IIRSM mentoring scheme: mentor handbook

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HSE Recruitment Network
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SECTION 1: INTRODUCTION
Thank you for volunteering for 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 mentee(s). 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.

A mentee’s 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 their LinkedIn profile, interview techniques, taking the next career step etc.
  • how to progress through the IIRSM membership structure.

BENEFITS OF MENTORING
Acting as a mentor provides you with the opportunity to:
  • positively impact the performance and career development of someone else
  • build and improve skills in developing others
  • gain new insights from your mentee
  • grow network

Through being partnered with you, your mentee will have 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
RESPONSIBILITIES
Mentoring involves empowering, enhancing and facilitating rather than telling someone what to do.

Characteristics of an effective mentor

As a mentor, you are 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 the mentee
- clarifying the objectives of the mentee
- encouraging the mentee to share their ideas for potential approaches and solutions to workplace challenges
- encouraging the mentee to reflect on past experiences to identify lessons learned
- sharing relevant knowledge and experiences with the mentee to help the mentee consider alternative approaches or solutions
- guiding the mentee into deciding the best course of action, through helping them evaluate the options available
- giving both positive and constructive feedback to the mentee
- promoting the importance of leadership behaviours as well as technical competences
- 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)
- conducting reviews of the mentoring relationship with the mentee, to ensure you are still the best match for them

Your mentee is responsible for:

- respecting confidentiality, including disclosing information which could be commercially sensitive to their organisation with care, and behaving ethically
- committing to the ground rules
- proactively owning the mentoring process and not relying on you telling them 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 timekeeper to ensure all meetings are scheduled and kept to (requests to change any meeting date/times to be done in advance)
• participating in a regular review of the mentoring relationship with you, to ensure you are still the best match for them

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>Coaching</th>
<th>Mentoring</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Coaching usually focuses on the development of a specific skill.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Coaching is a regular, structured intervention.</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>
</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>
</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>
</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 mentee 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 mentee. Again, it will depend on the mentee’s 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 mentee 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 mentors are happy to be contacted by their mentees in between scheduled meetings, for example via email/What’s App, this will need to be discussed during the introductory call (see Matching below).
SECTION 2: MATCHING YOU WITH A MENTEE

The IIRSM professional development team manages the process of matching mentors and mentees. A mentee is assigned to you based on the relevancy of your experience and expertise to their goals.

Once we have received the mentee applications, we will:

1. Contact you with a brief overview of each applicant’s qualifications and career information as well as goals.
2. If you think you can help one or more of the applicants, let us know and we will provide further information.
3. We will contact the mentee with a brief overview of your career to date and areas of expertise. We will also explain why you may be a suitable match for the mentee and ask for their thoughts.
4. If the mentee is happy to proceed, we will share the mentee’s contact details with you so that an introductory call be arranged.

At this stage you are not committed to mentoring the individual. The purpose of the introductory call is to help you establish if you are a suitable match for the mentee and vice versa. You can then both decide whether to continue your mentoring meetings.

If you are happy to proceed, you will be asked to sign a Mentoring Agreement (Appendix 1).

INTRODUCTORY CALL

The purpose of the introductory call is to help you assess:

a) If the individual is prepared and proactive – remember the mentee should be the one driving the relationship
b) If you can be clearly helpful to the mentee – are you close enough to their industry and/or business area to understand the context of their role? Do you have the right knowledge, skills and experience to support them with their goals?
c) If your schedules are suitable for one another.

There is no firm structure for the introductory call, however the table on the next page provides a checklist of areas to cover.
### Introductory call checklist

<table>
<thead>
<tr>
<th>Discussion areas</th>
<th>Tick</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentee’s career history and qualifications</strong></td>
<td></td>
<td></td>
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<tr>
<td>Reason for choosing profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any relevant qualifications/ training they have undertaken and memberships they hold and why</td>
<td></td>
<td></td>
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<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>
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<tr>
<td><strong>Mentee’s goals</strong></td>
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<tr>
<td>Do their goals focus on the development of technical competences and/or leadership behaviours?</td>
<td></td>
<td></td>
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<tr>
<td>Are they seeking career development support, for example preparing for interviews?</td>
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<tr>
<td>Are they seeking support in upgrading their IIRSM membership?</td>
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<tr>
<td>Are there immediate workplace challenges they need support in tackling?</td>
<td></td>
<td></td>
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<tr>
<td>Are their goals longer term?</td>
<td></td>
<td></td>
</tr>
<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 professional memberships you hold</td>
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</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></td>
</tr>
<tr>
<td><strong>Your goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your current workplace challenges/ objectives, longer-term goals etc., and/or reasons for getting involved in mentoring</td>
<td></td>
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<tr>
<td><strong>Expectations</strong></td>
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<tr>
<td>Frequency of meetings and contact in between meetings?</td>
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<td></td>
</tr>
<tr>
<td>The time you can commit</td>
<td></td>
<td></td>
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<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>
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</table>

We suggest you discuss these items to help you:

- identify how your knowledge, skills and experience are relevant to the aims of the mentee and where there may be possible gaps, to manage the mentee’s expectations
- gage how well prepared and proactive the mentee is
- break down barriers/ build trust, through sharing your own motivations and aspirations

The purpose of these questions is to help agree logistically how the relationship could work, to ensure expectations are managed.

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 mentee to sign.

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

CPD EXPECTATIONS
Mentors are expected to dedicate time to their own continuous professional development, in terms of their technical competences and leadership behaviours (see IIRSM Risk Management and Leadership Competence Framework below) as well as mentoring skills. There are numerous resources available online which offer advice and guidance in mentoring, some of which have been referenced in the following sections.

You can also discuss your experiences with your fellow mentors, through the IIRSM mentor network. Again, further information can be found below.

RISK MANAGEMENT AND LEADERSHIP COMPETENCE FRAMEWORK
In the context of the mentoring scheme, IIRSM’s framework can be used to help mentees identify their strengths, developmental areas and appropriate continuous professional development to achieve the next level in their career or IIRSM membership.

You can find out more about the framework on our website here.

MEMBERSHIP STRUCTURE
Your mentee may need support planning their progression through IIRSM’s membership structure.

Please note, the entry criteria for each grade of IIRSM membership is changing. Further information will be available in early 2020.

ACTIVE MENTORING TECHNIQUES
During the period of active mentoring, you can draw upon various techniques to fulfil your role as a mentor. An internet search will bring up various examples, some of which are listed below. You may have come across some of these already. Many are used in both coaching and mentoring.

Mentee Objectives
You will need to help your mentee set objectives.

Your mentee will need to log agreed objectives and actions and they can use the Objectives Log to do this (Appendix 2), although you are welcome to use an alternative format if you prefer.

The Objectives Log is intended to provide a point of focus for the mentee’s development and their meetings with you over the course of the relationship, as well as help manage the mentee’s expectations, by providing clarity on the support you can provide them.

It is not intended to be a static document. Objectives can continually evolve as the mentee’s circumstances change and objectives should be reviewed and updated on a regular basis.
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

There are many resources available online about how to develop SMART objectives. The resources listed below provide further information. Some are from the perspective of setting objectives within an organisational context, however the same principles apply – objectives are needed to help people focus and prioritise, within the context of their situation.

- Forbes – Here’s How To Achieve Your Goals
- Forbes – Why ‘SMART’ Job Objectives are Exactly That
- Mind Tools – SMART Goals
- Investors in People – 3 steps to make your objectives SMART
- Decision Skills – SMART Goals (video)

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

Examples of where can find further information online, includes:

- Mind Tools – Active Listening
- Forbes – Improve Your Active Listening Skills with These 13 Strategies
- Mind Tools – Improve Your Listening Skills with Active Listening (video)

Open questions
Open questions can help the mentee reflect, come up with alternative options or consider an alternative perspective.

“I keep six honest serving-men
(They taught me all I knew)
Their names are What and Why and When
And How and Where and Who.”

Rudyard Kipling

Examples of where you can find further information online, includes:

- Mind Tools - Questioning Techniques
- Forbes – 16 Powerful Questions Coaches Ask Their Clients to Help Achieve Their Goals
- Tom Adams - The Power Of Good Questions (video)
GROW
GROW stands for:

- G – goal
- R – (current) reality
- O – options
- W – will

The model encourages the mentee to think about what it is they want to achieve, where they are currently in relation to the goal, the options available to reach the goal, and then decide on a realistic option. You can use listening and questioning skills, to help the mentee consider each point. Examples of where you can find further information online, includes:

- Mind Tools – The GROW Model of Coaching and Mentoring
- Dee Wilkinson – The GROW model in action (video)
- Michael Heath – Coaching and the GROW model (video)

STAR
STAR stands for:

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

In contrast to GROW, this is a purely reflective technique, to help the mentee consider a past situation, what their role was and what they have learned, or would do differently, next time as a result. As well as to develop self-awareness and to consider what does and doesn’t work well, it is a good technique to use in interviews.

Examples of where you can find further information online, includes:

- Training Zone – Coaching Models Explored: STAR
- University of Manchester – The STAR model of coaching (video)
- Using the STAR technique to shine at job interview: a how-to guide

Sharing experiences and knowledge
Sharing your experiences with your mentee or pointing them in the direction of relevant resources or contacts, can help them:

- consider alternative perspectives
- identify alternative solutions or actions
- help make decisions

An example could be forwarding a relevant article to your mentee.

However, you also need to recognise and accept that your mentee may not follow the same path as you or progress at the rate you did. Your mentee must be open to learning from you, that is why they have signed up to the scheme, however ultimately their objectives and actions are theirs to decide.
Giving feedback
Your mentee will need feedback, both positive and constructive, to help them assess their options or the progress they are making towards their objectives. An acronym sometimes used to help give feedback effectively is BOOST:

- Balanced: include strengths as well as development points
- Observed: base it on what you personally have observed
- Objective: check for and avoid any bias or personal agenda
- Specific: give specific examples
- Timely: give it as soon as possible after the event, and when it most useful – and likely to be most accurate

Examples of where you can find further information online, includes:
- Mind Tools - Giving Feedback

Learning from other mentors (coming soon)
We are also setting up an IIRSM mentor network LinkedIn group that you will be invited to join. It provides you with the opportunity to network with, seek guidance from and equally offer support to your fellow mentors.

Webinar: IIRSM Mentoring Scheme: Reaping the Benefits
In 2019, Hugh Maxwell FIIRSM and winner of IIRSM’s Mentor of the Year 2019 Award, and Grant Thompson SIIRSM, two IIRSM members who were paired under the scheme, shared their experiences and top tips during our webinar ‘Reaping the benefits: IIRSM mentoring scheme’ You can view the recording here.

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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Director of Professional Development
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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>
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</tbody>
</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/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. | 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. |