



Big Local Community Chest Mentoring Programme

Heston West Community Partnership guide to mentoring our Big
Local Community Chest projects

Thank you

Thank you for considering to become a mentor for our Big Local Community Chest projects. In the next few pages you will hopefully find some useful information about mentoring and how you can make a positive difference using your skills, experience and guidance to support our Community Chest applicants.



Community Chest Mentoring



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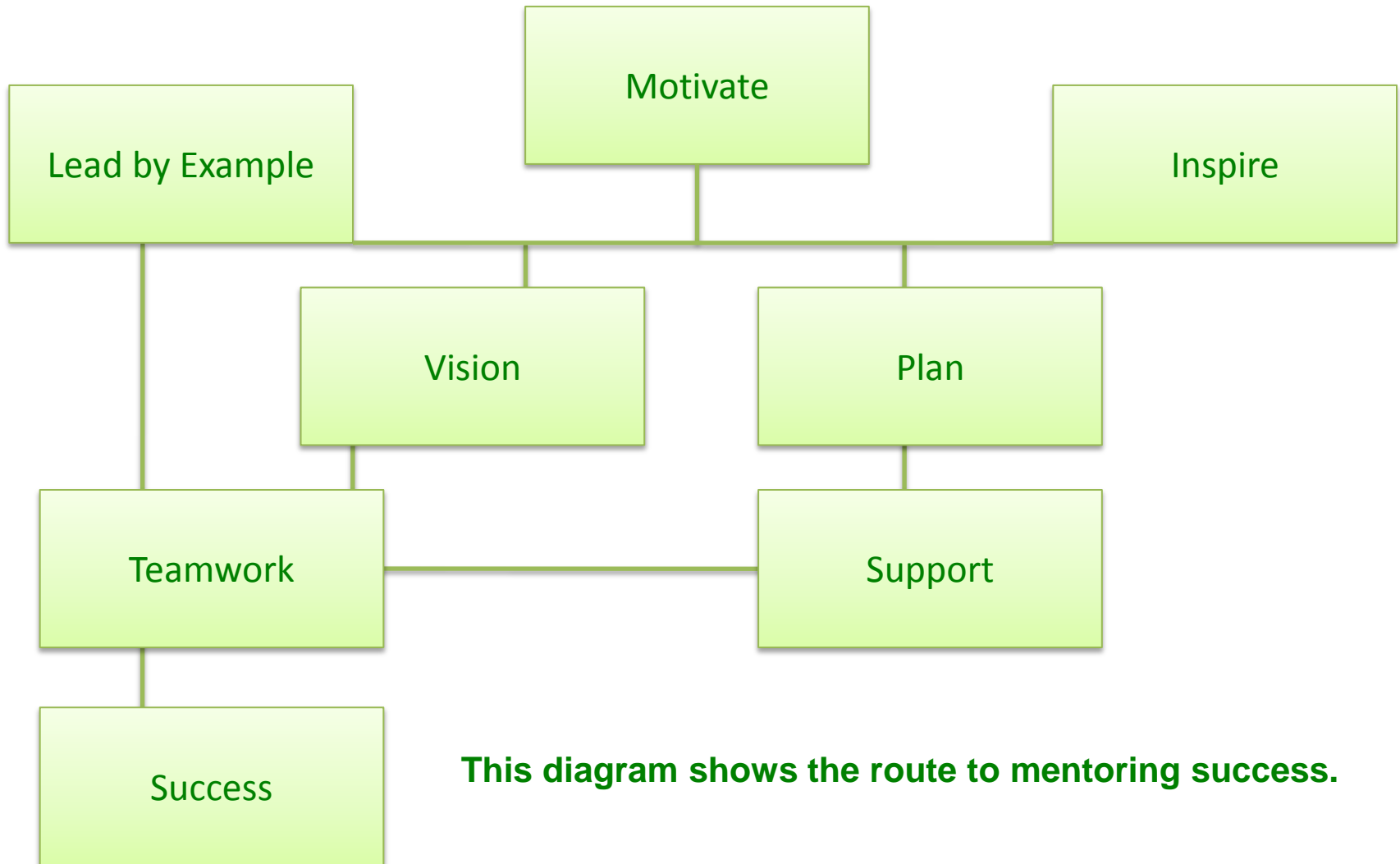
What is Mentoring?



Mentoring is a **process** in which an experienced individual helps another person **develop** his or her **goals** and **skills** through a series of time-limited, confidential, one-on-one conversations and other **learning** activities.



What is Mentoring?



This diagram shows the route to mentoring success.

What are the roles and responsibilities of a mentor?



As a mentor, your primary role is to provide **guidance** and **support** to your mentee's Community Chest project. At different points in the mentoring relationship, you will take on some or all of the following roles:

Coach/Advisor: Give advice and guidance, share ideas, and provide feedback

Source of Encouragement: Praising, listening, supporting and providing insights into possible opportunities

Resource Person: Identify resources to help mentee enhance personal and professional development and help expand the mentee's network of contacts

The next page will explain how you can become a mentor.

How Do I Become a Mentor?



First - you need to think about what **skills** and **experiences** you have that could benefit the project and mentoring relationship?

For example: Do you enjoy planning and organising events? Are you a quick problem solver? Or are you brilliant at budgeting?

Here are three questions for you to consider:

- What skills and experience could I bring to the project?
- What are my own expectations for the mentee/mentor relationship?
- Are there any obstacles that could impact the mentoring relationship?



How Do I Become a Mentor?



In the next page you will see the mentoring experience/skills table.

This will get you thinking about the relationship between your personal experiences and skills you can apply to the mentoring relationship to support and guide your mentee.

Through each experience you are either learning a new skills or using a combination of skills you already have.



Experience	Skills
Hosting a party	Organisation and Planning
Listening to a friend who is upset	Communication
Picking up my friend from the airport on time	Time Management
Dealing with punctured tyre on the motorway	Problem Solving
Saving up to buy tickets for a concert	Budgeting
Making dinner for your friends and family	Interpersonal / Cooking
Dealing with the plumber, on phone to your insurance company and feeding your child at the same time	Multi-Tasking

Can you think of other professional/personal experiences you have had? What skills did you learn from them or what skills did you use?

How Do I Become a Mentor?



Great! You now have a good idea how experiences and skills are linked. Now it time for you to go through potential mentoring scenarios.



Mentoring Scenario



Please take time and go through each scenario. These questions are designed to get you thinking about what you would do in each situation. There is no right or wrong answer.



Mentoring Scenario

Scenario 1:

You have contacted your mentee through email to arrange your first mentoring session however it's been nearly a week and no response. What would you do?

- a) I wouldn't have left it a week without response. I would have picked up the phone and called them a day or two after sending the email.
- b) I would send them another email. If I get no response within two days I will call Taz and ask for help in contacting the mentee.
- c) I understand that the mentee may be busy so I would drop them a quick text to ask them if they are OK to meet soon.



Mentoring Scenario

Scenario 2:

During the mentoring meeting you noticed that the mentee hasn't really spoke much at all. What could you do to encourage your mentee to make it a two-way conversation?

- a) I'll ask more open questions about the project (*what, why, how, describe*) and give them time to think.
- b) The mentee might be nervous or not sure how to answer. So to help them feel comfortable I'll ask them few ice breaker questions such as: hobbies, favourite food and games. This might help them open up.
- c) I understand that this might be all new to them and they might not be confident. I wouldn't push them to talk if they didn't feel comfortable with it.

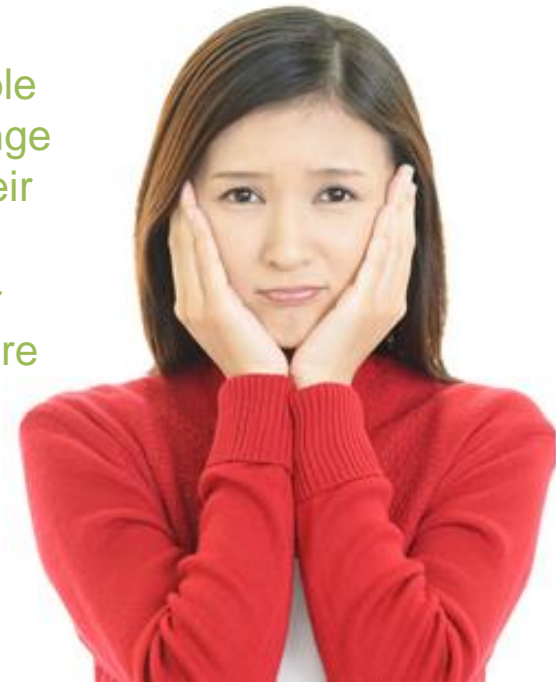


Mentoring Scenario

Scenario 3:

You plan to meet your mentee every week at the same time and location. However on the day you were supposed to meet them something suddenly came up last minute and you are unable to make the meeting. What would you do?

- a) I would call them straight away and apologies. I'll try and arrange another date with them however I won't commit until I can be sure I can attend. I will let them know soon as possible.
- b) I would send them a quick text to let them know that I am unable to make it. I would apologies and ask if they would like to arrange another date that week if possible. I will try and flexible with their times.
- c) I'll call them straight away and apologies. I'll try and fix another date with them. Later I will email them with a few tasks to ensure that they are on track.



Mentoring Scenario

Scenario 4:

The community chest project is on track and going well until you notice that your mentee seems a bit down and not as enthusiastic as before. What would you do in this situation?

- a) I'll ask them if they are OK and tell them I am here to help
- b) I'll ask them if they are OK and if they have any concerns with the project?
- c) I'll tell them that I am proud of what they have done so far and that they are really helping the community. I would try and make them feel better about themselves.



Mentoring Scenario

Scenario 5:

The project has finished. You and the mentee are very happy with the end result. The mentee asks you if you can mentor them again for another community chest project. How would you respond?

- a) I would be delighted to help them again and would set up a meeting to go through the new application.
- b) Before I could commit to mentor again, I would ask them what they found useful from the mentee/mentor relationship.
- c) I wouldn't fully commit until I can be sure I can do it again. I wouldn't want to give false hope.



What Makes a Great Mentor?



Thank you for taking the time to go through these potential scenarios. Hopefully you have a good idea what you would do in these situations but also be able to deal with other situations that may occur during the mentoring process.

TIP: Remember each project and mentoring relationship is unique so if you have any questions or need guidance yourself, please contact Taz who is happy to help.

Now it's time to look at the [Key Mentoring Skills](#) a mentor needs to get the most of our their mentee and the project.



Key Mentoring Skills



Key Mentoring Skills



Listening Actively make eye contact, smile, don't be distracted, ask good questions, listen to facts and feelings, don't talk too much, be interested

Building Trust be confidential, honor your schedule meetings and calls, consistently showing interest and support, and by being honest

Determining Goals think S.M.A.R.T ([click here for more info](#))

Encouraging and Inspiring be a good example, role model, care about the mentee and project, share your experience, communicate and challenge

Problem Solving identify issues and be specific ([click here for more info](#))

Seeing the Bigger Picture understanding the community chest legacy and taking a step back to view the whole project

[Click here for Stages of Mentoring](#)

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Determining Goals



Think **S.M.A.R.T.** When setting goals, a good system to go by is **SMART**.

Specific/Significant: It is great to have a clear concise title to your goal, but you should also describe it in more detail. For example, "help improve art skills" could be described with "Identify the type of art techniques that young people could learn."

Measurable/Meaningful: Try to write a goal that you can measure numerically. A goal can be much more motivating if you can track and record your progress, and see how you are doing.

Achievable-Action-Oriented/Realistic -Relevant: Can your goal really be done? Think not only about the goal, but about your personal circumstances.

Timely/Trackable: How much time will you have to put in on a regular basis to achieve this goal? How long from now do you plan to achieve this goal?

[Back to Key Mentoring Skills](#)

[Back to Stages of Mentoring](#)

Problem Solving



The ability to solve problems is a crucial skill. As a mentor you have the opportunity to model this important skill for your mentee. You can use the following process to help your mentee identify and solve problems:

- Identify or clarify the problem. Be specific. Sometimes what seems like one problem is actually two or more separate problems. Focus on one problem/issue at a time.
- Outline several possible solutions to the problem. Consider positive and negative aspects of each.
- Identify the best solution.
- Identify steps to use your solution.
- Use your solution, making adjustments as necessary.
- Review the final outcome. Analyze why or why not your solution worked and what you learned from the experience.

[Back to Key Mentoring Skills](#)



Stages of Mentoring



Stages of Mentoring



Your mentoring relationship should be marked by three distinct stages.

In the beginning, you and your mentee will get to know one another, set goals for the partnership, and agree on expectations.

The middle stage is an on going process.

You and your mentee will revise goals, create action plans, take action, and reflect on outcomes. It is a period of sustained growth and relationship development.

At the end, the partnership should be evaluated and redefined if necessary, and accomplishments should be celebrated.

Remember each Community Chest project has different time scales i.e. some projects are only for 2 weeks while others can be over 12 weeks. So plan accordingly to the project.

Stages of Mentoring



The Beginning

In your first meeting, you should create a mentoring agreement (ask Taz if you would like a template) that establishes goals, ground rules, and expectations for both parties. This agreement will be the foundation for your mentoring relationship.

The image shows a 'Mentoring Agreement Form' tilted at an angle. The form is titled 'Mentoring Agreement Form' and 'Mentor and Trainee Agreement'. It contains several sections: a statement of voluntary entry into a mentoring relationship, a list of features to be noted (Confidentiality, Duration, Frequency, Time investment by mentor, Specific role of mentor, Additional points), and three numbered points regarding expectations, competencies, and a no-fault conclusion. At the bottom, there are lines for the Mentor and Trainee to sign and date.

Mentoring Agreement Form

Mentor and Trainee Agreement

We are voluntarily entering into a mentoring relationship that we expect to benefit both of us and the firm.

To minimise the administrative details, we have noted these features of our relationship:

- Confidentiality _____
- Duration _____
- Frequency _____
- Time investment by mentor _____
- Specific role of mentor _____
- Additional points _____

➤ We have discussed the expectations we have as regards to the mentoring relationship and agree on the objective that this undertaking is in support of the trainee's aim to complete the specific practical experience requirements of the ICAI Institute of Accountants.

➤ We agree that the trainee will be mentored for the purpose of achieving the Institute's competencies to the level indicated in the accounting areas of..... [For example external reporting (broad), management accounting (in-depth) and treasury (broad)] by the end of the two years' specified practical experience period.

➤ We agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate.

Mentor _____ Trainee _____
Date _____ Date _____

Stages of Mentoring



Tips to get to know your mentee:

- Discuss your personal backgrounds and professional history
- Share any previous experience with mentoring and lessons learned
- Share why you have agreed to be a mentor and your goals.
- Talk about your mentee's goals and what he or she wants out of the mentoring relationship.



Stages of Mentoring



Potential areas of focus for goal setting:

Developing:

- Leadership abilities
- Marketing and PR skills
- Communication skills
- Project planning skills
- Report writing and monitoring skills

Exploring:

- Interests and abilities
- Future career paths, studies and opportunities

This is a good opportunity to find out what skills and experiences your mentee would like to gain throughout the mentoring relationship.



Stages of Mentoring



Questions to establish clearly defined expectations:

- How often will you meet and how?
- Who will be responsible for making the arrangements for the meetings?
- What will be your “ground rules” for how the time will be spent and how you will communicate?
- Who will run the meetings?
- Will you use an agenda?
If so, will he or she be responsible for creating an agenda for the meetings?
- What does confidentiality mean to you and what does it mean to your mentee?
- What topics are off limits?
- How will you respect one another’s time?



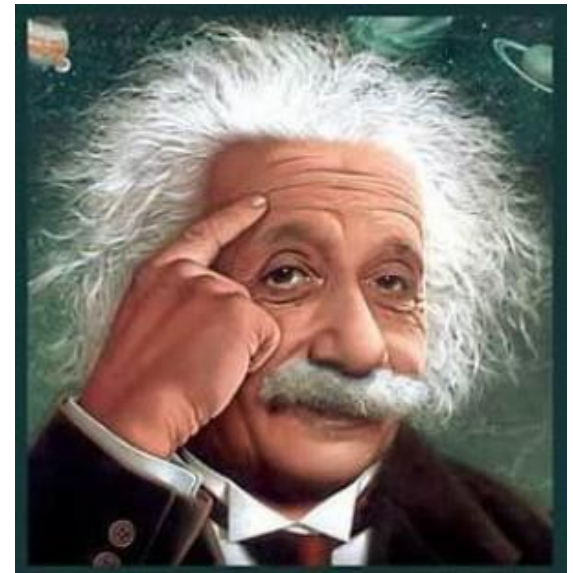
Stages of Mentoring



The Middle

This stage will focus on discussing how to achieve the goals that have been outlined in the Agreement. Not only will you examine these goals in more depth, but you will also assist Your mentee with developing an action plan for achieving them

Now it's time to be **S.M.A.R.T** with your goal model.



Stages of Mentoring



The End

This final stage is a time to reflect on the lessons learned, wisdom gained, and progress made by both you and your mentee.

- What were the greatest challenges?
- What lessons were learned?
- What would you do differently?
- How will you use new knowledge and skills moving forward?

It is also important to acknowledge the successes and accomplishments achieved over the course of your mentoring relationship. Additionally, it is a time to redefine the relationship with your mentee and set new ground rules and boundaries of your future interaction



Mentoring Best Practices



- Be committed
- Really listen, provide advice and encouragement
- Play both roles – learn from your mentee
- Be open minded and compassionate
- Have patience
- Be role model
- Invest time and care about the relationship and project



The Next Steps...



**If you already know the project(s) you would like to mentor
– below are the next steps to take:**

1. Contact Taz to let him know which project(s) you would like to mentor
2. A meeting will be arrange between yourself and Taz who will explain the mentoring programme and answer any questions you may have.
3. Once you are happy to mentor, Taz will contact the mentee(s) and let them know.
4. You will organise a initial first mentoring meeting and let Taz know once meeting has been arranged.
5. In your first meeting you will go through the project with the mentee and help them develop an action plan (Taz will send you a template).
6. Once the action plan is in place – please send Taz a copy.
7. You are now ready to go and change Heston West for the best!



Thank you

If you have any further questions about mentoring for our Big Local Community Chest projects please contact Taz on 07702 532 710 or taz.virdee@groundwork.org.uk

For more information about mentoring please visit:
<http://getmentoring.org/mentoring-resources/>





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