEEKS.
- THE RELATIONSHIP SHOULD FORMALLY RUN FOR A PERIOD OF UP TO TWO YEARS BUT CAN CONTINUE ON AN INFORMAL BASIS. HOWEVER, THE MENTOR MUST RECOGNISE DEPENDENCY AND WITHDRAW SUPPORT ON AN AGREED BASIS.
- IF EITHER PARTY BELIEVES THE RELATIONSHIP IS NOT WORKING IT WILL BE POSSIBLE TO PROVIDE A DIFFERENT MENTOR.
- EVERY SIX MONTHS, MENTORS AND MENTEES WILL BE REQUIRED TO COMPLETE AN EVALUATION FORM, WHICH WILL REVIEW ANY ISSUES AND CONTINUOUSLY MEASURE THE LEVEL OF SUCCESS IN MEETING THE DEVELOPMENT GOALS.
- WHEN A MENTORING RELATIONSHIP IS COMPLETED THE MENTOR AND MENTEE WILL BE REQUIRED TO COMPLETE A QUESTIONNAIRE. DATA FROM WHICH WILL BE USED TO CONTINUOUSLY IMPROVE THE PROGRAMME.

# Role specification

## MENTOR



**Knowledge & experience:**

ORGANISATION EXPERIENCE	Understanding of the culture of the organisation, its values, its processes, its politics and the strategies to negotiate them.
KNOWLEDGE OF PEOPLE	Experience of working with and handling people in general, perhaps understanding of specific people with whom the mentee is interacting.
KNOWLEDGE OF NETWORKS	Knowledge of networks that exist within the organisation and of networks that the mentee might need to relate to or develop for themselves.
KNOWLEDGE OF CAREER OPTIONS	Understanding of career paths and options within the organisation and how these are likely to develop in the future, plus possible direct experience of areas of work which are of interest to the mentee.
LIFE EXPERIENCE	Experience accumulated through the mentor's own life of personal issues that are, or likely to be of use to the mentee.
TECHNICAL EXPERTISE	Job –related experience, this may be technical or managerial. It is expertise that the mentee might find useful in their current and future roles.

**Tasks:**

- Coach the mentee in technical skills to meet specific development goals.
- Pass on know-how and essential thinking patterns and attitudes that go with more senior positions.
- Seek opportunities to help the mentee practice and develop key skills for the future and stretch them beyond their current capabilities.
- Act as a gateway to other people and sources of knowledge.
- Challenge the mentee to face up to opportunities and problems, personal strengths and weaknesses and identify behaviour that needs to change.
- Act as a sounding board when the mentee has major decisions to make and needs to talk them through.

- Assist the mentee to establish realistic career goals (both for the long and short-term) and to plan how to achieve them.

**Core skills:**

- Coaching – helping someone gain a better understanding of skill issues and helping them to improve their capabilities.
- Counselling – helping someone to work through their own motivations and intentions with a view to resolving a problem or making important choices.
- Facilitating – taking action that smoothes the way for something else to happen.
- Networking – using informal contacts outside the official structure of the organisation to add value to work by providing alternative means of getting things done.

**Key characteristics:**

- Personal self-awareness /management.
- Demonstrates integrity.
- Communicates with clarity, simplicity and focus.
- Actively listens.
- Has impact & can influence others.
- Is committed to the development others.
- Builds effective relationships.
- Demonstrates humility.
- Shows respect and sensitivity for others.
- Ability to give honest feedback in a constructive manner.

# Role specification

## MENTEE

### THE MENTEE ASSUMES RESPONSIBILITY FOR DRIVING THE RELATIONSHIP.

#### Responsibilities:

- In entering a mentoring relationship, the mentee should:
  - Know what they want to achieve from the relationship
  - Clarify what is expected of them and what their expectations are of the mentor
  - Set realistic aims for what can be achieved through the learning partnership
  - Be committed to their own development
- Agree and manage the “working process” (mentoring contract)
- Commit to completing agreed tasks without neglecting other responsibilities.
- Be open and honest.
- The mentee will:
  - Share experiences openly
  - Think for themselves
  - Challenge intelligently
  - Be prepared to receive honest feedback
  - Take action

#### Key characteristics:

- Show tenacity and persistence.
- Learns from setbacks and failures.
- Values learning.
- Honours commitment.
- Requests feedback.
- Drives own development – motivated and enthusiastic.
- Seeks out opportunities for new learning and obtaining and using feedback from his/her mentoring experiences.



# The mentoring process

1

## 1. BUILDING RAPPORT – GETTING TO KNOW EACH OTHER AND AGREEING THE BASIS FOR WORKING TOGETHER.

The first meeting provides the opportunity to build personal rapport, which is crucial to the success of the partnership. Go prepared to talk about expectations and hopes for the relationship, but more particularly to share some personal interests and anecdotes to establish common ground.

### Checklist:

- Are we clear about each other's expectations of:
  - Each other?
  - The mentoring relationship?
  - What we hope to learn from each other?
- How closely do our expectations match?
- Who will take primary responsibility, the mentor, the mentee or both together for:
  - Deciding how often to meet
  - Setting the agenda for meetings
  - Ensuring that meetings take place
  - Organising where to meet, and for how long
  - Initiating reviews of progress
- How formal or informal should the meetings be?
- What are the limits to the confidentiality of this relationship?
- What are we prepared to tell others?
  - About the relationship?
  - About our discussions?
- What responsibilities do we owe to others as a result of this relationship? (Line managers, peers, and partners)
- How do we gain support from the line manager?
- When and how shall we check this relationship is "right" for both of us?
- How will we resolve concerns on either side?



## THE MENTORING RELATIONSHIP WILL GO THROUGH THE FOLLOWING 4 STAGES:



# DEVELOPING

## 2. SETTING DIRECTION – WHAT ARE THE DEVELOPMENT GOALS TO BE TACKLED, WHAT ARE THE PRIORITIES

Establish needs, set priorities and perhaps a time scale. This stage will be revisited as the relationship develops, trust is confirmed and the mentee wants to amend/set further development goals.

### Checklist:

- Clarify the individual's development goals.
- Understand the mentee's preferred style of learning.
- Explore the situation
  - Review the individual's Development Action Plan
  - What supporting evidence is there which the mentee can offer, e.g. reports from a development centre, assessment reports, performance reviews, 360-degree output?
  - Undertake a basic SWOT analysis of the organisation to allow mentor to assess the mentee's analytical skills and to allow the mentor to begin to open the mentees's mind to more advanced managerial perspectives.
- Set and agree
  - Goals
  - Milestones
  - Priorities
  - Objective Measures
- Check commitment
  - Now you have both established what is needed do you feel able and willing to tackle it and is the mentee prepared to act on the outcomes?



## 3. MAKING PROGRESS – THE ACTION PART WITH REGULAR CONTACT AND ACTIVITY

This is the most productive part of the stages, a period of sustained activity in which the relationship is regularly reviewed and adapted. Regular meetings at this stage can support a lot of learning.

## 4. MOVING ON – WHEN THE PURPOSE OF THE PARTNERSHIP HAS BEEN ACHIEVED

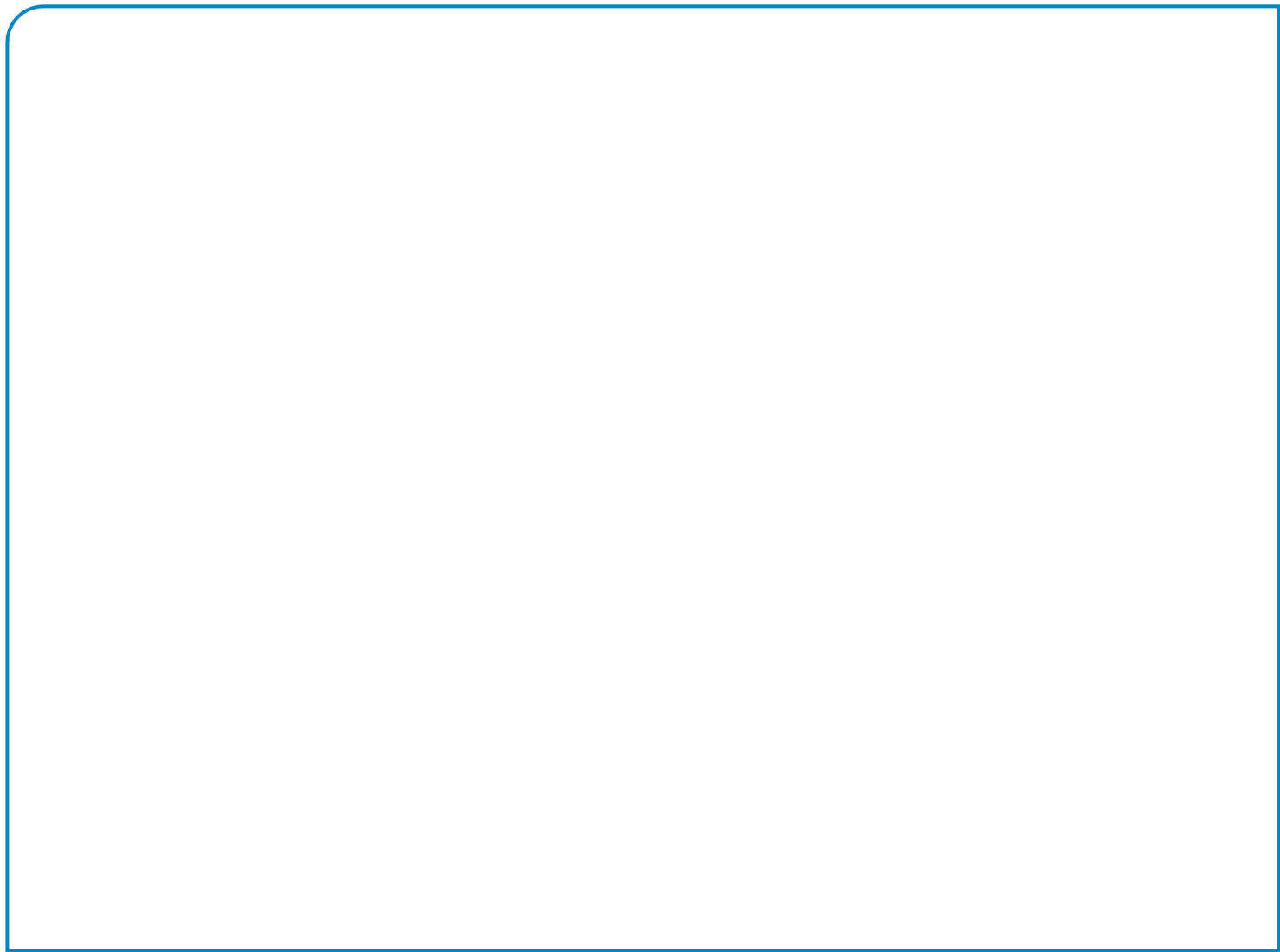
At some stage both mentor and mentee will recognise that they have largely achieved all the goals they set for the relationship. Relinquishing the relationship on a formal basis indicates that the mentee has become self-reliant. The mentor needs to recognise when they have offered all they can to the relationship. Before separating it is timely to evaluate and generalise learning and to review what can be taken and used in other contexts.

MENTORING HAS ALWAYS BEEN CARRIED OUT IN SMITHS ON AN INFORMAL BASIS, THIS PROGRAMME FORMALISES THAT BASIS AND RECOGNISES IT'S IMPORTANCE AS A LEARNING INTERVENTION AND IS INTEGRAL TO OUR TALENT MANAGEMENT STRATEGY.



# DEVELOPING

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# Mentoring Contract

TO BE COMPLETED BY THE MENTOR AND MENTEE AT THE FIRST MEETING WITH BOTH PARTIES RETAINING COPIES.

THIS IS A STATEMENT OF COMMITMENT TO A MENTORING RELATIONSHIP BETWEEN:

Mentor's name: .....

Mentee's name: .....

**The mentor commits** to supporting the agreed development goals of the mentee and agrees to conduct the relationship within the principles and guidelines of the mentoring programme.

**The mentee commits** to actively progressing the agreed development goals and working towards a trustful and honest mentoring relationship. The mentee also commits to ensuring their line manager is updated on progress towards the objectives agreed at the outset of the relationship. He/she also agrees to conduct the relationship within the principles and guidelines of the mentoring programme.

**Both parties agree to abide by the Programme's Rules of Engagement:**

- No conversation or electronic or written communication between the mentor and mentee during and after the end of the mentoring relationship will be disclosed or forwarded to a third party without the explicit agreement of the mentor and mentee.

- It is the mentee's responsibility to share any information or feedback with his/her line manager, where it is thought necessary or beneficial to do so. The mentor will not report back to or liaise with the individual's line manager unless with the explicit permission and knowledge of the mentee.

**THE MENTORING RELATIONSHIP WILL BE MENTEE -DRIVEN.**

- The mentor and mentee will make themselves available for meetings as agreed at the outset of the partnership and will not postpone or cancel twice consecutively without good reason.
- In the event of issues or problems arising out of the Mentoring relationship, the Mentor or mentee may share their concerns with the HR Business Partner/Manager who will act as adviser or arbiter, as required. However, confidentiality must be strictly maintained.

DEVELOPING

MENTEE'S DEVELOPMENT GOALS AS AGREED  
BETWEEN MENTEE, LINE MANAGER,  
HR BUSINESS PARTNER AND MENTOR

1. ....

2. ....

3. ....

4. ....

5. ....

Mentor's signature: .....

Mentee's signature: .....

Date: .....



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# Evaluation Form

BOTH THE MENTOR AND MENTEE SHOULD COMPLETE THIS FORM AT LEAST EVERY SIX MONTHS.

Name:

.....

MENTOR or MENTEE: (delete as appropriate)

1.What is the most positive thing about the relationship?

Comment:

.....  
.....  
.....

2.What would you like to change?

Comment:

.....  
.....  
.....

3.What has worked well – please provide details of projects, achievements etc

Comment:

.....  
.....  
.....

4.Have all development goals been assigned development tasks, with agreed timescales?

Comment:

.....  
.....  
.....

DEVELOPING

5. What specifically has been achieved to-date?

Comment:

.....  
.....  
.....

6. Are there goals that have not been met?

Comment:

.....  
.....  
.....

7. What actions can you take to bring the development back on course?

Comment:

.....  
.....  
.....

8. Have new development needs arisen? What are these and how are they to be met?

Comment:

.....  
.....  
.....

PLEASE USE THIS FORM AS THE BASIS OF DISCUSSION WHEN YOU NEXT MEET YOUR MENTOR/MENTEE AND SEND A COPY TO YOUR HR BUSINESS PARTNER/MANAGER.



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