

# KEY STEPS IN DEVELOPING A MARKETING PLAN

## Setting up a Mentoring Scheme

### 1 Where do I start?

The most practicable approach is to start from the top (to ensure that we have buy-in from relevant 'decision makers') before moving on to those that we want on board as advocates, then to those who are going to be doing the mentoring.

Identifying and approaching each group separately will better place us to plan ahead and address possible concerns of each. Having a clear idea about the target group will also help considerably in deciding upon the format, content (ie. benefits to them) and style of communication.

### 2 What's the message I want to communicate?

This will first involve thinking about the desirable outcome we are looking to achieve, be it endorsement, support or actual mentors and mentees signing up to the scheme.

The format should simply take the form of:

- INTRODUCTION, WHICH WILL INCLUDE 'PURPOSE OF THE SCHEME'
- THE NEED
- HOW THIS NEED WILL BE MET
- BENEFITS
- CORE MESSAGE IE SUPPORT, CONSENT OR ACTIVE PARTICIPATION
- CLOSE, WHICH SHOULD INCLUDE THANKS AND RESPONSE MECHANISM IF APPROPRIATE, AND CONTACT DETAILS FOR FURTHER INFORMATION

### 3 What format should we use?

This is the practical question of "how am I going to get the message across effectively?" Whatever we decide is the appropriate means, key considerations are:

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- THE LENGTH OF TIME AVAILABLE
- IT SHOULD BE CONCISE AND TO THE POINT

The range of approaches employed can include:

- TALK/PRESENTATION
- LETTER/INFORMATION SHEET/NEWSLETTER
- ANNOUNCEMENTS IE AT STAFF MEETINGS
- POSTERS

### **4 How will we know it's been successful?**

This will vary with each group and could be as objective as an allocated budget for the scheme or as subjective as colleagues asking how they can help to launch/run the mentoring.

### **Implementation**

Having planned and marketed the scheme, we now need to think about who is going to be doing the mentoring, what skills/information are they going to need and who is going to be mentoring whom?

In this section we will be looking at the ways to select mentor and mentee, the training of mentors, ways to brief the mentees and how to match mentor and mentee.

### **Selection of Mentors/Mentees**

In regard to our mentees, selection will be determined by the objectives of our scheme - although if we have created enough interest through our marketing, we might find that we have additional people expressing an interest in being mentored.

We should resist the temptation of expanding our scheme at this stage, remembering that the more manageable the numbers are the more effective the scheme will be, but we can let them know that, if successful, the scheme will be expanded to include more mentees.

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When it comes to our mentors, selection is undertaken using a variety of approaches from 'open to all' through to 'we identify those we want'. There are, somewhat predictably, merits in both approaches.

Having created an interest in potential mentors, one approach might be an informal briefing to outline the process: training, matching and mentoring, and then invite those who are still interested to apply for a place on the mentor training.

Whatever approach we adopt, there can be said to be a number of 'core' skills or attributes that we would hope to find in all our mentors such as:

- ❖ **ALL MENTORS ARE VOLUNTEERS – IF WE PRESS-GANG PEOPLE WHO DON'T WANT TO BE INVOLVED OR HAVEN'T GOT TIME THEN WE CAN HAVE A REAL PROBLEM OF MOTIVATION WITH THE DANGER OF THE MENTEE BEING LET DOWN**
- ❖ **GOOD ROLE MODEL – SOMEONE WHOSE ATTITUDE AND/OR APPROACH IS AN INSPIRATION TO OTHERS; AN AREA OF SKILL OR AN ACKNOWLEDGED TRACK RECORD OF SUCCESS**

We might also include in this list someone who is approachable, a good listener, non-judgmental and enthusiastic.

### Training of Mentors

Thought needs to be given to the key elements of any mentor training/briefing as it needs to communicate what mentoring is, the skills and qualities of a successful mentor and how to manage the relationship (confidentiality, boundaries etc).

When planning the training/briefing, we also need to consider:

- ❖ **WHO IS GOING TO DELIVER THE TRAINING AND WHAT EXPERIENCE DO THEY HAVE?**
- ❖ **WHEN IS IT TO BE HELD?**
- ❖ **WHO ELSE NEEDS TO BE CONSULTED? (HEADS OF DEPARTMENTS OR PERSONNEL)**
- ❖ **WHERE IS IT TO BE HELD?**
- ❖ **WHAT ADDITIONAL EQUIPMENT MIGHT BE NEEDED SUCH AS: FLIP CHART, PENS, VIDEO, OVERHEAD PROJECTOR ETC?**

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### **Mentee Briefing**

Having thought about the mentee's agenda in our planning and marketing exercises, we now need to give some thought to how we are going to communicate what it is about to them. The reason for this is to pave the way for the mentors by clarifying to the mentees exactly what mentoring is and what it is not, as well as what part they will be playing in this relationship.

This can be done through a short briefing, as part of the induction or by an information sheet.

### **Matching Mentor and Mentee**

Within the context of your mentoring scheme, key issues around matching will to a large extent be determined by your overall purpose or objective. If for example, a new part time lecturer is joining your department, we might select any mentor from our pool of mentors, selection here being made on availability and relevant overall experience.

If, on the other hand, you are looking for specific outcomes such as presentation skills, then you will be more directive in your matching by simply assigning someone from your pool of mentors who has the relevant track record and/or skills. Both approaches can be very successful and can be adapted to suit the nature of our scheme and the people in it.

### **Running the scheme**

In this section we are going to explore some of the very practical issues of running a mentoring scheme. It will never be possible to foresee all the issues that might confront us but the more we can plan ahead and build in suitable systems and processes, the more likely we are to pre-empt some of those issues and identify other problems before they become insurmountable.

### **Managing a mis-match**

Despite extensive planning, the best of intentions, applying all accepted models of best practice etc, we are not guaranteed that two individuals are going to get on, let alone be able to build a suitable rapport for learning to take place. This is a fact of life and a recognition that we are unique individuals; the question that concerns

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us in relation to our scheme, is how we can manage and work with this superb diversity to the benefit of our scheme and all involved. Sometimes in life we meet people that we feel no connection to or rapport with, it's certainly nobody's fault, it just happens.

If we can acknowledge the inherent truth of this statement, we can then work successfully with this diversity. To enable our mentor and mentee to deal effectively with a mis-match we need to make this issue almost 'matter of fact'.

Effective use of a 'no blame' policy allows the mentor or mentee to freely discuss that they would possibly benefit from a new mentor/mentee. A number of schemes have built in to each mentoring relationship a discussion on this topic at the close of the second meeting – do we get on together?

Allowing this discussion to take place, with a clear route of communication and action where one or both parties can say 'no' means that we can improve the quality of the learning and mutual sense of ownership in both the mentor and mentee.

If we have a 'mis-match', what then, is the best way for us to proceed?

- ❖ **REASSURE BOTH PARTIES AND REMIND THEM OF THE 'NO BLAME' POLICY**
- ❖ **TALK SEPARATELY TO BOTH PARTIES INVOLVED, AS TO WHY THEY THINK THIS HAS OCCURRED, HOW DO THEY NOW FEEL ABOUT MENTORING; WOULD THEY LIKE ANOTHER MENTOR/MENTEE?**
- ❖ **ASK, 'WHAT WOULD YOU LIKE ME TO SAY TO YOUR MENTOR/MENTEE, ABOUT THIS?'**
- ❖ **WHAT CAN WE LEARN FROM THIS THAT MIGHT ENABLE OUR MATCHING PROCESS TO IMPROVE?**
- ❖ **HAS A MIS-MATCH OCCURRED BEFORE WITH EITHER THE MENTOR OR MENTEE – IF SO, IS THIS AN ISSUE AROUND THAT INDIVIDUAL'S BEHAVIOUR OR MOTIVATION WHICH IS A SEPARATE ISSUE (AND WOULD NEED TO BE RESOLVED BEFORE BEING OFFERED A NEW MENTOR/MENTEE)**

Managing a mis-match then, is to clearly articulate that we have a 'no blame' policy, encourage mentor and mentee to ask the question 'can we work together?' and have clear routes of disclosure whereby either party (separately or together) know that they can contact and talk to us.

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### On-going support

This is an area that has in the past been sadly neglected but is now recognised as critical in maintaining an effective mentoring scheme, where the learning is a two-way process for both mentor and mentee. Support for mentees will come through the scheme co-ordinator, who can be approached at any stage regarding doubts or concerns about the mentoring process.

The use of on-going mentor support is particularly effective in three ways:

- ❖ IT ENCOURAGES A 'REFLECTIVE' PROCESS IN THE MENTORS THAT IN TURN INCREASES THEIR EFFECTIVENESS AND ENHANCES THEIR OWN PERSONAL SKILLS SUCH AS LISTENING, QUESTIONING SKILLS, GOAL SETTING ETC
- ❖ IT ENSURES THAT OUR MENTORS DON'T SUFFER FROM A FEELING OF ISOLATION. THIS OF COURSE, DOESN'T RELATE TO BEING SURROUNDED BY PEOPLE BUT RATHER THE INTERNAL DOUBTS AND QUESTIONS THAT WE OFTEN FAIL TO CONFRONT SUCH AS "HOW DOES EVERYONE ELSE DEAL WITH THIS?" OR "AM I DOING/SAYING THE RIGHT THING?"
- ❖ IT ASSISTS US AS SCHEME CO-ORDINATOR TO KEEP A 'WATCHING BRIEF' ON THE SCHEME; ARE MEETINGS TAKING PLACE OR IS AN INDIVIDUAL MENTORING RELATIONSHIP NOT WORKING OUT, IN WHICH CASE, SHOULD WE RE-MATCH THE MENTEE OR SPEND TIME TALKING TO THE MENTOR AND MENTEE (SEE 'MANAGING A MIS-MATCH')

The most practical and effective way to provide support for mentors is to arrange a relaxed and informal get-together of the mentors on a fairly regular basis, say once every four/six weeks. This kind of forum encourages the sharing of experience, ideas and support from within their own peer group, as well as giving them permission to acknowledge that they don't know everything and indeed, that they are not expected to.

To ensure boundaries of confidentiality are not compromised, you might want to ask the group at their first get-together, to set some ground rules about confidentiality.

### Record Keeping

As the scheme progresses, systems introduced at this stage will start to prove their worth, allowing us to expand the scheme without being

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swamped by paperwork and forms. A good rule of thumb here is to 'keep it simple', essential paperwork will include:

- ❖ **A COPY OF YOUR ACTION PLAN**
- ❖ **BUDGETS**
- ❖ **COPIES OF ALL PROMOTIONAL MATERIAL PRODUCED**
- ❖ **FEEDBACK FORMS FROM THE TRAINING**
- ❖ **MENTORS/MENTEES PEN PORTRAITS (IF USED)**
- ❖ **A LIST OF ALL MENTORS, DATES TRAINED AND A RECORD OF WHEN MATCHED**
- ❖ **A LIST OF MENTEES, DATE OF BRIEFING, MATCHING AND NAME OF MENTOR**
- ❖ **COPIES OF 'GROUND RULES' OR LEARNING AGREEMENTS**
- ❖ **NOTES FROM EVALUATION/FEEDBACK SESSIONS (SEE 'EVALUATION')**
- ❖ **ANY EVALUATION REPORTS OR DOCUMENTATION PRODUCED**

Although this might look quite a lengthy list, most of the paperwork can be kept together in a lever arch file, filed in separate sections or plastic wallets. This will enable us to find relevant information quickly and will assist in storing the paperwork in a suitable location to ensure confidentiality is maintained (particularly in relation to feedback).

### **Celebrating Success**

Given that there is no overt incentive for mentors to freely give of their time, suitable recognition is essential. Positive interventions can occur at several points in the scheme:

- ❖ **AN ATTENDANCE CERTIFICATE TO ACKNOWLEDGE THAT THE MENTOR HAS SUCCESSFULLY UNDERGONE TRAINING.**
- ❖ **A MEAL OUT FOR THE MENTORS REINFORCES THE VALUE OF THEIR WORK AND BUILDS A STRONGER 'TEAM' IDENTITY.**
- ❖ **CASE STUDIES FEATURED IN INTERNAL MAGAZINES OR NEWSLETTERS**

## Setting up a Mentoring Scheme

# EVALUATION

### Why evaluate?

Periodic reviews are often invaluable in providing feedback and hard data about how things are working or not working as the case may be, as well as justifying the continued allocation of resources for our scheme.

Evaluation needn't be time-consuming or complicated; it is after all, simply a means to measure three component parts of our scheme:

- 1        INPUTS**  
THIS WILL TAKE THE FORM OF TRAINING AND ON-GOING SUPPORT
  
- 2        OUTPUTS**  
THIS IS THE ACTIVITY THAT RESULTS FROM THE ABOVE INPUT
  
- 3        IMPACT**  
WHAT HAS CHANGED?

To help us decide upon how we are going to go about evaluating the mentoring, it might be useful to ask ourselves some important questions:

- ❖        **WHAT ARE WE GOING TO BE MEASURING?**
  
- ❖        **HOW CAN WE MEASURE IT IN THE QUICKEST AND SIMPLEST WAY?**
  
- ❖        **WHAT ARE WE GOING TO DO WITH THE RESULTS?**

### What do we want to measure?

Here we have a choice, are we going to measure the hard data or soft data, or a combination of both? By hard data we are referring to measurable facts. When addressing the mentors/mentees, we might ask:

HOW MANY TIMES DID YOU MEET?

DID YOU HAVE CLEAR LEARNING GOALS?

Soft data will use open-ended questions to ask:

HAS MENTORING MADE A DIFFERENCE TO YOU?

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WHAT HAVE YOU LIKED ABOUT THE SCHEME?

WHAT HAVEN'T YOU LIKED?

HOW WOULD YOU MAKE THE SCHEME BETTER?

Often when we evaluate a scheme, we will employ a mix of styles to enable us to build a picture of what is happening in the scheme and how effective has it been in meeting our objectives.

### **How can we measure it in the quickest and simplest way?**

There are certain critical stages in co-ordinating a mentoring scheme which can be summarised as follows:

- PLANNING:** By adopting the 'Action Plan' approach of this pack we will be reviewing the planning process on a continuous basis.
- TRAINING:** Most schemes use an evaluation feedback form at the end of each training session. These forms can provide useful learning points about how the mentors think and feel that the training could be improved. Co-ordinating a scheme is like mentoring – a continuous process.
- LAUNCHING THE RELATIONSHIPS:** This can take the form of a simple questionnaire that asks such questions as: 'do you feel comfortable with your mentor/mentee?' and 'can you work together?'. Asking these questions helps identify any possible 'mis-matches'.
- MID-POINT:** Use of informal discussion groups can be very useful at this point in identifying any additional resources or issues that have emerged.
- END OF PILOT:** Here, you might find it useful to look at the relationships and the whole scheme as separate issues. For the relationships; did the mentoring live up to their expectations, what did it achieve for them, what do they do differently as a result of the mentoring and how do they think it could be improved? If

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it's been a positive experience for the mentees, would they be interested in being a mentor at some stage themselves?

In reviewing our scheme, as well as all the feedback we have been collecting on how the mentors and mentees think the process could be improved, what data do we need to collect so that outcomes can now be compared to our original objectives?

### **What are we going to do with the results?**

The final evaluation needn't be a lengthy report, but it can be worthwhile to summarise the key outcomes for circulation to our stakeholders and other interested parties. This not only results in raising the scheme's profile (and makes allocating time and money for future schemes easier) but also for all involved with the scheme.

# Mentor Briefing

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## WHAT IS MENTORING:

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There are a variety of definitions that look to capture the essence of mentoring but the simplest way to describe mentoring is to think of it in the following terms:

That it's a very human and even ordinary process – that of taking time to listen, ask questions, share stories/experience, explore options and maybe offer guidance, all in a safe non-judgmental relationship where both parties have mutual trust and regard for each other.

If it's such an ordinary activity, why then do we need to plan and train for it?

In normal everyday life, this kind of relationship can take time to develop with lots of trial and error on the way. A good mentoring relationship sets clearly defined boundaries and objectives that all serve to give a context for this human activity to take place in. So, whether it's being used as part of an induction process or to develop experienced lecturers, it will have a number of key ingredients:

- ❖ **IT IS MENTEE FOCUSED**
- ❖ **CONFIDENTIAL**
- ❖ **SUPPORTIVE**
- ❖ **OFF-LINE**

By mentee-focused we mean here, issues that the mentee might be experiencing difficulties in or talking through different approaches to

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either lecturing or people/project management – all issues that directly effect performance and motivation.

A supportive and confidential relationship is one that creates the space for an individual to open up about their uncertainties, and even possible mistakes, and explore different approaches.

It is important to remember that the relationship has defined boundaries to ensure that the mentor is not expected to also take on the role of coach or counsellor (although the mentor might use tools or skills from both disciplines such as goal setting or active listening); both specialisations require specific training and experience.

The skills that effective mentors use are skills that we all possess, the question is the degree of awareness and reflection that a mentor uses to develop them further and apply them in different situations.

Here are some of the skills and qualities that successful mentors have:

- ❖ **BEING A SOUNDING BOARD FOR NEW IDEAS**
- ❖ **ROLE MODELLING DESIRABLE SKILLS AND BEHAVIOURS**
- ❖ **QUESTIONING AND LISTENING**
- ❖ **SIGNPOSTING THE MENTEE TO OTHER STAFF WITH SPECIFIC EXPERIENCE AND/OR SKILLS**
- ❖ **MAKING THE MENTEE THE FOCUS OF THE LEARNING EXPERIENCE**
- ❖ **GOOD RAPPORT BUILDING**
- ❖ **BEING NON-JUDGMENTAL AND OPEN TO DIFFERENT VIEWS**

Being a good mentor is less a case of training someone or imposing your own agenda but rather working with someone to enable them to find their own solutions or strategies for change.

By sharing experience and ideas, mentors often gain new insight and learning themselves, all of which leads to a mutually beneficial relationship, one that is based on mutual respect with positive learning at the centre.

# Mentee Briefing

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## BENEFITS OF MENTORING:

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There is now a growing body of evidence that mentoring, where properly thought out and supported, can make a real difference in people's lives. This difference can range from "someone who didn't judge me but listened to my problems" through to "my mentor was there for me, step by step, as I grew in confidence and ability, it was great".

We know through a growing body of experience and research that mentoring has the power to open new doors of perception and opportunity for all of us. So, whether you're new to the department

## Mentee Briefing

or looking to develop your professional skills to the next level, mentoring could be the route to helping you achieve more of your full potential. The key question we need to ask ourselves before starting is 'what do I want to get out of being mentored?'

# Developing a Reflective Stance

## Supporting Professional Development

Developing a reflective approach to teaching is a Key element of ADEPTT. A well developed awareness of one's own teaching practice helps lecturers to make better decisions about teaching and the shaping of the learning environment that they set up. This section suggests some ways of thinking about reflection that could be used.

**Key points are to encourage:**

- ❖ FOCUS ON EFFECTIVENESS
- ❖ THE ABILITY TO UNDERSTAND HOW TEACHING CONNECTS WITH STUDENT LEARNING

You may wish to share these with ADEPTT participants and invite them to individually identify where they fit with regard to being teachers.

A number of development models are to be found in the relevant literature and here we draw upon a few.

A development map specific to teaching is provided by Nyquist and Wulff<sup>1</sup>

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### MODEL 1

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#### Stage 1

Focus on self, including own knowledge of subject  
(*Transition from focus on content to focus on process*)

#### Stage 2

Focus on method: how should I teach?  
(*Transition from focus on teaching to focus on learning*)

#### Stage 3

<sup>1</sup> Nyquist JD and Wulff DH (1996) *Working Effectively with Graduate Assistants* Sage

## Developing a Reflective Stance

Focus on outcomes: what have students learned? Am I effective?

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### MODEL 2

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This model is found in the oeuvre of Neuro-Linguistic Programming:

- 1 UNCONSCIOUSLY INCOMPETENT
- 2 CONSCIOUSLY INCOMPETENT
- 3 CONSCIOUSLY COMPETENT
- 4 UNCONSCIOUSLY COMPETENT

*O'Connor and Seymour (1990 p. 27)<sup>2</sup>*

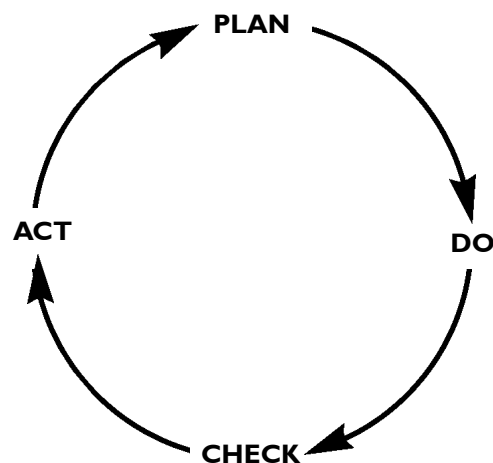
You might use this model to place the participant's understanding of Learning and Teaching associated with various elements of the ADEPTT Programme.

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### MODEL 3

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Another way in which a Reflective Cycle can be presented is visually...



and a key element in supporting this may well be the keeping of a *Professional Journal*.

<sup>2</sup> O'Connor J and Seymour J (1990) *Introducing Neuro-Linguistic Programming Mandala*

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### MODEL 4

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A core value of higher education is associated with *developing people* - beyond the simple transmission of information i.e. becoming competent in key discipline skills. The tension found in teaching between *knowledge seeking* and *understanding seeking* in regard to student attitude has been frequently identified.

The model is one, which has had a significant impact upon the development of reflective practitioners in health care. The authors of the initial study Dreyfus and Dreyfus (1986)<sup>3</sup> described five levels of proficiency moving from the *novice* through to expert:

#### LEVEL 1 - NOVICE

- rigid adherence to taught rules or plans
- little situational perception
- no discretionary judgement

#### LEVEL 2 - ADVANCED BEGINNER

- guidelines for action based on attitudes or aspects (*aspects are global characteristics of situations recognizable only after some period of experience*)
- situational perception still limited
- all attributes and aspects are treated separately and given equal importance

#### LEVEL 3 - COMPETENT

- coping with crowdedness
- now sees actions at least partially in terms of longer-term goals
- conscious deliberate planning
- standardized and routinized procedures

<sup>3</sup> Dreyfus, H. and Dreyfus, S.E (1986) *Mind over machine: the power of Human Intuition and Expertise in the Era of the Computer* Blackwell

# Developing a Reflective Stance

## **LEVEL 4 – PROFICIENT**

- see situation holistically rather than in terms of aspects
- see what is most important in a situation
- perceives deviation from the normal pattern
- uses maxims for guidance, whose meaning varies according to the situation

## **LEVEL 5 – EXPERT**

- no longer relies on rules, guidelines or maxims
- intuitive grasp of situations based on deep tacit understanding
- analytic approaches used only in novel situations or when problems occur
- vision of what is possible

*quoted in Eraut (1994 p. 124)<sup>4</sup>*

<sup>4</sup> Eraut M (1994) *Developing Professional Knowledge and Competence* Falmer Press