

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 & 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*