

CANTERBURY COLLEGE INDUCTION & MENTORING POLICY

43.1 All new employees to the College will have an individual induction. Induction training is seen as a vital element of staff development, its aim is to ensure that staff settle in to their new post quickly and effectively. There are two key parts of induction :

Part One - Personnel Induction

Part Two - Work Place Induction

43.2 The Personnel Induction is to ensure that the individual is aware of how the College operates, its mission, and ethos and policies and procedures. It also gives the individual the opportunity to ask questions about their terms and conditions of employment.

43.3 The Work Place Induction is completed by the Line Manager and covers the systems and work environment, including Health & Safety.

43.4 During the member of staff's first week with the College, they will be allocated a Mentor under the College's Mentoring Scheme for new staff and Promotees. The aim of the scheme is to provide support, counselling and guidance to new staff and promotees and to aid integration into the workplace.

MENTORING SCHEME

INTRODUCTION

44.1 The college has developed a mentoring scheme to assist with new staff and promotees to integrate effectively into their new roles. The scheme builds on the recruitment process and initial induction programme by ensuring the development of all staff on a personal and professional level.

44.2 Mentoring is an effective and natural component of good management and its main function is to enhance performance and to support people in their natural development.

44.3 Mentoring has the advantages of inducting new staff efficiently to the college, of assisting them with organisation problems and personal development, thereby increasing motivation and job satisfaction. In addition, the mentor can pass on the college's culture, and can often be an efficient and effective way of staff development.

44.4 THE AIMS OF THE SCHEME

1. To provide support, counselling and guidance to new staff and promotees
2. To aid integration into the work place
3. Facilitate problem solving
4. Identify training needs
5. To assist with the communication of the culture and structure of the college.

POTENTIAL BENEFITS

44.5 An effectively run scheme will provide benefits to the individual, the mentor and the college. These benefits may include:

For the individual	<ul style="list-style-type: none"> improved self confidence learning to cope with the formal and informal structure of the college improved effectiveness in the job development of knowledge and skills access to resources increased clarity and definition of goals receiving feedback on performance
For the mentor	<ul style="list-style-type: none"> improved job satisfaction development of new skills increased motivation
For the college	<ul style="list-style-type: none"> quicker and more effective integration of new staff improved motivation improved staff development through the effective identification of training needs improved communication reduced turnover

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THE ROLE OF THE MENTOR

44.6 The mentor is supporting the development of an individual and will need to consider the motivation and goals of the new member of staff, the resources available and the skills of the member of staff. A key criteria for successful mentoring is the ability of the mentor to respond to these three factors in a positive and useful way.

Who should be a mentor

44.7 A mentor will not normally be the individual's line manager, the mentor can be a holder of a similar post within another part of the college structure, or a manager from a different area.

44.8 Mentors should be individuals who have initiative and are comfortable offering advice and guidance with excellent communication skills. It is of utmost importance that mentors are accessible and are aware of the time commitment involved.

44.9 In addition the mentor must have relevant work experience, experience and knowledge of the organisation, excellent interpersonal skills and be a good role model.

44.10 In particular the mentor should:

- 1 Facilitate and support the new member of staff
- 2 have the ability and skill to encourage and motivate
- 3 be able to create an open and trusting atmosphere which will encourage the individual.
- 4 be a good listener and coach
- 5 be able to gain the respect of the individual - provide a role model and pass on skills
- 6 have a good understanding of the organisation and how it works
- 7 combine patients with good inter-personal skills
- 8 have sufficient time and commitment to devote to the individual
- 9 help the member of staff identify staff development needs

44.11 The relationship with the mentor should influence the career and personal development of the individual. The mentor should offer friendship, act as a role model, offer support and give the individual support.

SELECTION OF MENTORS

44.12 The Director of each division should discuss with the line manager an appropriate mentor. This person should be approached for their agreement and briefed on the role before the starting date of the new member of staff. During the initial induction of the new member of staff, the line manager will introduce the mentor, explain the role of the mentor and a date and time will be agreed for the mentor to meet individually with the new member of staff.

THE TASKS AND PROCESSES INVOLVED IN MENTORING

44.13 The nature and quality of the individual relationship between the mentor and the learner is key to success. It is essential that the mentor can not only establish a rapport with the learner but is able to accept the learner without judgement in terms of their points of view, opinions and personality.

44.14 There are many processes involved in mentoring, which include:

- a) Feedback - which must be constructive and positive as well as honest. When giving feedback it is always good practice to ask the learner how they felt they did and what they have learnt. Also, all feedback should focus on behaviour and not on personality, direct observation rather than guesses, description rather than judgement, specific examples rather than generalisations and factors under the control of the learner that they can do something about.
- b) Counselling - at some points in time problems will be encountered by the learner, and it will be necessary for the mentor to adopt a counselling approach. The aim should be to get the learner to redefine the problem and for the mentor to fully understand it - through active listening and asking open questions. The learner should be encouraged to find different ways of looking at the problem and identifying possible solutions.
- c) Coaching - in the early stages or with specific tasks the mentor may have to adopt a coaching approach. There are four key stages to coaching:

setting goals - which should be specific, measurable, achievable realistic and time related.

setting out the current situation/position

generating options with plans and strategies

deciding what has to be done, by whom, when and how

With coaching it is preferable to follow up the task and how it was dealt with at the next mentoring meeting.

- d) Meetings - the mentor should aim to meet with the new member of staff/promotee during their first week in post. This initial meeting should be to outline the role of the mentor and agree a schedule of meetings - which should be at least once a month during the learners probation period. It is essential that the learner keeps a diary record of events and issues for discussion at these meetings.

POTENTIAL PROBLEMS

44.15 Communication- is the most likely problem to occur. In particular not allowing enough time for effective communication, or a breakdown of communication between the individual, their line manager and the mentor.

44.16 Relationship - problems can occur between the mentor and the line manager. It should be noted that the individual is the prime responsibility of the line manager and not the mentor

44.17 This relationship can often become difficult if the line manager feels bypassed or threatened.

44.18 Work organisation - conflict can occur through undertaking tasks or development recommended by the mentor which results in reduced time being spent on tasks in the specific work area.

44.19 Matching - problems can occur between the mentor and the individual either because of poor initial matching, i.e. excessive or insufficient interest in the individuals development or conflict of personalities.

MENTORS CHECKLIST

PURPOSE AND AIMS OF THE MENTORING SCHEME

THE ROLE OF THE MENTOR

TERMS OF REFERENCE/CONFIDENTIALITY

JOB ROLES AND RESPONSIBILITIES

STRUCTURE & CULTURE OF COLLEGE

TARGETS

TIMES AND DATES OF MEETINGS

ASSESSMENT OF INDIVIDUAL NEEDS

KEY TASKS TO BE COMPLETED