



U N I V E R S I T Y O F
P O R T H A R C O U R T

POLICY GUIDE FOR MENTORING

DECEMBER 2023

Policy Guide for Mentoring

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INTRODUCTION

By establishing a learning relationship with someone who has more in-depth knowledge, skills, and experience in areas that would be beneficial to the individual's learning and skill development, a person interested in advancing their professional, personal, and/or leadership capabilities can benefit.

OBJECTIVE

To provide protocol guidelines for a multi-level mentoring programme that will support and facilitate the matching of mentors and mentees as well as the implementation of mentoring experiences.

VISION

To create a new generation of early-career researchers and staff who will have a substantial impact on the world through high-quality research, effective teaching, and public involvement/administration.

PURPOSE

The purpose includes advising, suggesting conferences, seminars, trainings to attend, preparing research proposals, taking minutes, writing technical reports, teaching, maintaining a work-life balance, giving advice and assistance, fostering professional growth promoting excellence in administration, teaching, and community engagement.

OBJECTIVES

All employees of the University of Port Harcourt are subject to the policy. This policy's goal is to serve as a foundation for the creation of a mentorship programme at the university. The University of Port Harcourt's academic, professional, and administrative employees should develop mentorship ties with one another. This provides mentors with the chance to develop their leadership skills and provides University of Port Harcourt lower- and middle-level cadre personnel and early-career researchers the chance for assistance and progress.

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MENTORSHIP PROGRAM COMMITTEE/BOARD (MANAGEMENT AND PROGRAMME STAFF COMPOSITION)

- Director, CEREMAD
- Assistant Director, CEREMAD
- Director, QAQC
- Assistant Director, QAQC
- Director, Centre for Disaster Risk Management & Development Studies (CDRMDS)
- Associate Dean, School of Graduate Studies
- Institutional Strengthening Programme Members
- CIRCLE Fellows

TYPES OF MENTORING

- One-on-one mentoring: This involves just two individuals.
- Team mentoring
- E-mentoring
- Peer Mentoring
- Group Mentoring

Attributes Of Mentors and Mentees

Application Package (Mentee/Mentor Format) – The Process

Establish possibility of working together

- What are the expectations of the mentor and the mentee.
- Time commitment and constraints.
- How does the mentorship relationship link with the mentee's personal vision and core values.

Building the Relationship

- What are the parameters of the relationship.
- Should be in mutual trust

Negotiating the mentorship arrangement

- What are the goals and objectives?
- What are the logistics involved?
- Confidentiality should be applied
- Measurement strategies and outcomes

Strengthening the mentoring arrangement

- Monitoring the learning process and outcomes
- Sharing resources and networks
- Determining levels of planning and spontaneity

Ending the mentoring relationship

- Measurement of outcomes
- Appreciative feedback
- Future pathways

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APPOINTMENT OF MENTORS

The University relies heavily on the successful mentoring of staff employees to help it achieve its stated goals of attracting and keeping top talent. The pertinent academic Head of Department is in charge of selecting mentors for lecturers. The Mentor should be chosen by the Head of Department for Teaching Staff and Research Officers.

THE BASICS OF MENTORING

It's important to think about the following guidelines:

- A developmental mentor shouldn't typically oversee or work closely with the mentee or have any other financial or personal stake in the mentee's development. This is necessary because a mentee has to be able to talk about issues with a mentor without worrying that doing so would have a negative effect.
- It's important to note that cross-group mentoring is regarded to be just as beneficial as within-group mentoring in situations when a programme is intended to encourage positive action: Men mentoring women and women mentoring men, or white staff coaching BME personnel, as examples. Giving mentees options may be possible in some circumstances, but it may not always be feasible. For instance, if there aren't enough senior women available for all the women who might need one to have a female mentor.
- Mentors and mentees should be encouraged to go beyond polite discussion and use unconventional strategies, such as acknowledging that tough candor can occasionally be more beneficial than tea and compassion.

REQUIREMENTS FOR MENTOR APPOINTMENT

The following are the knowledge, abilities, and experience needed for a mentor:

1. The Mentor should be a more seasoned employee who can offer suggestions and direction to address any questions, worries, or needs that may surface in a sympathetic and non-judgmental manner.

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2. The mentor should be knowledgeable of the university's growth process and, particularly for lecturers and teaching fellows. The mentor should be aware of the university's needs, and exhibit expertise in and a wealth of knowledge in his or her field. This is regarded as having a strong reputation in the division.
3. The mentor should have never had a negative finding made on them by an ethics disciplinary committee.

Having more than one mentor, possibly one for teaching and one for research, may occasionally be beneficial for Lecturers who are just starting their careers. One of them needs to be proposed as the "lead" mentor. As soon as feasible following the appointment, the staff member should be introduced to their designated mentor, and both should receive a copy of the notes of instruction.

WHAT ACCOMPLISHES A MENTOR?

The induction programme offered at the university, faculty/school, and department levels should be complemented by the mentor's role. In order for the mentee to seek support and direction with any of the following, as suitable to the role, job description, and level of probation, the mentor and mentee should work to create, as soon as feasible, a cordial and supportive relationship.

- Reaching the goals specified by the department head for a specific time frame.
- Creation and growth of research activities, including Department, Faculty/School, and University procedures for peer review and funding proposal submission.
- The planning and delivery of instruction, which includes unofficial observation and feedback.
- Investigating and using resources that are available to support teaching and research, as necessary for the position.
- Managing graduate research students' work

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- Tutoring undergraduate or graduate students, as well as directing them to additional student assistance services
- Communication with course tutors and directors of studies
- A resource for knowledge and a way to connect with people inside and outside the University to assist the staff member in creating their own network of contacts.

The mentor and their mentee should agree on the timing and frequency of meetings and other interactions. A minimum of one encounter per month may be reasonable at the start, even though it is anticipated that more frequent contact will be required as an appointment develops. If the mentoring relationship is to be successful, it is crucial to keep in mind that it is a two-way connection in which both people must be proactive and accountable for maintaining contact.

Mentors are urged to draw on their own first-hand knowledge of the University to anticipate the wants and needs of their mentees. The effectiveness of mentoring will be greatest if the staff member feels secure enough to discuss any actual or imagined knowledge or skill gaps for the position in a private setting. Support can be obtained through the Academic Staff Development Office where any such gaps are recognized. When the relationship is going well, the mentor should be able to collaborate closely with the staff member on tasks related to preparing some teaching, observing and commenting on performance in a constructive manner to improve teaching effectiveness, and provide examples of best practices.

Responsibilities of Mentors and Mentees

- > Act ethically and with respect towards all other participants;
- > Maintain strict confidentiality and professional boundaries;
- > Commitment to attend all prearranged meetings; and
- > Discuss expectations in the first meeting and review as meetings progress.

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MENTOR'S ROLE STATEMENT:

Specific roles include:

- > Sign Mentoring Agreement with mentee.
- > Negotiate a commitment for ongoing communication.
- > Lead initial meetings with mentees.
- > Assist mentee to identify individual needs and support career development.
- > Attend information sessions or activities for mentors held by PIA.
- > Contribute to discussion and resolution of issues raised in meetings; and
- > Participate in program evaluation and review.

THE MENTOR MAY ACHIEVE THESE IN A VARIETY OF WAYS BY:

- > Challenging assumptions
- > Encouraging the exploration of new ideas and innovative thinking.
- > Being open-minded and non-judgmental.
- > Listening to the mentees' questions and problems.
- > Assisting the mentee to identify and solve problems.
- > Providing appropriate and timely advice.
- > Encouraging an understanding of career options and outcomes; and
- > Sharing professional experiences providing a different view of the matter under discussion.

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A SUCCESSFUL AND EFFECTIVE MENTOR HAS:

- > Respect and consideration for the mentee.
- > A high level of expertise and knowledge of planning.
- > A genuine interest in the mentees' growth and development.
- > A commitment to the mentoring program.
- > Highly developed communication skills (particularly listening, questioning and giving constructive feedback); and
- > The ability to have some influence on behalf of the mentee.

REMUNERATION/RECOGNITION FOR A MENTOR

Giving members a special way to acknowledge the colleagues or professional mentors who have influenced their career is known as mentor recognition. It enables these members to donate money set aside for selected causes in the honoree's honour. It serves as a means of thanking mentors and mentees for their participation. Participant satisfaction and match longevity are both increased by recognition. Several programmes use celebrations and rewards as a means to express gratitude.

All employees are expected to freely offer appropriate support and guidance to less experienced coworkers upon request and, in particular, with regard to the institutional knowledge necessary for the latter to perform their duties effectively. This is expected of them as a normal part of their duties and responsibilities.

Supervisors and heads of organizational units are urged to emphasize the importance of mentoring skills by:

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1. Preparing staff members who serve as mentors to take part in suitable training and receive proper support as and when needed;
2. Planning the participation of individuals as mentors or as programme organisers while taking workload concerns into consideration; and
3. Recognizing outstanding mentorship practices and strong individual contributions as a part of service in academic staff performance reviews and rewards

NOTIFICATION OF MENTOR/MENTEE AND CONTRACT

Outline expectations and be specific about how you will collaborate to establish a professional partnership. A contract must be agreed to.

This ought to contain:

1. Aims and purposes
2. Meeting length and frequency among meetings
3. Cancellations
4. Confidentiality
5. Endings

We have designed a straightforward checklist in the Appendix below to assist you during the meeting and serve as a starting point for your contracting discussion;

- **Goals and Objectives:** Setting the agenda. The mentor's role is to respond to the mentee's needs and agenda; it is not to impose his or her own agenda.
- **Expectations and goals:** It is important that you and your mentor discuss your expectations of the mentoring partnership and of your relationship. Think carefully about

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what you are hoping may be the outcome of the mentoring process, and whether these are short, medium or long-term goals.

Are you seeking a certain career advancement or promotion?

Do you wish to influence the working relationships you have with your coworkers, senior leaders, or your team?

What big changes do you need to make in the way you think, know, and work?

Inform your mentor of your expectations and invite feedback on how they might support this aspect of your development. You should prepare to create goals for each mentoring session. Your mentor will be able to assist you in setting your learning objectives by using a range of tools and strategies. The GROW model (Goal - Reality - Options - Way ahead), which offers a clear and logical focus for your discussion, may be one of these.

- **Duration and frequency:** Where should we meet?

Choose a location that works for both of you. It is typically thought to be ideal to meet outside your office or place of employment. Choose a quiet, comfortable area where you won't be bothered and where you can speak without being overheard: Shifting the setting can also help to spark new ideas and a fresh conversational style or approach.

- **How long should a session to be?**

A mentorship session involves more than just two people talking to each other. It is a structured process that requires time to discuss ideas, problems, and circumstances. Sessions may therefore run 1-2 hours, including time to decide on action items for the following meeting. Both the mentor and the mentee should be expected to respect each other's time and other obligations, making sure that they do not impose more than is reasonable.

- **How often will we meet?**

You must decide because it depends on your obligations and the specifics of your educational requirements. A good general rule of thumb is once every 6 to 8 weeks.

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- **Assessing development**

You should periodically discuss your progress with your mentor; doing so will help you strengthen your bond and determine how many additional sessions are necessary. The third and final meetings are often the most beneficial for this assessment of goals and expectations. In order to guide future training with Organizational Development Leaders, the mentoring team will submit evaluations to both mentors and mentees for confidential input on the procedure and progress.

- **During Sessions**

Unanticipated inquiries: You are not expected to get in touch with one another in between meetings unless you have specifically agreed to do so. You must agree on how to handle contact in between meetings with your mentor. Talk about when phone or email interaction is appropriate and under what conditions.

Homework: After the initial chemistry meeting, mentees should take on an increasing amount of responsibility for managing the relationship. The mentor is there to give you the confidence to do so and will often support your independence. The time needed to continue the relationship, including any planning and follow-up work, should be invested by mentees.

- **Cancellations**

You should contract what to do in the event that one of you needs to change the date or time of your planned session. You should expect to keep all agreed appointments and prioritise these meeting but there may be times where this simply isn't possible.

- **Confidentiality**

Your confidentiality will be respected by all mentors. The limits of secrecy should be discussed with your mentor, though.

- **Noting down**

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When you mentor others, you have the chance to learn a lot about different approaches to problem-solving and career growth. You and your mentor should set, agree upon, and record learning goals in order to get the most out of this experience and to document the lessons that come up during your mentoring sessions. This may go beyond the short-term objectives of your employment function and the company.

- **Personal matters**

If there are some topics you'd rather not talk about, you and your mentor should agree on that. Some people are happy to talk about personal matters that have an impact on their work, while others keep their personal and professional lives entirely separate. One of the difficulties is that mentoring affects you as a whole person and that the issues you bring up could have implications for both your personal and professional life. When the mentor believes this to be the case, they should let you know so you may decide on the best course of action. When a situation is beyond your mentor's scope of expertise, they may, if necessary, provide recommendations or refer you to someone else.

- **Breaching the barrier of trust.**

It should be made clear that, unless both parties agree otherwise, all information on the subject matter of a mentoring session stays private. Included in this is any advice the mentor may have given as a result of being open and truthful about their own experiences. If one or both of the partners raises issues with clinical practice during the mentoring relationship, they should communicate these issues and uphold their codes of professional behaviour. In extreme circumstances, this can signify the end of the mentorship arrangement.

- **Endings**

When you first contract with your mentor and decide on the minimum and maximum number of sessions for the arrangement, it is a good idea to talk about this. After that, you and your mentor will decide when the mentoring relationship should officially end as your work together develops. You might feel that it's time to discuss closure once you've met your goals or made significant progress towards them. The end will occur when the agreed-upon number of sessions

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has been reached, you no longer feel the need for ongoing communication, and you are ready to move on. Include a formal evaluation so you may give feedback, concentrate on what has been accomplished, and plan how to continue learning even if you aren't meeting with your mentor anymore.

- **Keeping of Records**

It's important ethically to draw a distinction between records which are confidential to the mentor and mentee and those on which you might need a report from mentoring partners when evaluating your scheme:

- Confidential records could include, for example, notes taken by a mentor enabling him or her to reframe something that a mentee has said, or an analysis of an issue undertaken by a mentee at the prompting of the mentor. The best people to decide how to keep these private records are probably the mentors and mentees themselves.

- Records needed for evaluation are likely to include, for example, a note of techniques and approaches tried and the extent to which they were helpful and any particular points within the mentoring when the mentor or the mentee felt that the mentee had made progress. These do not need to, and should not, include specific details of what has been said, although some general context may be useful. Expectations of the records you will need reported should be made clear from the outset.

CHECKING ON THE IMPLEMENTATION

Monitoring entails keeping track of who is taking part in your programme so you can determine whether you need to motivate those who are qualified and stand to gain from participation but have not yet done so. For instance, in a departmental scheme, a staff group or one gender that is underrepresented in comparison to their numbers in the eligible workforce. In a divisional scheme, departments that are not participating. You need specifics on the breakdown of the eligible workforce in order for your statistics to be significant.

The HOD will keep an eye on how the mentorship programme is being carried out using the following tools: annual reports, briefing sessions, and periodic reports filed by mentors.

Monitoring of mentoring programmes can be done by:

- Education of the mentors;
- Thinking about how to pair mentors and mentees;
- Establishing guidelines for what mentoring entails;
- Knowing when coaching would be useful;
- Putting in place contracts if necessary;
- Creating a system to assess the program's efficacy;
- Monitoring the development of the mentoring relationship is a good idea;
- To set expectations at the start;
- To evaluate the effectiveness of the relationship after six months after a year, to assess results;
- The Department will be responsible for the implementation. The HOD will identify new hires who need mentors and pair them with suitable mentors: When a permanent employee asks a mentor, they often use the "Mentee Application form" to submit their request to the HOD;

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- The mentor will typically be a senior employee who is not the mentee's line manager: Assisting mentees with their transition into new positions and responsibilities or assisting them with their professional or personal development is part of the mentor's job description.
- Colleagues who take on the mentoring position will receive the necessary instruction and direction;
- While deciding on staff workloads and looking at the needs of both mentors and mentees in terms of professional development, it is expected that HOD will take mentoring obligations into consideration.

EVALUATION

The goal of evaluation is to make sure that your programme is accomplishing its goals and that those goals are in line with the needs of the mentees. By assessing a mentoring programme, you can implement any adjustments suggested by participants' experiences and report gains to your department or division as well as advantages for mentees (and frequently mentors). We start with basic evaluation possibilities, go on to some pilot programmes, and end by defining some practical evaluation metrics. At the conclusion of a formal mentoring programme, there should be an evaluation to:

- Raise awareness of the program's efficacy in regard to the objectives established at its outset;
- Provide information that will be helpful for the operation of future programmes.
- Give mentors and mentees a way to receive feedback and assess their performance.

To ensure that everyone is aware of what is expected of them and how success will be measured, the criteria for programme assessment should be clearly laid out from the beginning. Any evaluation procedure must include a method of reporting that may be utilized to determine whether the mentoring programme is effective for the practice, mentors, and mentees. There are many alternative assessment models that can be employed, ranging from straightforward feedback forms distributed throughout the programme to external evaluations conducted by a third party. The strategy selected will depend on the number of participants in the programme and the practice's time and resource constraints.

Alternatives to Evaluation

- **Surveys:** They can be utilized alone, stand-alone, or in combination. Questionnaires sent to mentors and mentees via email or the internet. This is most likely the simplest method of assessing a scheme. You could ask for opinions on all or part of the following in addition to gathering basic data like if someone is answering as a mentor or mentee, staff-group, job grade, and length of experience that may allow you to discern between distinct needs:

- The goal of the plan

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- The process of matching
- Real-world issues include scheduling meetings
- Plans for coordinating the plan, including any planned support sessions
- The effectiveness of the mentoring relationship and what transpired during the mentoring process that was most and least beneficial.

Individual surveys may not yield a high response rate; as a result, they may be more beneficial when administered to a big cohort, from which a more circumscribed response is likely to yield more valuable results. Informing respondents of the information's intended use may be helpful. Increase response rates by including a covering message that emphasizes anonymity and emphasizes that you are interested in both positive and negative experiences.

- **Personalized interviews:** You can use a questionnaire in a more discursive manner, exploring responses to better understand an interviewee's perspective, by choosing a representative sample of mentees and mentors for one-on-one interviews.
- **Focus sessions:** Participants may be encouraged to develop their feedback in conjunction with others by assembling small groups of mentees and/or mentors to discuss a particular topic. For instance, a comment made by someone else during the discussion could prompt someone to recall something crucial. A focus group discussion must have a specific theme in order to avoid tangential or overly generic debate. Ask yourself what you want to know, keeping it brief, straightforward, and in the form of an open question (one that has no right or wrong answer). For instance: • What should we alter for the following time? These were our objectives; to what extent did we succeed?

External assessment

Participants' confidence that their responses would remain private can be increased by using an assessor outside of your department. Although you will need to collaborate with the evaluator to guarantee their comprehension of the scheme's goals and to ensure that questions and techniques are appropriate, it can save time. You might be able to find a student or colleague from your

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university who will analyse the plan for you for free or at a minimal cost. Staff surveys that look beyond scheme participants to see how much culture or practise has changed may be helpful if your aims include organizational change.

Launching a Mentoring Programme

Following a pilot, the programme should be evaluated, assessed, and adjusted before being fully implemented for a number of reasons, including:

- Compiling data to support continued funding for mentorship;
- Providing you with the ability to manage resources by starting with a small cohort and expanding it in response to feedback.
- Experimenting with various strategies, such as various mentoring models, to determine what works best for your mentees;
- Keeping open the option of altering a basic aspect of the plan, such as the scheme's goals, in light of experience or upcoming events. Whether or not you pilot first will probably rely on how specific and straightforward your goals are. A pilot is more likely to assist you in creating a plan that will achieve your goals the more complex your objectives are. Less likely is a pilot to be useful in establishing your goals the simpler they are.

Useful measures of the programme's success, which could be built into a final report could include:

- Staff satisfaction surveys;
- Staff retention rates before and after the programme;
- Staff appraisals;
- Interest in taking part in future programmes;
- Number of successful matches which lasted over the programme duration;
- Number of mentees who choose to become mentors;

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- Business improvements / contracts won.

The success of either a formal or informal programme should be celebrated and promoted once it has concluded, in addition to being acknowledged and supported throughout the program's existence.

Policy Review; This policy will be evaluated as needed from time to time. Staff members can submit comments to the Director's office at the Center for Research Management and Development.

UNIVERSITY OF PORT HARCOURT

APPLICATION FORM FOR MENTEES

Name: _____

Current position:

- Graduate student
- Post-doctoral fellow
- Medical fellow
- Junior faculty
- Research scientist
- Other: _____

Gender:

Field(s)/Area(s) of study: _____

Phone Number:

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Email Address:

University:

Department:

Address:

Answers to the questions below will help us pair mentors and mentees.

- Please describe (in a few sentences) your research interests.
- Each mentor/mentee will agree on a plan for the mentoring partnership. Please state 3 ways that you feel a mentor could help you
- If you have a specific research project for which you need mentorship, please describe below in 2-3 sentences.

Reasons for applying to the mentoring scheme:

Want to find out about life in another part of the University	Yes	No
Want support with coping with additional responsibilities	Yes	No
Feeling isolated at work	Yes	No
Unfamiliar with internal processes and procedures	Yes	No
Want to increase networking opportunities	Yes	No
Family commitments	Yes	No
Equality related concerns	Yes	No
Research Support	Yes	No

Other reasons:

Please send this form, along with your CV, to:

References

Mentoring of Academic Staff Policy – June 2008