IIRSM mentoring scheme: mentee handbook

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SECTION 1: INTRODUCTION
Thank you for applying to be mentored under IIRSM’s mentoring scheme.

This handbook provides you with information about the scheme and advice and guidance on how you should approach the relationship with your mentor. Please read it carefully. If you have any questions or comments, please contact us. We are happy to help.

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PURPOSE OF THE SCHEME
Mentoring is a method of helping someone less experienced reflect, learn and develop professionally. Your professional objectives might relate to:

- technical competences – for example understanding the organisational context, techniques to manage risk, developing strategy and policy, managing projects, stakeholder management, data management etc.
- leadership behaviours – for example influencing, collaboration or communication skills etc.
- career development – for example developing a strong CV, enhancing your LinkedIn profile, interview techniques, taking the next career step etc.
- how to progress through the IIRSM membership structure.

BENEFITS OF MENTORING
Being mentored provides you with the opportunity to:

- acquire new knowledge and skills
- improve self-awareness and confidence
- discuss challenges and aspirations with a neutral person
- gain insight from your experiences
- grow network

Mentors also benefit, as they can:

- positively impact your performance and career development
- build and improve their own skills i.e. in people development
- gain new insights from you
- grow network
RESPONSIBILITIES
Mentoring involves empowering, enhancing and facilitating rather than telling someone what to do.

As a mentee, you are responsible for:
- respecting confidentiality, including disclosing information which could be commercially sensitive to your organisation with care, and behaving ethically
- committing to the ground rules
- proactively owning the mentoring process and not relying on the mentor telling you what to do
- documenting agreed objectives and actions
- preparing ideas for potential approaches and solutions to workplace challenges and discussing at meetings
- reflecting on progress and discussing this at meetings
- listening to and considering feedback
- taking action in between meetings to continually work towards achieving objectives
- being organised and a good time keeper to ensure all meetings are scheduled and kept to (requests to change any meetings date/times to be done in advance)
- participating in a regular review of the mentoring relationship with your mentor

Your mentor is responsible for:
- respecting confidentiality and promoting ethical behaviour
- establishing the ground rules at the beginning of the relationship, such as frequency and format of meetings and the responsibilities of the mentor and mentee, and ensuring these are adhered to
- ensuring ownership of the mentoring process lies with you
- clarifying your objectives
- encouraging you to share your ideas for potential approaches and solutions to workplace challenges
- encouraging you to reflect on past experiences to identify lessons learned
- sharing relevant knowledge and experiences with you to help you consider alternative approaches or solutions
- guiding you into deciding the best course of action, through helping you evaluate the options available
- giving both positive and constructive feedback
- promoting the importance of leadership behaviours as well as technical knowledge and skills
- being organised and a good time keeper to ensure all meetings are scheduled and kept to (requests to change any meeting date/times to be done in advance)
- conducting regular reviews of the mentoring relationship with you, to ensure they are still the best match for you
MENTORING VS. COACHING
You may be familiar with coaching, as many organisations operate internal coaching schemes. Like mentoring, coaching is another method of helping an individual reflect, learn and develop professionally and usually on a one-to-one basis. However, there are some distinct differences.

<table>
<thead>
<tr>
<th></th>
<th>Coaching</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Coaching usually focuses on the development of a specific skill.</td>
<td>Mentoring has a broader remit, as well as helping individuals develop specific skills, the intervention can also provide broader careers support.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Coaching is a regular, structured intervention.</td>
<td>Mentoring may be more reactive in nature, with the individual seeking support and guidance from the mentor as and when they need it.</td>
</tr>
<tr>
<td><strong>Length of relationship</strong></td>
<td>Coaching relationships are usually relatively short-term. Once the objective has been met the intervention will no longer be required.</td>
<td>As mentoring is about providing broader support, the length of the relationship can be much longer.</td>
</tr>
<tr>
<td><strong>Level of directiveness</strong></td>
<td>Coaches use non-directive techniques, meaning they do not tell the individual how to achieve a change but guide them in identifying the steps they need to take.</td>
<td>Whilst mentors will also need to use non-directive coaching techniques, they can also share examples and lessons learned from their own experiences for the individual to consider.</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>Coaches do not necessarily need experience of the individuals work area, but will need training or experience of coaching techniques.</td>
<td>Mentors usually hold experience which is directly relevant to the individual’s professional objectives. They will be able to share relevant experiences from their own career.</td>
</tr>
</tbody>
</table>

LENGTH OF RELATIONSHIP, METHOD AND FREQUENCY OF MEETINGS

Length of relationship
Generally, we expect mentors and mentees to be matched for a minimum of three months, however there are no set rules and the length of the relationship will be determined by the mentee’s objectives. Mentors and mentees are asked to review their relationship at regular intervals.

Method of meeting
As our membership is widely dispersed, it is unlikely that we will be able to match you with a mentor who is local to your area. Therefore, if face-to-face meetings are not logistically possible, you should be prepared to conduct meetings by telephone or video call.
Frequency of meetings
The frequency and length of each meeting is to be mutually agreed by yourself and the mentor. Again, it will be depend on your objectives, as well as the time you are both able to commit.

At the beginning of the relationship it is likely that you will meet with your mentor more frequently, to help clarify objectives and build rapport, with meetings becoming less frequent over time.

As a minimum, for the initial three-month period, we would expect mentors and mentees to meet at least three times.

If your mentor is happy to be contacted by you in between scheduled meetings, for example via email/What’s App, they will confirm this during your introductory call (see Matching you with a Mentor).
SECTION 2: MATCHING YOU WITH A MENTOR

The IIRSM team manages the process of identifying a suitable mentor for you. A mentor is assigned based on the relevancy of their work experience and expertise to your goals.

Once we have identified a suitable mentor, the next step is for you to have an introductory call with them. The purpose of the call is to help you establish if the mentor is a suitable match for you and vice versa. You can then both decide about continuing the meetings or not.

INTRODUCTORY CALL

There is no firm structure for the introductory call, however you should be prepared to discuss the areas covered on the checklist. It is important to prepare for the call, so it is easy for the mentor to identify how they may be able to support you.

Introductory call checklist

<table>
<thead>
<tr>
<th>Discussion areas</th>
<th>Tick</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your career history and qualifications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for choosing profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any relevant qualifications/ training you have undertaken and memberships you hold and why</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current and previous roles – the types of organisations and industries you have worked in and your responsibilities in those roles</td>
<td></td>
<td>We suggest you discuss these items to help:</td>
</tr>
<tr>
<td><strong>Your goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do your goals focus on the development of technical competences and/or leadership behaviours?</td>
<td></td>
<td>- you and the mentor identify how their knowledge, skills and experience are relevant to your goals, and where they may be possible gaps</td>
</tr>
<tr>
<td>Are you seeking career development support, for example preparing for interviews?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you seeking support in upgrading your IIRSM membership?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there immediate workplace challenges you need support in tackling?</td>
<td></td>
<td>- gain a greater understanding of your mentor, through discussing their motivations and aspirations</td>
</tr>
<tr>
<td>Are your goals longer term?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The mentor’s career history and qualifications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason for choosing profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any relevant qualifications/ training they have undertaken and professional memberships they hold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current and previous roles – the types of organisations and industries they have worked in and their responsibilities in those roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Their goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their current workplace challenges/ objectives, longer term goals etc., and/or reasons for getting involved in mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
<td>The purpose of these questions is to help agree logistically how the relationship could work, to ensure expectations are managed.</td>
</tr>
<tr>
<td>What are you expecting in terms of frequency of meetings and contact in between meetings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the mentor able commit to?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you were to be confirmed as a match, how would you meet – face-to-face, telephone, video call or a combination?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once a date is set for the introductory call, you will need to let the IIRSM professional development team know. Assuming it was a success, a Mentoring Agreement (Appendix 1) will be distributed to you and your mentor to sign.

If after the call you decide a mentor with different experience would be better placed to help, get in contact with the IIRSM professional development team to discuss.
SECTION 3: SUPPORT & RESOURCES

Grant Thompson SIIRSM joined IIRSM’s mentoring scheme as a mentee in 2018. Along with his mentor, in March 2019 he delivered a webinar on IIRSM’s mentoring scheme and how to approach mentoring. His top tips for being a mentee are:

1. Set goals/ objectives
2. Come prepared
3. Don’t present problems, present solutions
4. Listen
5. Be consistent
6. Utilize your mentor’s network
7. Ask for and give feedback
8. Don’t be afraid to ask ‘stupid’ questions
9. Remember you mentor is a volunteer
10. Enjoy yourself

You can watch the full webinar here.

Below you can find information on various models and techniques which will help you implement Grant’s tips.

There are numerous resources available online which relate to these models and techniques too, should you want further information.

SETTING OBJECTIVES

Your mentor will help you set your objectives.

The objectives and accompanying actions should be documented either in the Objectives Log (Appendix 2) or an alternative format if you prefer.

Setting and documenting objectives provides a point of focus for your development and your mentoring meetings. However, objectives are not intended to be static. They can continually evolve as your circumstances change.

SMART objectives

Objectives can be short or long term or a combination of both. Each objective should be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Risk management and leadership competence framework

In the context of the mentoring scheme, IIRSM’s framework can be used to help you identify your strengths, developmental areas and appropriate continuous professional development activities to achieve the next level in your career of IIRSM membership.

You can find out more about the framework on our website here.
**IIRSM membership structure**
You may have an objective related to planning your progression through IIRSM’s membership structure.

Please note, the entry criteria for each grade of IIRSM membership is changing. Further information will be available soon.

**DON’T PRESENT PROBLEMS, PRESENT SOLUTIONS**
Your mentor is there to help you help you decide the best course of action or identify lessons learned, however you do need to think about and reflect on your progress prior to meetings.

**STAR**
The STAR model can help you reflect on past experiences, to identify what does and doesn’t work well and to inform future decision-making. STAR standards for:

- **S** – situation
- **T** – task
- **A** - action
- **R** – result

It encourages you to think about the context of past situation, what your was role was and how you carried it out, and the outcome. You can then consider what you have learned, or would differently next time, as a result.

**LISTENING & QUESTIONING**
A benefit of being paired with a mentor is having the opportunity to learn from their experiences. To do this, you need to consider your listening and questioning skills.

**Active listening**
This is about giving your full attention to the mentor, by eliminating distractions, and ensuring you understand what they are saying, through summarising and reflecting to check your understanding.

**Questioning**
Using open questions in your interactions will help you get more information from the mentor in terms of their knowledge and experiences.

**Encountering problems?**
If at any time during your mentoring relationship you have any questions, comments or problems, please do not hesitate to contact the professional development team. The team will also be in contact with both you and your mentee periodically to review how the relationship is going.

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APPENDIX 1
MENTORING AGREEMENT

PARTIES
1. International Institute of Risk and Safety Management ("IIRSM")
2. NAME, IIRSM MEMBER NUMBER: XXXXXX ("Mentee");
3. NAME, IIRSM MEMBER NUMBER: XXXXXX ("Mentor");

The Parties agree that the relationship between them shall be as set out in this agreement.

RESPONSIBILITIES
1. The mentor is responsible for:
   a. respecting confidentiality and promoting ethical behaviour
   b. establishing the ground rules at the beginning of the relationship, such as frequency and format of meetings and the responsibilities of the mentor and mentee, and ensuring these are adhered to
   c. ensuring ownership of the mentoring process lies with the mentee
   d. clarifying the objectives of the mentee
   e. encouraging the mentee to share their ideas for potential approaches and solutions to workplace challenges
   f. encouraging the mentee to reflect on past experiences to identify lessons learned
   g. sharing relevant knowledge and experiences with the mentee to help the mentee consider alternative approaches or solutions
   h. guiding the mentee into deciding the best course of action, through helping them evaluate the options available
   i. giving both positive and constructive feedback to the mentee
   j. promoting the importance of leadership behaviours as well as technical competences
   k. being organised and a good timekeeper to ensure all meetings are scheduled and kept to (requests to change any meeting date/ times to be done in advance)
   l. conducting regular reviews of the mentoring relationship with the mentee, to ensure the mentor is still the best match for them

2. The Mentee is responsible for:
   a. respecting confidentiality, including disclosing information which could be commercially sensitive to their organisation with care, and behaving ethically
   b. committing to the ground rules
   c. proactively owning the mentoring process and not relying on the mentor telling them what to do
   d. documenting agreed objectives and actions
   e. preparing ideas for potential approaches and solutions to workplace challenges and discussing at meetings
   f. reflecting on progress and discussing this at meetings
   g. listening to and considering feedback
   h. taking action in between meetings to continually work towards achieving objectives
   i. being organised and a good timekeeper to ensure all meetings are scheduled and kept to (requests to change any meeting date/ times to be done in advance)
   j. participating in a regular review of the mentoring relationship with the mentor, to ensure the mentor is still the best match for them
3. The length of the mentoring relationship and the method and frequency of meetings is mutually agreed by the Mentor and Mentee, using the information in the respective Mentor and Mentee handbooks as guidance.

4. The relationship between the Mentor and Mentee operates on a voluntary basis.

MEMBERSHIP

5. The Mentor must remain a member of IIRSM throughout the period they are mentoring the Mentee.

6. The Mentee must remain a member of IIRSM throughout the period they are being mentored.

CONFIDENTIALITY

All Parties will keep in confidence the content of the mentoring meetings or any communication which relates to the mentoring relationship in between meetings, unless it is agreed by mutual consent in writing that the information can be disclosed.

The Parties must take care when discussing matters with one another which are commercially sensitive to their organisation.

LIABILITY

The Mentee is responsible for their own achievements and success. The Mentee shall not at any time be obliged to act on any information, suggestion or guidance given by the Mentor as part of the mentoring relationship, but if and to the extent that it does so, it shall do so at its own risk. Whilst the Mentor may provide information, suggestions or guidance, ultimately the Mentee is liable and responsible for any decision they make and action they take in response to this.

IIRSM has no liability under any circumstances whatsoever for any loss or damage that may be suffered by the Mentor or Mentee from involvement in this mentoring programme.

By signing below, the Mentee and the Mentor agree to be bound by the terms of this Agreement.

MENTEE SIGNATURE:

________________________________________
MENTEE NAME:

________________________________________
DATE:

________________________________________

MENTOR SIGNATURE:

________________________________________
MENTOR NAME:

________________________________________
DATE:
**APPENDIX 2**  
IIRSM mentoring scheme: objectives log

<table>
<thead>
<tr>
<th>MENTEE NAME</th>
<th>MENTOR NAME</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>DEADLINE</th>
<th>ACTIONS</th>
<th>ACTION DEADLINES</th>
<th>SUPPORT MENTOR CAN PROVIDE</th>
</tr>
</thead>
</table>
| **Enter here your objective(s). If you have more than one objective, add a new row for each objective. Ensure objectives are SMART:**  
- Specific  
- Measurable  
- Achievable  
- Relevant  
- Timebound  
An example is: I want to achieve a promotion by the end of 2020. | **Enter here the date you wish to achieve your objective by.** | **List here the actions you need to take in order to achieve the objective.**  
For example, if your objective is to achieve a promotion, you may need to:  
- Research the skills/ experience you need to apply for a promotion  
- Identify ways of acquiring those skills/ that experience prior to applying  
- Update CV  
- Plan time to look for a new job  
- Apply for jobs  
- Practice interview techniques | **The dates you need to complete each action by in order to stay on track.**  
Some of these may be dependent on things that are outside of your control. For example, you can only apply for a new job if you see a relevant job advertised, so it is important to review the actions and the deadlines on a regular basis and adjust where necessary. | **This is where you should write how the mentor can help you with the actions. For example, the mentor may be able to help you prepare for an interview.** |