

Mentoring Programme Handbook



W O R S H I P F U L
C O M P A N Y *of*
M A R K E T O R S



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The Worshipful Company of Marketors Statement of Confidentiality:

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1. Welcome to the Mentoring Programme

This Mentor Programme has been designed specifically to support future marketing leaders. To be selected as a Mentee is by invitation only and appropriate for those who wish to further develop within their marketing career and seek advice or guidance on marketing related issues.

The Programme Mentors are drawn from our membership within the Worshipful Company of Marketors (WCM) and must be willing to support the identified candidates through Mentoring and time given to support this Programme (detailed in "meetings" section). Mentees are usually through recommendations or affiliations with our members and the Company itself. WCM are proud to provide the Programme pro bono.

Mentors provide guidance and support to pre-defined Mentees looking to progress in better understanding themselves and their outlook in marketing. Being a Mentor can be emotionally rewarding with benefits for both the Mentor and Mentee. Helping a less experienced person, often at a key point of their career, really is a terrific feeling.

The principles of the Programme have been designed and informed by established members of WCM, seeking external advice from similar programmes in other livery companies and actual individuals that would be suitable mentees to go through this Programme.

It is recommended that both Mentors and Mentees consult this document when considering developing a productive Mentor-Mentee relationship.

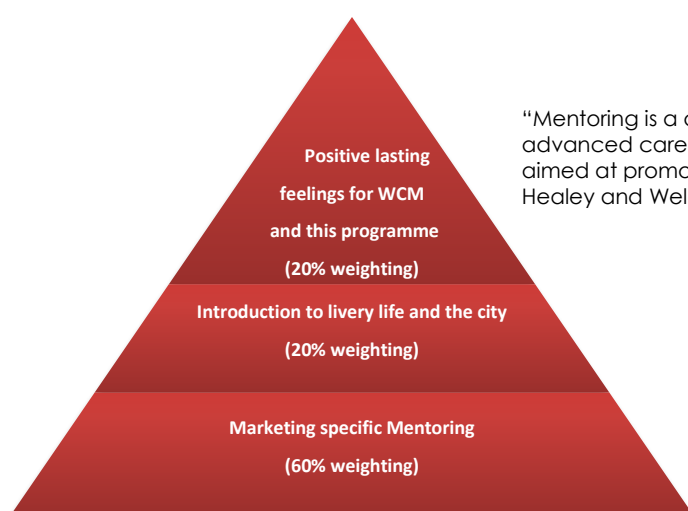
2. Aim & Objectives

WCM Program Objectives

To identify, Mentor and nurture mentees that are future marketing leaders through the following activities:

- lend support and expertise of WCM through a time bound set of interactions
- give guidance and advice through Mentoring through 121 sessions
- give an insight into Livery life and WCM through events and special lectures
- leave mentees with a positive and lasting feelings both for WCM and from their Mentoring experience

The Programme is therefore founded on three principles (note the associated weightings):



"Mentoring is a dynamic, reciprocal relationships between an advanced career incumbent [Mentor] and a beginner [protégé] aimed at promoting the career and development of both." Healey and Welchert.

Mentor's Objectives

- Aligns with supporting the aims and aspirations of WCM
- An opportunity to make a difference to Mentee's development and outlook in their marketing career and the personal satisfaction that comes with Mentoring
- A chance to introduce Livery life and the traditions of the City
- Benefit from the "reverse Mentoring" concept. A fresh perspective on rising trends in areas of technology or the future of work.

Mentee's Objectives

- Define the objectives to optimise the benefits of the Programme
- An opportunity to better understand your marketing career, aspirations and yourself in a business context
- Get to know an experienced marketer in your field and build a longer term relationship over one year
- Gain an insight into what a modern Livery Company is and the accompanying traditions

3. Benefits of Mentoring

Most people think of Mentoring as a benefit to the Mentee being Mentored, but there are also many benefits for the Mentor in the process. Companies as a whole will also benefit from the programme.

Mentor Benefits

Personal Satisfaction Mentors generally report a sense of personal reward, and pride from being able to help, assisting Mentee development, and being able to contribute. It is an opportunity to pass on your own experience, knowledge and skills.

Increased Personal Awareness As you interact with your Mentee, their enquiries, problems and areas of concern will prompt answers, views and perspectives that you may not have been aware of, and the extent of your skillset and experience will be heightened.

Sharpened Management/Leadership/Interpersonal Skills Mentors increase and sharpen their own skills and abilities as they challenge and assist the Mentees they Mentor. In many organisations today, Mentoring is becoming an important management skill.

Information Gathering Participants can be a great source of organisational data, feedback, and fresh ideas. Because serving in a senior level position can isolate executives and managers, participants can serve an important link in keeping communications open. Also, while the Mentor may possess the "hard facts" about organisational issues, participants may provide important feedback about how people at different levels view things, especially in different organisations.

Sources of Recognition Good Mentors are well respected. Becoming known as someone who can develop others, can enhance the reputation and facilitate the Mentor's own progress both within and outside of their current organisation.

Expanded Professional Contacts Mentors develop many rewarding professional contacts made through and for the Mentees they Mentor, as well as by interacting with other Mentors.

Mentee Benefits

Increased Confidence Mentoring provides personal support, builds confidence and encourages the individual to grow beyond their current expectations.

Role Model The Mentee has access to a role model whom they can respect and from whom they can learn. The Mentor's extensive experience allows for a sounding board for problems and issues they may wish to discuss.

Wider perspective Participants access a wider perspective and broader views of organizations outside of their own and can develop new ideas of what might be needed to succeed and advance.

Courage to take on more challenges The Mentee can access a level of personal support that helps them take on more challenging and interesting projects, try more advanced tasks, and demonstrate new capabilities. In doing so, the Mentee may receive more visibility.

Management Development A Mentee can increase the effectiveness of their developmental activities and reduce the haphazardness of their management development by becoming more comfortable with the responsibilities of senior level positions more quickly.

Increased career satisfaction Studies have indicated that participants report greater career satisfaction and their performance and productivity ratings tend to be higher when Mentored.

Increased personal awareness Mentoring helps Mentees identify and prepare for positions which best fit their career needs and interests. Mentoring is functionally efficient because instead of floundering on their own, Mentees are helped to develop more direct road maps to what they wish to achieve.

Expanded Professional contacts Mentees develop many rewarding professional contacts by introductions effected or suggested by their Mentor.

Benefits For Both

Improved Performance Both Mentors and the Mentees have an opportunity to expand their technical, interpersonal, management and leadership skills through the relationship.

Company Benefits

Supporting Employee Development The Mentoring programme will provide support for individuals in their professional development.

Making use of mature managers Provides mature managers to share and pass on their experience to others.

Networking and sharing The programme will encourage relationships and knowledge sharing across many diverse organisations

4. Mentor Briefing

Mentoring is a development activity, which is firmly rooted in self-management enabling the Mentee to:

- Foster self-reliance, self-confidence and a belief in their own potential
- Identify their own development needs and goals
- Write their own development plans
- Solve problems by analyzing, reflecting and enhancing their self-awareness

All discussions are confidential and take place outside any management process or company that either the Mentor or mentee is affiliated to.

The Mentor acts as a conduit to self-discovery and reflection and gives the mentee space and time to make their own decisions. Although there are many definitions and practices of Mentoring, a distinction is usually drawn between Mentoring and other developmental processes, such as supervision and coaching, in that the agenda is mentee driven.

In this Programme we use the term 'Mentoring' to include both Mentoring and coaching, whilst acknowledging the finer distinctions where appropriate. Both Mentoring and coaching exist in a spectrum of one-to-one support mechanisms that extends from Directing at one end to Counselling (in the therapeutic sense) at the other, ranging in approach from highly directive to non-directive:



When considering the above spectrum a Mentor is encouraged to:

- Listen and give their time (see Appendix A for information on active listening)
- Support, encourage and challenge

Mentors should:

- Provide a framework to look at options, to understand implications and plan future actions
- Share experiences where relevant
- Signpost, if asked, to information and resources – including people/networks

Mentors should avoid:

- Collaborating on professional work or activities
- Getting involved in matters relating to status, promotion or payments
- Acting on behalf of a mentee
- Judging the actions the Mentee takes
- Setting tasks to be reviewed in a prescriptive manner

Characteristics of a good Mentor

The following behaviour-related characteristics typify ideal Mentors:

People-Oriented genuinely interested in people and has a desire to help others; knows how to effectively communicate and actively listen; able to resolve conflict and give appropriate feedback.

Supportive supports the needs and aspirations of the Mentee; encourages the Mentee to accept challenges and overcome difficulties.

Respected has earned the respect of people with whom he interacts; others naturally look to the Mentor as a possible role model.

A Good Motivator inspires the Mentee to do better/stretch potential, through encouraging feedback and challenging work assignments.

Patient and willing to provide adequate time to interact with the Mentee.

Respectful of Others shows regard for well being of others; accepts the Mentee's minor flaws, just as the Mentee must accept minor flaws of the Mentor.

Self-confident appreciates a Mentee's developing strengths and abilities, without viewing them as a threat; enjoys being a part of the Mentee's growth and success.

An Achiever sets lofty career goals, continually evaluates them and strives to reach them, volunteers for more activities, and climbs the "career ladder" at a quick pace – and inspires the Mentee he or she Mentors with the same drive for achievement.

Good Mentoring Programmes

Consequently we would expect a Mentor on this Programme to have:

- Commitment to the Programme and able to invest sufficient time and energy to it as laid out in the following section "meetings".
- Experience and subject knowledge in the field the mentee is progressing in or has an interest in progressing into.

It is important that a Mentor recognises the limits of their experience, skills and knowledge. They are not expected to be able to meet all the development needs of their Mentee. In this case it is important that Mentors are aware of alternative sources of support and can advise their Mentee accordingly.

5. Mentee Briefing

Determining whether you'd like a Mentor

In thinking about your work and career, ask yourself whether having a relationship with someone outside of your organisation whose main interest and focus is to assist you would help. Could you achieve your goals and meet your needs quicker and easier, if you were supported and assisted by a more experienced person who has a keen interest in your growth and development? Would you benefit from interacting with someone whose achievements you value and who could be a trusted advisor to support you to achieve your aims and goals?

In undertaking a Mentoring relationship, the following issues should be raised and discussed, either in the initial interview stage or at the beginning of the relationship:

- What are your career goals and needs?
- Does the prospective Mentor have knowledge and experience in areas that are important to you?
- Does the Mentor value his/her role, enjoy challenges, have a personal vision, mission, and values that are in harmony with yours?
- Is the Mentor good at what he/she does?
- Is the Mentor an achiever in areas in which you also would like to achieve?
- Is the Mentor a good role model and can you respect and learn from them?
- Is the Mentor supportive and respectful of others?
- Will the Mentor be available for uninterrupted quality meetings?
- Will you feel comfortable talking with them honestly; do you trust him or her?
- Will the Mentor take a genuine interest in your development? Is he or she enthusiastic about Mentoring?
- Will the Mentor give you honest feedback about yourself and your developmental needs?
- Does the Mentor have good strategic alliances with other respected individuals in businesses which may be of value to you?
- Will the Mentor be willing to share his contacts, network, knowledge, experience, and insights?
- Is the Mentor a good teacher/coach/motivator?
- Will your communication styles match, or might they conflict?
- What are the Mentor's expectations?
- What do you need to progress, not just in your current role, but to develop long term strategic thinking about yourself, and your career?

The responsibilities of the Mentee

The Mentee is responsible for driving the relationship, by determining the agenda and what help is asked of the Mentor (after all, it's his or her career). In particular, Mentees:

- **Take action** Do whatever they said they would do, after meetings, or prepare for meetings with the Mentor.
- **Develop** work to achieve skills, knowledge, and ability.
- **Be open to learn.** Listen to the Mentor and consider new options which may be proposed.
- **Take Initiative** Seek the Mentor's advice when needed.

- **Focus on the outcomes** Don't get lost in the process. If it is not clear, ask the Mentor how the process leads to the goal.

Active Listening

Active listening can seem a very passive activity, though it actually involves a lot of hard work, because it involves not only hearing the words but also accepting, understanding, checking and clarifying them.

Show that you are listening:

- Focus on the speaker
- Maintain appropriate eye contact
- Look relaxed but not to the extent that you seem disinterested
- Be attentive to body language as well as what is spoken
- Listen to 'how' words are spoken
- Acknowledge and encourage the speaker through verbal and non-verbal gestures and nods
- Keep an open mind
- Don't interrupt

There are several techniques which can help in exploration and good listening:

- Paraphrasing-restating what the speaker said but in your own words
- Clarifying-checking out your understanding
- Echoing-picking up a key word and repeating it back with a slight questioning tone
- Asking for examples
- Summarising-show you understand by drawing together what you think you have heard
- Silence-giving space and time to the speaker

Receiving Feedback

- **Listen** - you cannot make any judgement on the validity if you have a closed mind
- **Suspend judgement**- try not to react defensively
- **Let the Mentor finish** - do not jump in, wait until you have the full picture
- **Paraphrase** - clarify your understanding of what has been said
- **Ask questions** - if you need more information
- **Prompt specifics** - not all feedback will be given well and ask for examples
- **Avoid arguing**, denying, justifying or minimizing - feedback is the point of view of another person, decide what you want to do with the information
- **Gather information**- go to other sources to gather additional information to check whether the feedback is similar.
- **Decide what to do next** - how can you use the feedback, consider the outcome if you ignore the feedback

6. How the Mentor Programme Works

- Mentor and Mentees will be matched by the Programme leads.
- Once you have been matched up with your Mentee they will get in touch to arrange a meeting in the near future. Section 5 outlines the subsequent meetings process and best practice.
- It is recommended the relationship exists for up to a one year period [typically 6 – 12 months] with agreed clear goals and objectives.
 - Professional and ethical considerations are key.
 - Support for both Mentors and Mentees from the Programme leads
- At the end of the formal relationship the Mentor and Mentee are required to complete questionnaires for the Programme leads to undertake quality assurance.

Time Commitment

The amount of time a Mentor and Mentee choose to invest in the relationship varies greatly, based on the needs, expectations, and desires of both parties. However, a Mentoring relationship should be expected to exist for around 12 months, during which time around four meetings should occur (amounting to around eight hours in total). Mentoring relationships often evolve under mutual agreement and changing needs and the mentor should try and accommodate this. If there isn't sufficient take-up from either party during this period, the Mentoring relationship may fail.

The greatest commitment of time is generally at the beginning of the relationship, when the focus is on getting to know each other and exploring expectations. Before the Mentor connection is even agreed upon, during the "interview" phase, the amount of time each person is expecting and willing to commit should be discussed. As the relationship evolves, the time spent together will naturally evolve based on mutual agreement.

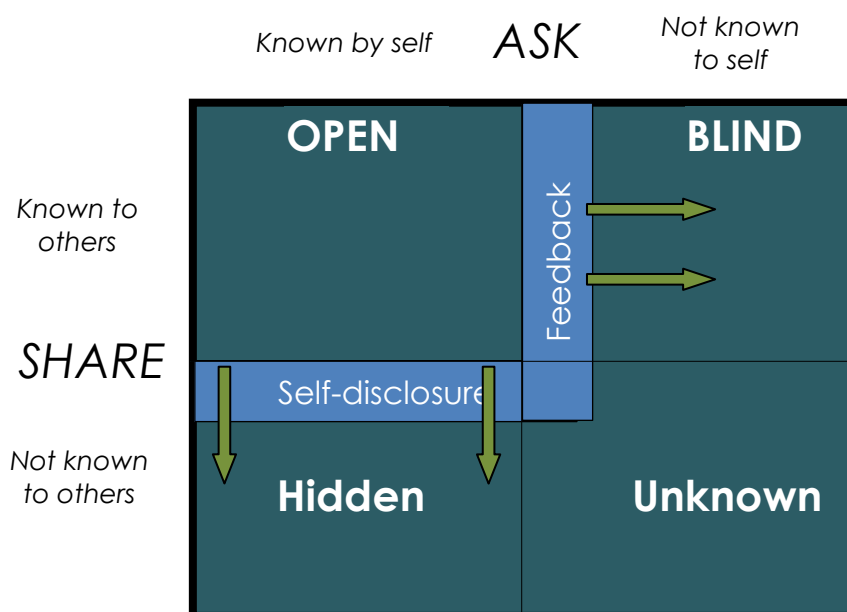
Scheduling meetings and interactions

It is normally seen to be the responsibility of the Mentee to drive the pace of the meetings, however, in a good Mentoring relationship, both parties contact each other. Meetings outside the office (for example, having breakfast or lunch together) may be beneficial in building an informal, trusting relationship where candid discussions can take place.

7. Partnership Building

The Mentor and the Mentee are professional partners. All individuals come to a new relationship with different styles of communication, different points of view and different expectations which natural barriers. Working in a relationship with someone very different from you is a skill; as with any skill, the more you practice, the easier it will get. There should be a commitment from both sides to overcome any initial barriers. Activities that can help you do this include:

- Maintaining honest communication and feedback
- Openly discussing and fixing “obvious” problems
- Forecasting how decisions could affect goals
- Frequent discussion of needs, expectations and progress
- Monitoring changes



Johari's Window pictured above is a communication model that can be used to improve understanding between individuals as it encourages genuine self-reflection. It will enable the Mentee to gain greater insight into the issues and challenges they are facing and thereby be more open and honest when speaking with their Mentor.

The key ideas behind the tool are:

- That you can build trust with others by disclosing information about yourself.
- That, with the help of feedback from others, you can learn about yourself and come to terms with personal issues.

This can help you build better, more trusting relationships with one another, solve issues, and work more effectively as a team.

Successful partnerships develop through:

- The expression of value for the person they are working with (Mentor/Mentee)
- Acknowledging the benefits they see arise from the relationship.
- Successfully dealing with problems, conflicts and difficulties which will lead to an atmosphere of emotional acceptance of each other.
- Recognising and acknowledging successes, lessons learnt and progress achieved.

8. Initial Meeting

In preparation for the initial meeting Mentees will be advised to identify the following through a pre meeting questionnaire (appendix C):

- Their work and educational experiences so far
- Their career aspirations and any knowledge, skills and experience they feel they need to achieve these
- The skills, knowledge and experience they expect their Mentor to have
- What they expect to achieve from the Mentoring relationship

At your first meeting you should explore and clarify mutual expectations of the Mentoring relationship. You may wish to agree a 'contract' or 'agreement' between you.

Consider the following issues during this meeting:

- Agreeing ground-rules on issues to be discussed, level of confidentiality, contact between meetings and any boundaries
- What level of commitment is expected in terms of number, length and venue of meetings
- How will the meetings be structured, do you want to agree an agenda in advance or be more flexible
- Will meetings/actions be recorded
- How will the Mentoring process be reviewed
- Re-visit your current skills, knowledge and experience and those of your Mentee
- Explore any development activities your Mentee may be undertaking
- The career successes of your Mentee
- What career goals/aspirations does your Mentee have? What knowledge, skills, experience, motivation and commitment will be needed to achieve these;
- How can Mentoring help your Mentee to achieve their aspirations;
- Any concerns you might have regarding the Mentoring relationship and how these might be addressed.

This list is not exhaustive and you may wish to discuss other issues at the first meeting.

If following this meeting it is clear that the Mentee-Mentor relationship is not going to be mutually beneficial do share this feedback openly together and contact the Programme Leads for more advice as required.

Subsequent Meetings

Following this first meeting:

- It is recognised that given their individual characters, situations and needs, Mentees may need differing approaches
- It is recommended that interactions:
 - Are face to face a minimum of once a quarter [if covid restrictions allow]
 - By phone/online [Zoom, Teams, Skype, Facetime etc.] once month or as frequent as required by the Mentee by tasks in hand

- Interactions last for a 6-12 month period from the initial meeting

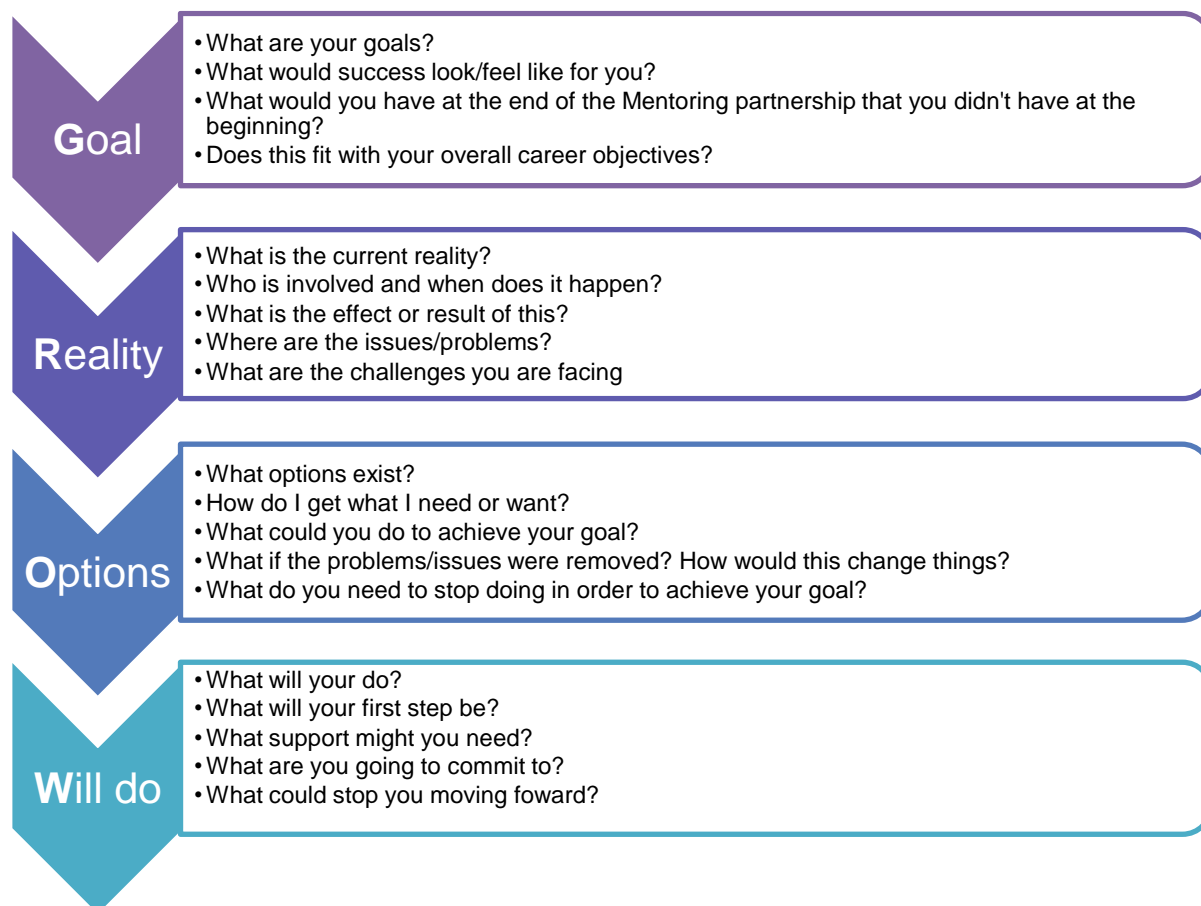
It is standard practice that the Mentee should be the driver behind the Mentoring relationship; therefore it is the Mentee's responsibility to organise subsequent and regular meetings well in advance and with appropriate courtesy.

Prior to subsequent meetings the following issues could be considered:

- Have you reviewed the previous meeting and any actions/outcomes to discuss?
- What information will you need in order to get the best from the meeting?
- Do you need to bring any information to the meeting?
- Is your Mentee clear on their objectives for the meeting?
- Have they reviewed what has happened between meetings? Have their objectives changed?

9. The GROW Model

Your relationship will continue to grow through regular face to face meetings. You should have an agreed framework to plan for and manage your meetings. The GROW model can be used as a useful framework to help structure your questioning during your Mentoring meetings.



The Mentor is the trusted adviser, friend, teacher and wise counsellor in this relationship. They should not start coaching in the day to day skills of a specific job as this is the role of the Mentee's line manager.

Signs of a successful Mentoring relationship

Some signs that a Mentoring relationship is successful are:

- Both parties are inspired by the relationship and gain a great deal of satisfaction from it.
- The Mentee is open to change and transition, to exploring possibilities, helping others and learning from others.
- There is mutual respect which includes commitment, where timings and attendance at sessions are mutually agreed.
- There is a commitment to understanding and growing, and to confronting and working toward solutions to problems that arise.
- The Mentee feels a bond or connection with the Mentor, experiencing the relationship as one of value in which mutual interest, respect, and straightforward communication are constants.

- The Mentee is comfortable going to the Mentor when counsel and support is desired. The Mentee takes responsibility for meeting his/her own needs in the relationship.
- The Mentor identifies new aspects of the Mentee's potential, helping him/her learn about him or herself.
- The Mentor has established a comfortable environment for learning and discussion, and enjoys watching the Mentee grow.
- When it comes time to separate, the relationship is on equal footing and the Mentee regards the Mentor as a friend or peer he or she can seek for advice in the future.

10. Professional and Ethical Considerations

In recognition of the professional status of the relationship and to ensure that Mentoring is effective and conducive to personal and professional development the following guidelines must be followed:

- Meeting agendas are driven by the Mentee
- The fundamental principles of the Programme are to be agreed at the start of the relationship, with the Mentee responsible for defining the objectives
- The Mentor must ensure that any limits to confidentiality are agreed at the start of the relationship and that (outside these limits) confidentiality is not broken unless agreed with their Mentee
- The Mentor must recognise when the requirements of their Mentee are outside their level of expertise and be prepared to guide their Mentee to alternative appropriate resources
- It is not the Mentors role to help the Mentee secure a job although it can be very valuable for the Mentee to discuss the pros and cons of job offers which he or she may receive

Either party can approach the Programme Lead if the Mentoring relationship is not working effectively [Peter Rosenvinge: Mobile 07905 9034403 Email: p-rosenvinge@sky.com]

- Neither party are to:
 - act in a discriminatory, harassing or bullying way
 - collude in any dishonest, unlawful or unprofessional behaviour
- It is not the role of the Mentor to 'tell' their Mentee what to do
- The Mentor must ensure that any records or notes that they take are kept confidential
- The Mentor must express any conflict of interest between their role as a Mentor and any other role.

11. Support and training

Support is available to Mentors and Mentees from the Programme Lead. There is no mandatory training or assessment as part of this Programme. Opportunities for Mentors to meet for consolidation, review and networking will be facilitated by the Programme leads on request.

12. Evaluation and Quality Assurance

Feedback at the end of the year process in the form of a two questionnaires – one for Mentor (appendix E) and another for Mentees (appendix B).

Optional and informal feedback or comments are welcome at any time and can be sent informally by e mail to the Programme leads.

13. Ending the Mentoring relationship

Good Mentoring relationships may end when the Mentee has outgrown the need for the Mentor's guidance and direction. At this point, the relationship may evolve into a strong friendship, in which the two see each other as peers.

Other Mentoring relationships end because they fail to become productive. The Mentor and Mentee may never establish rapport, or one or both parties may not commit adequate time or effort. Mentors may end the relationship when the mentor for example is regularly late to sessions or doesn't show and visa versa.

There may be a failure to communicate goals, needs, intentions, or expectations. The likelihood of this happening is greatest when Mentees and Mentors are "matched" by a third party, or agree to the relationship without much consideration and discussion about needs and expectations.

The relationship may also end, if either the Mentor, or Mentee, relocates and it becomes difficult to communicate regularly.

Both Mentors and Mentees should feel free to end Mentoring relationships, which are not meeting expectations. In most cases, if one party feels it is not working, the other feels the same. It is not unusual for a mentee mentor relationship to come to an end ahead of time but it is important both parties know where they stand and should be clear with each other rather than letting the relationship crumble away.

Both are then able and encouraged to find a new mentee or mentor and can be subsequently rematched and their mentoring journey moves on.

14. Contacts

Programme Lead:

Peter Rosenvinge: Mobile 07905 9034403 Email: p-rosenvinge@sky.com

Further information: <https://www.marketors.org/About-Us/Committees/Professional-Mentoring-Programme>