



Mentorship Programme

The CREATE PhD Programme mentoring programme is a scheme to support the career progression of doctoral fellows at any of the 11 partner institutions.

This Mentorship Programme Handbook provides an overview of the stages of the mentoring scheme, as well as the materials we encourage mentors and mentees to use as a part of the programme.

Contact information

If you have any questions, please contact Andy Prendergast (a.prendergast@qmul.ac.uk) who coordinates the mentoring scheme within the CREATE PhD Programme.

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CREATE PhD Programme mentoring scheme

The doctoral mentoring scheme within the CREATE PhD Programme aims to support doctoral fellows involved within the research collaboration. The mentors are senior colleagues at each of the partner institutions or other colleagues with appropriate skills and backgrounds.

Scheme objectives

- Match mentees with a career mentor whose background and skills are compatible with the mentee's career aspirations.
- Develop a mentoring relationship that fosters supportive, encouraging and goal-orientated discussions.
- Provide regular opportunities to explore mentees' long- and short-term career development goals.
- Identify opportunities to support these career development goals through activities related to the mentee's role within this fellowship programme.
- Provide a safe space for mentees to explore barriers and identify their own solutions to career development challenges and challenges related to their doctoral training.

Scheme commitments

- Mentees and mentors to familiarise themselves with the Mentoring Scheme Handbook and other materials prior to commencing the programme activities
- Joint completion of the mentoring agreement
- Meet on a regular basis, initiated each time by the mentee
- Mentees to prepare for meetings and work towards identified career development goals
- Provide constructive and meaningful feedback for evaluation purposes
- Contact the scheme coordinators in a timely manner with concerns

Definition of mentoring

Mentoring is often described as an effective way to provide encouragement, support and motivation to someone.

You will see many different definitions of mentoring in the literature, but most writers agree that mentoring is about objective guiding, helping and supporting. It is *not a directive activity* – the mentor does not tell the mentee what to do.

Mentees are responsible for setting their own goals and overall development and the mentor's role is to listen, and advise the mentee where appropriate, to ensure the mentee develops to their full capability.

A positive and constructive relationship between the mentor and mentee is essential to achieving a successful mentoring outcome. A high degree of mutual trust between the mentor and mentee is needed to enable the effective delivery of knowledge and skill exchange.

(Appendix 1 on p.14 provides some further reflections on the roles of mentors and mentees within a mentoring relationship.)

Uniqueness of mentoring

Mentoring is distinct from other supportive relationships, such as coaching and counselling. It is also important to note how mentoring (and coaching and counselling) differs from supervision, which is a process primarily focused on monitoring specific work-related responsibilities and ensuring these are met. Table 1 below outlines how these types of engagement differ from each other.

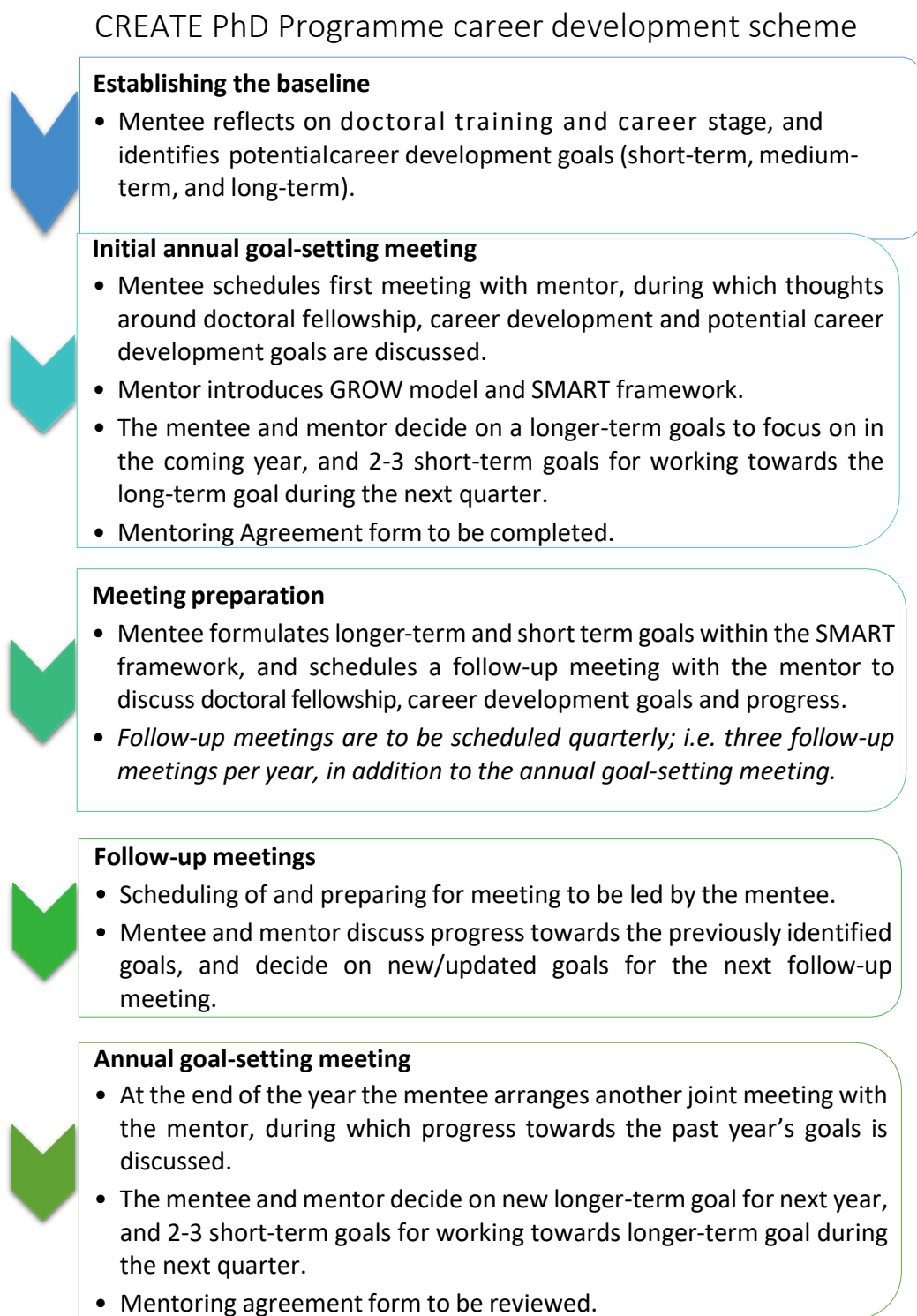
Table 1: Overview of differences between mentoring, coaching, counselling and supervision

	MENTORING	COACHING	COUNSELLING	SUPERVISION
Focus	Present & future	Present & future	Past and its impact on the present	Present & future
Key goal	To support and guide personal/professional development	To correct or optimise behaviours to improve performance, and impart skills	Resolve psycho-social issues, support personal wellbeing	To monitor performance in relation to specific work-related responsibilities
Agenda	Set by mentee with mentor providing support, guidance, and experience sharing	Set by individuals with coach assisting in achieving specific goals	Set by individuals and counsellors aimed at achieving short term or long-term goals	Set by supervisor/manager (or higher management)
Engagement period	Ongoing relationship that can last for a long period	Relationship is for a short duration	Relationship is short termed but can last longer due to breadth of issues being addressed	Duration of employment contract
Training	Experience, with/without training	Often accredited	Certified health professional	Professional experience, might include specific training
Learning	Two-way (mentoring interaction can be rewarding and lead to new insights for both mentors and mentees)	One-way (the person being mentored is the main beneficiary)	One-way (the person receiving counselling is the main beneficiary)	One-way (the employee is accountable to the supervisor/manager)

Overview of mentoring scheme

The mentees' career development goals are developed, discussed, refined and monitored during meetings with their mentor. Figure 1 outlines this process, which is explained in more detail on p.5.

Figure 1: Overview of CREATE PhD Programme career development scheme



CREATE PhD Programme career development scheme explained in detail

Establishing the baseline

As a starting point for the mentoring scheme mentees are encouraged to reflect on their doctoral fellowship, current career stage, and how and where they would like to progress next.

Mentees should identify potential long-term (within the next 3-5 years), medium-term (within the next year), and short-term goals that could help progress their career. These goals will form the basis of the initial meeting with the mentor.

Initial annual goal-setting meeting

The next step in the mentoring process is the first annual meeting between the mentee and mentor.

This meeting is an opportunity for the mentee and mentor to have an initial discussion about the mentee's thoughts about their fellowship, career development and goals, that the mentee has identified.

The intention is to review the fellowship and career development goals presented by the mentee and select a longer-term goal and a few appropriate short-term goals underpinning progress towards the main goal for the mentee to focus on during the period leading up to the next follow-up meeting with the mentor.

During this first meeting we ask the mentee and mentor to complete the Mentoring Agreement form (see Appendix 2, p.14), outlining the broad principles that have been jointly agreed on for the mentoring relationship. Specifically, the pair may discuss and agree on when and how subsequent follow-up meetings are/can be scheduled, broad boundaries and objectives of their mentoring relationship, rules about confidentiality, and when appropriate to signpost to other relevant sources of support, expectations about follow-up contact between meetings, and contact preferences of both the mentor and mentee. This document is to be jointly completed and signed by the mentor and mentee, so both have a written record what they have agreed on for their joint mentoring relationship.

During this meeting the mentee and mentor can also discuss how they would like to incorporate recommended resources like the GROW model into their discussions and utilise the SMART Goals framework to work towards identified career development goals. For example, the DTP mentee can use the SMART Goals template to refine the longer-term and short-term goals to be focused on during the period leading up to the next meeting.

Meeting preparation

After the initial goal-setting meeting, follow-up meetings with the mentor are to be scheduled quarterly; that is, up to three follow-up meetings per year, in addition to the annual goal-setting meeting.

During the mentoring scheme, the process of arranging and preparing for the mentoring meetings is expected to be *led by the mentees*. It is the mentee's responsibility to contact the mentor and arrange meetings, decide on the content (career development goals) to be discussed at the meetings, and to prepare an agenda and other relevant materials ahead of the meetings (e.g. the completed SMART Goals template,

and progress towards the goal) and share these with the mentor ahead of the meeting, as per the procedures outlined in the Mentoring Agreement.

Follow-up meetings

During these meetings the mentor and mentee review the fellowship and career development goals that were set during their previous meeting and discuss progress towards reaching these goals.

During the follow-up meeting new/updated goals can be decided for the next follow-up meeting.

Annual goal-setting meeting

At the beginning of each annual mentoring cycle (during the duration of the research project) an updated goal-setting meeting needs to be arranged with the programme mentee and mentor. During this meeting, progress towards the goals set for the previous year is discussed, and advancement towards the longer-term goals.

New goals can be set for the coming year, again focusing on a longer-term goal, and appropriate short-term goals building towards these. Once these are agreed on, the mentee will again start scheduling quarterly follow-up meetings with the mentor to discuss progress towards achieving the goals.

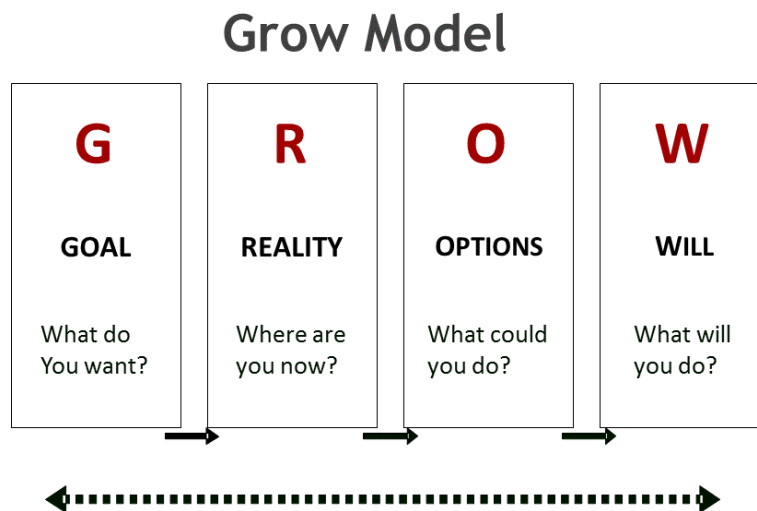
During this meeting the mentor and mentee need to review the Mentoring Agreement and discuss whether any adjustments to the agreed principles are appropriate.

Materials for use within the CREATE PhD Programme scheme

The GROW Model

The GROW Model is a straight-forward four-step process that can be used for structuring the mentoring processes and reflecting on how to explore directions and priorities for career development.

Figure 2: the GROW model



The GROW model is useful to help a person identify their priorities and improve their performance, to facilitate planning for and reaching career objectives. It provides a useful tool to highlight, elicit and maximize potential through a series of sequential coaching conversations.

The implementation of the GROW Model can be conceptualised as planning a career journey. You need to decide where you will go (the *Goal*), and your current location is (your *Reality*, the current situation). You also need to think about the various ways and means (the *Options*) to reach on your decided location, and ultimately work out a plan for your travels and make the necessary preparations, committing to following through the plan of action you have decided on (the *Will*).

By working through these four stages, the GROW Model raises a person's awareness and understanding of:

1. Their own aspirations;
2. Their current situation and beliefs;
3. the possibilities and resources open to them; and
4. the actions they want to take to achieve their personal and professional goals.

How to Use the Grow Model?

The following steps are involved in a mentoring process structured by the GROW Model.

1. Establish the Goal

In first step of the model you need to define the goal. This can involve thinking about the professional and/or academic behaviour or situation that you want to change. This desired change will be the goal you want to achieve.

At this stage it is useful to consider:

- How will you know that the goal is achieved? How will you know that the problem or issue is solved?
- Does the goal fit with the mentees overall career objectives? Does it fit with the team's objectives?

By setting goals which are relevant and challenging as well as specific, measurable and achievable in a realistic time frame, the GROW Model can promote confidence and self-motivation, leading to increased productivity and personal satisfaction.

It is useful to define the goal in terms of the SMART Goals framework, i.e. to ensure the goal is Specific, Measurable, Attainable, Realistic, and Time-bound. This framework is explained in more detail in the next section.

2. Examine the Current Reality

In this step of the GROW model you need to consider the current reality (position) of the person wishing to action change.

This is an important step but usually people try to reach a goal or solve a problem without fully considering their starting point. Without clearly examining the current reality a person is in, there is a risk of maybe missing some information that could be required to achieve the defined goal effectively.

At this stage it is useful to consider the following:

- What is the current situation, and what is happening towards achieving the goal?
- Does the current reality already reflect steps taken towards reaching the defined goal?
- Does the defined goal conflict with any other goals and objectives?

3. Explore the Options

Once the current reality is recognised, mentor/mentee can determine what is possible. In this step it is important to explore as many options as possible for achieving defined goals and objectives.

At this stage it might be useful to brainstorm different ideas. When a range of options is identified, these solutions can be discussed and the best one(s) selected.

Mentees and mentors might have different perspectives regarding different options. It is important to collaboratively agree on what the most effective and appropriate options might be, as this develops a sense of ownership and agency which can help keep up motivation for achieving the defined goals and objectives.

At this stage it is useful to consider the following:

- What else could you do?
- What if this or that constraint was removed? Would that change things?
- What are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing in order to achieve this goal?
- What obstacles stand in your way?

4. Establish the Will

The will element of the model is the barometer of success. It relates to aspiration, desire and intention.

By examining the current reality and exploring the options, it is easier to see how a given goal can be achieved. The final important step is to commit to specific actions to move forward towards practically attain the defined goal.

At this stage it is useful to consider the following:

- So, what will you do now, how will you move forward?
- What else will you do to proceed better?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself committed and motivated?
- On which basis will you need to review progress? And how often; daily, weekly, monthly?

SMART Goals

SMART Goals is a tool to guide your goal setting through providing a framework within which to create criteria to help improve the chances of succeeding in accomplishing a goal.

This framework is intended to help you develop clear and reachable goals, through formulating goals in a way that make them **Specific, Measurable, Achievable, Relevant, and Time-bound. The SMART Goals template, below, can be used to structured goals in line with these SMART principles. (These principles are explained in more detail on p.11.)**

SMART Goals template

Initial goal? Write the goal you have in mind
<u>S</u>pecific. What exactly do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
<u>M</u>easurable. How can you measure progress and know if you have successfully met your goal?
<u>A</u>chievable. Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?
<u>R</u>elevant. Why am I setting this goal now? Is it aligned with overall objectives?
<u>T</u>ime-bound. What is the deadline and is it realistic?
SMART Goal: Review your initial goal statement in view of your answers to the questions above, and revise the goal as appropriate to align it with the SMART framework principles.

SMART Goals principles explained in detail

Goal setting can be refined through considering the goals in terms of the following five aspects of the SMART framework.

1. Specific

What exactly is it that you want to achieve?

Your goals need be clear and specific, otherwise you will not be able to focus your efforts or stay motivated to achieve it. When you draft your goal, try to answer the five "W" questions:

- **Who** is involved? Who needs to be involved (this is especially important when you're working on a group project)?
- **What** do I want to accomplish? Exactly what you are trying to accomplish, don't be afraid to get very detailed.
- **Where** is it located? This question may not always apply, especially if you're setting personal goals, but if there's a location or relevant event, identify it here.
- **Which** resources or limits are involved? Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic.
- **Why** is this goal important? What is the reason for the goal? Why does it matter?

2. Measurable

How will you know that you have achieved the goal?

It is important to have measurable goals, so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.

A measurable goal may address the following questions:

- How much?
- How many?
- How will I know when it is accomplished?

3. Achievable

Is the goal feasible within the time frame?

Your goal also needs to be realistic and attainable to be successful. In other words, it needs to stretch your abilities but still remain possible. The goal is meant to inspire motivation, not discouragement. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it. If you set your target too high it can cause stress and decrease the chance of reaching your target, that can lead to demotivation.

Think about how to accomplish the goal and if you have the tools/skills needed. If you do not currently possess those tools/skills, consider what it would take to attain them.

An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as time or financial factors?

4. Relevant

Does this goal contribute towards your long-term plans, and does it fit within the research team's plans?

This step is about ensuring that your goal matters to you, and, if relevant, that it also aligns with other relevant goals the person or team is pursuing. We all need support and assistance in achieving our goals, but it is important to retain control over them. So, make sure that your plans drive everyone forward, but that you are still responsible for achieving your own goal.

A relevant goal can answer "yes" to these questions:

- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

5. Time-bound

By what date will this objective be achieved?

Every goal needs a target date, so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

Anyone can set goals, but if it lacks realistic timing, chances are you are not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it is useful to define what should be achieved half-way through the process. Providing time constraints also creates a sense of urgency.

A time-bound goal will usually answer these questions:

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

Queries, questions, comments

If you have any questions, please contact Andy who coordinates the CREATE PhD Programme mentoring scheme within the programme (email at the start of this document).

We acknowledge the role of the International Child Health Group in developing this mentorship scheme, producing learning materials, and providing matching for mentees.

Read more:

https://www.mindtools.com/pages/article/newLDR_89.htm

<http://www.studylecturenotes.com/management/john-whitmore-grow-model-a-coaching-mentoring-process>

<https://www.performanceconsultants.com/grow-model>

<https://www.mindtools.com/pages/article/smart-goals.htm>

<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Appendix 1: Roles of mentor/mentee

The role of the mentor

- Helps the mentee to clarify thoughts and goals, and to find their own solutions
- Encourages the mentee to drive the partnership
- Helps the mentee deal with both short term problems and long-term development
- Supports, listens and constructively challenges the mentee

The role of the mentee

- Drives partnership, initiating regular contact
- Sets realistic expectations
- Sets and works towards SMART Goals
- Listens, is open to and responds to constructive feedback by the mentor
- Seeks own solutions to challenges
- Engages in their own learning and development
- Works on goals between sessions

Ways in which mentors can support mentees

- Improving personal effectiveness (e.g. organisational skills, time management, workload management, setting achievable goals)
- Leadership skills, management roles
- Career progression (e.g. identifying options, interview skills, preparing for appraisals)
- Strengthening scientific communication (e.g. publications, presentation and public speaking skills)
- Reviewing transferrable skills
- Applying for grant funding
- Teaching
- Growing professional networks, building networking skills
- Building links with stakeholders, public engagement, other outreach
- Planning for/returning back to clinical work after fellowship
- Working part-time or flexible hours; work/life balance
- Handling challenging situations (e.g. conflict in the workplace, overcoming barriers to progression, managing cultural differences and/or expectations; managing working relationships)

What the mentor is not

- A mentor will not solve the mentee's problems, or offer magical solutions
- A mentor may have less time than the mentee
- The mentor is not expected to open doors (provide job opportunities etc.)
- The mentor may be prepared to share their experiences, but remember that everybody's circumstances are different
- A mentor may not be around forever

Appendix 2: Mentoring Agreement

Mentoring Agreement

CREATE PhD Programme career development mentoring scheme

To be discussed and signed by both the mentor and mentee

We agree to:

- Meet, speak or e-mail on a regular basis
- Provide feedback and evaluation as requested
- Review our progress regularly against our objectives/plan
- Respect the development aims of the CREATE PhD Programme mentoring programme
- If we cannot attend a scheduled meeting/ telephone conversation, we agree to notify our partner and reschedule well in advance if possible.
- We agree that if for any reason either of us is not comfortable in our mentoring relationship, we can end the mentoring contact after consulting with the CREATE PhD Programme mentoring scheme coordinator, Andy Prendergast.

We will arrange to meet regularly and have discussed how these meetings will be arranged. Our plan is to:

We will discuss the boundaries of the mentoring relationship and agree on some objectives and broad topic areas we will explore during the mentoring. These are:

We will abide by the confidentiality rules we choose. These are:

We agree to jointly identify other sources of support to contact for areas that are beyond what is appropriate to consider within a mentoring context. This might involve, for example:	
We will discuss the level of follow-up contact and actions (if any) we expect/prefer between meetings. This is:	
We will discuss contact preferences. The best way/time to reach us is:	
Mentor:	
Mentee:	

Mentor Signature	Mentee Signature
Date	Date