

Going Places

Mentoring Toolkit

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Written by Mairead O'Rourke
and Laura Crossley

Art Fund_



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Introduction

The Going Places Mentoring toolkit is designed to support everyone who is considering becoming a mentor or mentee or embarking on a mentoring relationship.

Going Places is an Art Fund programme made possible with support from The National Lottery Heritage Fund and additional support from Esmée Fairbairn Foundation. Going Places aims to engage and involve underrepresented and underserved audiences with museum collections through high-quality collaborative touring exhibitions and public programmes.

The toolkit includes:

- What is mentoring?
- Why be a mentor or mentee?
- Characteristics of a good mentor
- Mentoring agreement template
- Example of an escalation process in the case of disclosures
- Emergency contact form
- How to set goals
- Ideas for sessions
- Helpful resources

The toolkit has been created by independent consultants Mairead O'Rourke (CultureRunner) and Laura Crossley, who worked as Mentoring Consultants on the Going Places project. We are grateful to Going Places partners for contributing valuable ideas and experiences, and helping to shape this toolkit.

The toolkit includes templates and processes created for the Going Places mentoring programme. We hope these examples will support the development of your own mentoring programmes and experiences.

What is mentoring?

Mentoring might include, for example:

- Sharing skills or knowledge to support the development of a mentee
- Mentors questioning, clarifying, listening and reframing topics and issues in discussion with mentees
- Signposting mentees to resources
- Helping expand a mentee's network by introducing them to contacts

The European Mentoring and Coaching Council (EMCC)¹ define mentoring as;

"Mentoring is a learning relationship involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and role modelling.

The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for mutual learning."

¹ <https://www.emccglobal.org/>

Why be a mentor/mentee?

Mentoring can be a beneficial experience for both mentees and mentors.

Mentees might benefit from:

- Learning and developing new skills and/or gaining new knowledge
- Developing skills to think through challenges and find solutions
- Identifying and achieving career goals
- Increased confidence
- Gaining a new perspective on challenges and career opportunities
- Expanding their network
- Wellbeing support

Mentors might benefit from:

- Learning and developing new skills and/or gaining new knowledge
- Increased confidence
- Expanding their network
- Career development
- Developing understanding and skills relating to how to mentor others and help people think through challenges

Mentors do not have to be in more senior roles than mentees, as long as they have skills and knowledge that is relevant to the mentee's goals and ambitions, and the skills and characteristics required to be an effective mentor.



Image caption: Visitors with Old Money Bags (1964) by Bruce Lacey, Leeds Art Gallery, Art Funded in 2003 © Janie Airey/ Art Fund 2022

Qualities and skills of a good mentor

You may not have all these qualities and skills right now. If not, consider how you might develop them; for example, through training courses, peer to peer support, coaching, etc.

- Set expectations with your mentee at the beginning of the relationship.
- Build trust and rapport with your mentee, creating a safe space for them to talk openly and honestly.
- Be curious about your mentee; get to know them and understand their goals and motivations.
- Constructively challenge your mentee; ask questions, challenge assumptions, and offer constructive feedback.
- Understand if your mentee is looking for support, guidance or advice. Know when to give advice, when to listen, and when to support your mentee to find their own solutions.
- Act as a positive role model. Consider sharing your experiences if you are comfortable doing so, in order to help your mentee to develop.
- Let the mentee lead the relationship; this is their opportunity to get what they need from mentoring.
- Don't make assumptions about your mentee. If you're unsure about something, ask.
- Signpost your mentee to helpful resources and people (with their permission).
- Celebrate your mentee's successes and achievements.
- Be prepared for sessions. Before each session you might want to review notes from previous sessions or remind yourself of previous discussions and actions.

Image caption: Visitors viewing the Naples Collection gallery at Compton Verney
© Zeinab Batchelor / Art Fund 2024



Mentoring agreement template

Before or during your first mentoring session, you need to agree what the relationship will look like and create a mentoring agreement.

You might wish to use the following template to support you.

We are entering into a mentoring relationship as part of the Going Places project. We both want this to be a rewarding experience, spending time focusing on the development of the mentee. We have agreed on the following terms.

Goals

During the mentoring relationship, we hope to achieve the following goals:

1

2

3

To accomplish these goals, we will:

1

2

3

To review progress against these goals, we will:

Mentoring agreement template

Sessions: Practicalities:

How often will we meet and how long will our meetings last? Dates and times of sessions?

Going Places mentoring sessions will primarily take place online. Which online platform will we use?
Will we also meet in-person?

Will our meetings be structured? How?

How often and how will we communicate between meetings?

Mentoring agreement template

Sessions: Confidentiality and Issues:

What will we keep confidential?

What subjects are off limits?

How will we deal with any conflict or difficulties?

Mentoring agreement template

Ending the Relationship - 'No-fault' exit:

If the mentoring relationship isn't working for any reason, neither of us will feel under pressure to maintain the match. If the mentoring relationship is not working out, how will we end it?

Anything else we would like to agree on?

Privacy and Disclosures: We will keep information shared through the mentoring relationship confidential. However, all Going Places mentors are obligated to disclose any information about criminal activity or if there is a concern about a mentee's welfare.

Mentee	
Mentor	
Date	

Escalation process

It is helpful for mentoring programmes to have an agreed escalation process to follow should mentees disclose information that raise concerns about their welfare. The following is the agreed escalation process for the Going Places mentoring scheme.

You might wish to create a similar process for your mentoring programme.

Going Places mentoring programme agreed escalation process

There are specific circumstances where we may be required to escalate information disclosed in mentoring sessions.

These are as follows:

- If there is reason to believe a mentee may be at serious risk of harm. Unless the situation is an emergency, mentors will always try to discuss this with the mentee before escalating the issue.
- When mentors are legally bound to disclose personal information - for example, if a criminal offence has been disclosed, under a Court Order, or under a general law such as the Safeguarding and Protection of Children and Vulnerable Adults Act.
- If there is a concern about a mentee's wellbeing – in cases where they are not at serious risk of harm. In such cases, mentors will raise these concerns immediately with the Art Fund Going Places Project Manager and mentee's line manager. Mentors will always try to discuss this with the mentee before escalating the issue.

Image caption: Student Art Pass
Photoshoot, Design Museum, 26 June
2024, © Hydar Dewachi / Art Fund 2024



Emergency contact form

Each Going Places mentee will complete an emergency contact form to be used in the event of emergencies. You can use this template to create a form for your mentoring programme.

Confidential record - For use in emergencies only

Please ensure this information is updated when required. The information will be shared with your mentor and Art Fund and used in the event of an emergency.

Name:			
Home address:			
Telephone number:			
Emergency contact one		Emergency contact two	
Name and relationship to you:		Name and relationship to you:	
Address:		Address:	
Telephone numbers:	(Please provide more than one number if possible)	Telephone numbers:	(Please provide more than one number if possible)
Signed:			Date: <input type="text"/>

How to set goals

Mentoring goals are a helpful tool to guide mentoring sessions and ensure mentees develop the skills and qualities they are looking to develop.

Goals help set accountability, steer mentoring discussions, provide motivation, and help measure a mentee's progress.

Before the mentoring relationship begins, it is helpful for mentees to think about what they want from their mentor and the sessions. Write down your goals and share them with your mentor during the first session. If you are finding it difficult to define your goals, work with your mentor to think through what you want to achieve.

Your goals might be, for example, developing specific skills relating to the Going Places project, increasing your confidence, or identifying what you want in your future career.

Goals should be **SMART**:

- **Specific:** Be clear and concise
- **Measurable:** Write the goal in such a way that it can be measured
- **Achievable:** Can you achieve the goal?
- **Relevant:** To you and your ambitions
- **Timed:** Agree an accurate timeframe with your mentor taking into account any potential barriers

Examples of goals:

- I will create a budget for my community engagement project by the end of January.
- I will work with my museum's Collections Manager to create a template loan agreement for the Going Places exhibition by the end of the month.

Some goals might be achievable within the timeframe of the mentoring relationship. Others might be longer-term goals. If the latter, consider how you can break down a longer-term goal into short-term goals you can achieve by the end of the mentoring relationship.

When you have defined your goals, think about:

- Who might be able to help you achieve each goal?
- What problems might you encounter and how can you solve these?
- How will you hold yourself accountable for achieving each goal?

Keep track of your progress by discussing each goal with your mentor during sessions. Don't worry if you don't achieve your goals – if this happens, reflect on why this has happened and discuss alternative approaches with your mentor. You might also find your goals change during the course of the mentoring relationship and beyond; your goals are not fixed and can be revised if they no longer align with your needs and future plans.

Session ideas

Opening session ideas

During your first session, you might:

- Get to know each other. Mentees might share specific issues you are facing, your achievements to date, and areas for development. Mentors might share their career achievements to date and specific skills and expertise, as relevant to the mentee's goals.
- Mentees should present their goals and be ready to suggest realistic timeframes. Together, you might refine these goals and talk about potential challenges and how you will solve them.
- Work together to create a mentoring agreement.
- Agree next steps e.g. what will the mentee work on prior to the second meeting?

Other session ideas

Before each mentoring session, it is helpful for mentees to prepare an agenda for the upcoming session and prepare to talk about what's happened since the last session. You might like to block off time to reflect on your accomplishments, what's gone well, any issues you've encountered, and what would be helpful for you to discuss in your next session. Between sessions, mentors might wish to, for example, share additional feedback and resources relevant to the mentee's goals.

During each session, you might wish to:

- Review progress against goals
- Sense check goals – are they still relevant?
- Talk through issues and find solutions
- Share and celebrate successes
- Practice specific skills (e.g. presenting, active listening)
- Review the mentee's CV or job application forms

Closing session ideas

Before the final session, mentees and mentors should take time to reflect on what progress the mentee has made. What have you noticed? How is the mentee progressing against their goals? What challenges has the mentee faced and how have these been resolved? What's gone well? What lessons can be taken forward?

In the final session, you might wish to:

- Revisit goals together – what has been achieved and why?
- Discuss the future. What lessons will the mentee take forward into the future?
- Reflect on your work together. What have you both found useful? What, if anything, could have been improved?
- Discuss your future relationship. Will you keep the relationship going beyond the Going Places mentoring programme? If so, will you continue the formal mentoring relationship or stay in touch more informally?

Helpful resources

Art Fund: <https://www.artfund.org/>

Association for Cultural Enterprises mentoring programme: <https://culturalenterprises.org.uk/mentoring/>

Association of Independent Museums (AIM) Aspire mentoring programme: <https://aim-museums.co.uk/aim-aspire-mentoring-programme/>

CIPD Coaching and Mentoring: <https://www.cipd.org/uk/knowledge/factsheets/coaching-mentoring-factsheet/>

GEM One to One mentoring programme: <https://gem.org.uk/careers/>

Libraries Connected peer mentoring scheme: <https://www.librariesconnected.org.uk/page/peer-mentoring>

Mind information and support for people living with a mental health problem or supporting someone with a mental health problem: <https://www.mind.org.uk/information-support/>

Mind workplace wellbeing resources: <https://www.mind.org.uk/workplace/> and Wellness Action Plan: <https://www.mind.org.uk/media/lbahso3x/mind-wellness-action-plan-workplace.pdf>

Museums Association Mentoring for All: <https://www.museumsassociation.org/careers/mentoring/mentoring-for-all/>

Museums Association workforce wellbeing resources: <https://www.mind.org.uk/media/lbahso3x/mind-wellness-action-plan-workplace.pdf>

ScreenSkills mentoring resources: <https://www.screenskills.com/your-career/mentoring-resources/>

Links featured in this toolkit were correct at the time of writing – September 2024.

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