

**Title:**                   **Mentoring – what’s in it for me?**

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### **Abstract:**

#### **Session learning outcomes**

By the end of this session, delegates will be able to:

- Identify how Liverpool John Moores University is utilising mentoring practice to develop and extend communities of learning;
- Explore the challenges of developing a mentoring culture at their own institutions through a community of learning;
- Reflect on how an existing community of learning can be extended to, and influence, the wider institution

#### **Session outline**

Key issues to be addressed are:

As part of LJMU’s UK Professional Standards Framework (UKPSF) activity, a project was set up in 2007 to assess the extent to which teaching and learning staff had experienced mentoring. This group produced a series of recommendations; one being the development of a recognised mentoring award. As a result, LJMU developed a Mentoring: Theory & Practice Award which uses the SEDA-PDF *Action Research Award* which was formally recognised in July 2009. This Award was created in order to provide those staff acting as mentors for colleagues a method of formalising their experience with the opportunity of completing an accredited programme. It is also part of LJMU’s strategy to support staff working in Standard Descriptor 3 roles within the UKPSF. The programme aims to create, develop and support a community of mentors in the workplace through a cycle of action research whilst recognising the key role that mentorship has in professional development: *‘Mentoring...is increasingly used...for the professional and personal development of learners, bringing enormous benefits to them, their mentors and their organisations alike.’* (Klasen and Clutterbuck, 2002 pg. 1). It is important for institutions to retain the talent they employ and mentoring is a process which can provide support at all stages of an academic career e.g. early career academic; experienced academic in new role, etc. However, mentoring is *‘at its least effective when viewed as a ‘new initiative’ rather than a...part of normal behaviour at work’* (Garvey 1994 cited in Garvey et al 2009 pg.55) and it is hoped that, through the participant’s mentoring practice; a mentoring culture can be developed.

This session will identify how mentoring can play a key role in the achievement of organisational objectives; identify the challenges of developing a mentoring culture through the participants and facilitate discussion around how the community can be utilised to extend the current pervue of mentoring.

## Session activities and approximate timings

Overview of the contribution mentoring can make to LJMU	15 minutes
Overview of <i>Mentoring: Theory &amp; Practice Award</i> incl. success & impact	5 minutes
Group activity/discussion:	20 minutes
- Identification of mentoring practice/activity in their own institution;	
- Exploration of how existing communities in their institution could be utilised to encourage mentoring;	
- Exploration of the current impact of mentoring and potential impact if communities developed and/or enhanced	
Feedback	5 minutes

## References

Klasen, N., and Clutterbuck, D. (2002) *Implementing Mentoring Schemes: A practical guide to successful programs*, Linacre House: Oxford

Garvey, R., Stokes, P., and Megginson, D. (2009) *Coaching and Mentoring: Theory & Practice*