



# Aurora Mentoring Handbook

Key information for mentors of Aurora delegates

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The Aurora Support Team

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# 1. Mentoring with Aurora

## 1.1 Welcome

Thank you for becoming an Aurora mentor. We are delighted to have you as part of the community, helping to address the under representation of women in leadership in higher education. Mentors play a significant role in Aurora, and you will be a key enabler in supporting your Aurora mentee to apply their learning to their roles and in your organisational setting, as well as learning from your experience.

Aurora is the Advance HE leadership development initiative for women up to senior lecturer and mid-level professional services. Aurora is designed to inspire and encourage women in academic and professional roles in higher education to consider leadership in their career and develop themselves as leaders. While some progress has been made, women remain underrepresented in leadership roles in higher education, and in order to redress this balance we need the women who can be the leaders of tomorrow to have the aspiration, skills, knowledge and opportunity to pursue leadership roles.

Each Aurora cohort comprises of a number of elements designed to provide a practical, engaging and often inspirational learning experience for the participants. The structure of the programme includes, a Welcome and Introduction Webinar, four development days, and two action learning sets, one of which is hosted by AHE. It is accompanied by a series of additional optional networking events. The mentor's role is to encourage and support participants, advise on institutional processes and culture, and highlight both challenges and paths to success. It is your institution's responsibility to organise the mentoring relationships through its Aurora Champion. Mentors and participants can work with the Champion to help identify and address institutional barriers to women's progression.

Mentoring is a critical component of Aurora, enabling the continued development of Aurora participants. We recognise that many institutions have formal and informal mentoring schemes that are well supported and administered, so we hope that this information will be useful in supplementing the information that you already have and may further support mentoring within your institution more generally.

If you are part of an existing institutional scheme, then the protocols and procedures you already have in place should be observed. However, if you would like some more specific guidance because no such scheme exists we have provided some core information here

and a Toolbox of useful resources at the end of this document. You are free to adapt the toolbox documents to meet your specific needs.

Downloadable examples of all documents within the Toolkit can be found at the end of the document and on our [Mentor Pages](#).

## 1.2 Setting up a Mentoring Scheme

If you would like to set up a mentoring scheme in your institution and are not sure how to do this, [Advance HE's Consultancy Services](#) can support you with this work.

## 2. History

Aurora was created in 2013 in response to the Leadership Foundation stimulus paper 'Women and Higher Education: Absences and Aspiration' written by Professor Louise Morley (January 2013), which showed that there were fewer women in the most senior positions in higher education than ten years previous. The paper identified areas that could be addressed to change this. Many influential stakeholders at the time including vice-chancellors, HEFCE (now The Office for Students) and the Equality Challenge Unit (now Advance HE) agreed the situation called for action and the feedback from the sector told us they would like to encourage more women to plan for leadership roles at an earlier point in their careers.

When Aurora was launched it provided the first development activity specifically for women only. We wanted to distinguish it from other leadership development programmes, and chose a model which blends formal development and education, self-directed study, mentoring, and takes a partnership approach with institutions.

Aurora is the name of the Roman goddess of the dawn who in myth reinvents herself each morning. The concept of the dawn or fresh start combined with the symbolism of a woman who is flexible and responsive to change seemed an appropriate metaphor for what we are trying to achieve with this programme.

### 2.1 What is Aurora?

Aurora is Advance HE's leadership development initiative for women. It is run as a unique partnership, bringing together leadership experts and higher education institutions to take positive actions to address the under-representation of women in leadership positions in the sector.

Led by a team of leadership experts, participants explore four key areas associated with leadership success: Identity, Impact and Voice; Core Leadership; Politics and Influence, and Adaptive Leadership Skills.

Since its launch in 2013 more than **10,000 women** from nearly **250 different institutions** across the UK and Ireland have participated in Aurora.

Aurora seeks to support women and their institutions to fulfil their leadership potential through thought provoking activities, collaborative problem-solving activities and motivating

stories, supported by inspirational women role models. Participation embeds strong networks of early career women across the sector to share best practice, insights and experiences.

## 2.2 Who is Aurora for?

Aurora is a leadership ignition programme, and therefore relevant for women, up to senior lecturer level or the professional services equivalent, working in a university, research institute, college or related organisation, who would like to develop and explore issues relating to leadership roles and responsibilities. Participants should have the endorsement of their institution (either their Aurora Champion, Human Resource department or line manager) and be committed to developing and enhancing their career.

# 3. Aurora Journey

## 3.1 Development Days

Aurora is a collaboration between institutions and Advance HE, consisting of a welcome and introduction webinar, four development days, two action learning sets, a face-to-face day\* and a mentor allocated by the institution.

Participants will be asked to:

- commit to a Personal Development Plan to work on their personal development
- proactively seek to implement the learning from the programme in their organisations
- attend the Welcome & Introduction webinar which will outline the Aurora journey, plans and expectations
- attend each of the development days, and the two action learning set days (first one held by AHE and the second; self-facilitated)
- complete any prework assigned and outlined in the Aurora Workbook
- undertake self-directed learning throughout Aurora, aligned with developing interests and where time allows;
- if supported by your institution, we recommend you work with a mentor throughout the programme;
- be willing to access leadership opportunities and champion for change.

### Aurora Journey; Me – We - Us





## 3.2 Modules

### 3.2.1 Welcome and Introduction Webinar

The Welcome and Introduction session is an integral part of the programme. It will give you an opportunity to meet your fellow Aurorans and start forming crucial relationships for your development. We will invite you to share your individual objectives for taking part in Aurora and will discuss how the Aurora journey can support achieving those. We will be joined by a guest speaker who will share with us her experiences of being a senior woman leader.

### 3.2.2 Identity, Impact & Voice

Identity, Impact and Voice will launch you into your leadership journey by focusing on what 'makes you, you' and the people who have inspired you. We will also discuss how your identity impacts your leadership in positive ways. Lastly, we will be thinking about what it means to be on the receiving end of you, how you show up and how you might flex your communication style to have a greater impact on all those around you.

### 3.2.3 Core Leadership

Core Leadership is all about you – who you are, what matters to you, and how to mobilise the tools in your REAL leadership toolbox. Working together, supporting each other, we explore purpose and values and what these mean for leaders. Articulating the what and the why of your leadership brings clarity about you and what you represent. Sharing our stories and experiences, we explore leadership in HE, further developing your network.

### Action Learning Set 1

Hosted by Advance HE, delegates will be introduced to the peer-to-peer support process of Action Learning Sets (ALS). This is a widely used and reliable model for helping people form supportive groups, develop their listening and communication skills and solve their own issues within their career. Following an introduction to the process of ALS, delegates will be allocated to groups of 4-5 delegates from a mixture of institutions and areas of higher education, where they will spend the duration of the session developing those skills through an experiential learning process.

### 3.2.4 Politics & Influence

This development day invites participants to look at their individual leadership against the backdrop of their institutions' cultures and politics. Individuals are invited to examine their levels of emotional intelligence and personal influence, emerging with an enhanced ability to

amplify the profile they want to nurture. Participants will be encouraged to think about building coalitions, developing networks and making lasting, mutually supportive connections.

### 3.2.5 Adaptive Leadership

Adaptability seems widely believed to be essential in “good leadership”. However, what is understood by “good leadership? What does it really mean to be an adaptive leader today? Why is it relevant to women? This session will briefly look at the Adaptive Leadership approach developed by Ronald Heifetz and will explore how its main features inform your own leadership style and practice as well as our purpose in contributing towards positive change.

### 3.2.6 Your Future in HE

This face-to-face day will begin with a panel of expert speakers discussing ‘The Future of HE’ followed by a Q&A. With plenty of time for networking, delegates will explore the key leadership themes from the online development days in smaller groups. Sharing experiences and aspirations, examining the challenges women face as leaders and identifying the practical steps that can be taken to achieve their goals.

### 3.2.7 Action Learning Set 2

For this final session, delegates reconvene and host their own Action Learning Set group online, where they continue to support each other using the ALS process, further developing their communication and listening skills.

## 3.3 Networking Sessions

To provide additional opportunities for Aurorans to network across Aurora cohorts we have curated a range of short online networking sessions. They will have a specific theme which previous Aurorans told us they wanted to know more about. The sessions are optional to attend. Reminders to these sessions will be sent a week before each session.

## 3.4 Advance HE Connect - Aurora Connect Group

Advance HE Connect, is an online network, designed exclusively for higher education. It allows participants and practitioners from around the globe to share, connect and collaborate across several shared job roles, subject areas, topics of interest and much more.

As part Aurora you will be invited to join this year’s participants’ group on Connect **the day before** the Welcome and Introduction Webinar.

Within the group you will find all materials you require for taking part in Aurora along with a forum space for cohorts to continue discussions and support each other.

## 4. Mentoring commitment

The Aurora programme runs for approximately 6 months and during that time we would recommend that mentors meet with their mentee between 4 and 6 times for between 40 mins to an hour. Mentees are expected to set up and agree the agenda for each meeting at a mutually convenient time. These meetings can take place in person or virtually. The mentor is not required to complete any paperwork or report back to the Aurora team.

The role of the mentor is to encourage the development of the delegate by providing information, advice, guidance and support to mentees. Ideally the mentee will bring topics to the meeting which align with the Aurora programme and the mentor facilitates the learning process through questioning, examples and information. The mentor acts as a guide and sounding board but has no responsibility for the actions and decisions of mentees.

Many institutions will have existing and well-structured protocols for mentoring and we are happy if those can be accessed for Aurorans needing a mentor. In such cases the institutional scheme procedures and requirements will apply. However, if the institution has limited experience and capability, we set out in this document some tools and approaches that can be used.

In the subsequent parts of this document is information about becoming a mentor, information about the process and key steps, plus sample documents and crib sheets that might be useful for less experienced mentors.

## 5. Roles and Responsibilities

### 5.1 Aurora Champion

Aurora champion/s are the face of Aurora within their institutions. They are the lynchpin linking participants, role models and mentors, and leading their institution's engagement with Aurora. The role of the Champion is to:

- Identify and select participants to attend Aurora
- Brief the participants on Aurora and the commitment expected of them
- Ensure that there is a mentor (male or female) for each participant
- Support the mentors and participants at their institution
- Ensure all delegates receive Aurora event details
- Support the participants in using their new skills
- Manage transfer requests
- Provide opportunities for Aurora participants to share their experience and learning
- Be the first point of contact for mentors.

### 5.2 Aurora Admin

Some institutions have chosen to support the Aurora Champion with an Aurora Admin(s) - the point of contact for the administrative and booking details. As a mentor you may receive communication from them.

### 5.3 Aurora Mentor

Aurora mentors may be male or female. The mentor should be more senior/ experienced than the mentee and have an understanding of internal politics and organisational culture. They need to get on well with the mentee, have sufficient time available to work with the mentee, have strong listening skills and be able to ask good, open questions to help the participants develop their problem-solving skills and develop further. Their role is to facilitate learning and support mentee development.

### 5.4 Aurora Mentee

The Aurora participant/mentee should own and drive the process. Without mentee commitment and engagement the mentoring relationship is likely to be unproductive.

The mentee needs to come to the relationship with a desire to learn and to take ownership of the process in an active and constructive way as an equal partner. The mentee should take responsibility for learning. Expectations should be managed so that mentees do not expect to be 'taught' or to just absorb experience and knowledge. Neither should they expect patronage or any special access as a result of their mentoring relationship.

The mentee is responsible for arranging meetings and agreeing logistics, so that they manage the process. Ideally arrange for a private space that is safe for all stakeholders.

## 6. Becoming a Mentor

### 6.1 Benefits of mentoring for mentors

The benefits you gain from your mentoring experience will be unique to you as they will depend on your relationship with your mentee. However, there are some key benefits that you could gain from your mentoring experience:

- Honing your mentoring and listening skills
- Insight into another area of the university/department/team
- An opportunity to network with other professionals
- Understanding of how mentoring can assist development
- Encouraging self-reflection
- Development of skills and knowledge
- Sense of achievement from helping your mentees achieve their goals
- Leadership development

### 6.2 Defining Mentoring

'Mentoring is about forging a relationship where a more experienced and knowledgeable individual provides guidance, support and advice to a less experienced person who is at an earlier stage in their career or development' (Clutterbuck, 2012). The support and guidance provided enables the mentee to develop a more rounded insight into their skills and aptitudes and take responsibility for their own development.

### 6.3 An Outline Job description of a Mentor

Mentors might want to think about what an outline job description for a mentor might look like:

#### Key Tasks

- Provide information, advice, guidance and support for mentees to:
- Facilitate mentees' engagement and progress towards a successful career
- Help identify barriers to performance and ways to overcome them
- Build confidence
- Raise motivation levels and aspirations
- Act as a positive and professional role model

- Engage in training and development opportunities to ensure high quality provision of mentoring
- Promote and support the key aims and values of the institution of which they are part

The Mentor aims:

- To uncover opportunities for learning
- To provide safe, objective, non-judgemental, and confidential space for the mentee
- To provide guidance and advice, particularly when the mentee has become stuck or is about to make a mistake that will do long-term damage to their career
- To be a credible role model
- To support mentees in managing their own learning
- To encourage self-directed reflection, analysis and problem solving
- To promote high-quality decision making
- To be a sounding board – to challenge assumptions, ideas & behaviours
- To motivate the mentee to achieve objectives
- To inspire

Klasen, N. & Clutterbuck, D. (2002), Implementing Mentoring Schemes

The Mentor helps the Mentee to:

- Practice, evaluate and adapt their ideas and processes in a sheltered way so that they emerge as confident and competent individuals within their profession.
- Develop and enhance the self-awareness and interpersonal skills that will enable them to function better in the world of work.
- Develop a professional perspective that will enable them to locate their work performance in the wider context of the work-place and the community.
- Develop powers of self-evaluation and a capacity for independent learning, which together enable mentees to maximise their gain from all learning events and to seek out future learning opportunities on their own.

Adapted from Klasen, N. & Clutterbuck, D. (2002), Implementing Mentoring Schemes



## 6.4 Key personal qualities that support effective mentoring

### *Attitude:*

- Enthusiastic – genuinely interested in the mentee and her concerns, needs, goals and aspirations
- Open – prepared to share their own experience of similar issues, being honest about themselves and being honest about the mentee
- Empathic – able to appreciate how the mentee thinks, feels and behaves
- Positive in outlook – able to appreciate the mentee’s point of view and see solutions
- Have a genuine interest in helping women to develop their careers and particularly support his/her mentee
- Flexible and open-minded
- Have sufficient time available to work with the mentee

### *Skills:*

- A good listener – able to really focus on what the mentee is saying without personal thoughts crowding out the mentee’s words
- Motivating and encouraging – to channel the mentee’s energy into constructive change, new challenges and overcoming difficulties
- Able to offer the appropriate balance of challenge, encouragement and support
- Have a supportive or ‘coaching style’ of communication

### *Knowledge:*

- Be considered successful in their careers
- Be knowledgeable and experienced in their organisation and understand its culture
- Have the endorsement of their Aurora Champion
- Have sufficient general higher education experience to be able to offer advice and support.

The role of the mentor therefore relies on applying a flexible and adaptive approach and creating the right environment for the relationship to thrive.

## 6.5 Key Mentoring Skills

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Mentoring is based on applying some key communication skills that are used in many other contexts. The main aim in applying these skills is to facilitate thinking in the mentee, rather than to answer every request. The mentor's intention should always be to support the mentee's growth so beware of giving too much information that can stifle thinking and make the mentee feel overwhelmed. It is helpful to model things like asking for feedback and not always knowing the answer to reassure the mentee that even at more senior levels there can be gaps in knowledge and development continue.

### 6.5.1 Questioning

The types of questions a mentor asks can play a significant part in the flow of the session. You might want to think about your questioning and utilising the different types including:

- Open – What areas are you finding easy/difficult?
- Inquiring – What aspects do you feel contributed to that?
- Probing - What do you mean by ....?
- Reflecting – So you described it as a 'mountain' in what way?
- Hypothetical - What would you do if.....?
- Comparisons – What are the relative merits of.....?
- Closed – Who needs to be involved?

Here are some helpful strategies for effective communication for the mentoring relationship:

- Particularly using open questions: How? Why? What? etc.
- Summarising what has been covered
- Clarifying: "can you explain what you mean by XYZ?"
- Reflecting: "so am I right in thinking that you're saying...?"
- Observing body language & tone of voice: "I notice you frowned when you said you liked ....."
- Silence: Allowing time for the mentee to think through ideas and questions
- Building: Taking a thought or idea the mentee has proposed and asking for further elaboration and adding to it "That is a really interesting approach and it made me think of...."

- Genuine positive feedback, giving specific examples
- Active listening: you should provide your full attention and they should be talking more than you. See below for more details.
- Ending the session on a positive note.

## 6.5.2 Active Listening

The ability to actively listen to the mentee is the fundamental skill of mentoring and requires the mentor to give their full attention to the mentee for long periods of time. It is fully concentrating on what is being said as opposed to passively hearing a message. It involves listening with all the senses, and giving the mentee the 'safe space' to tell their story without interruption or judgement.

## 6.5.3 Appropriate Support

When we talk about support in mentoring we mean offering empathy and not sympathy, so that they feel heard and empowered to address the situation they face.

## 6.5.4 Action Planning

As the mentee progresses through Aurora it may be useful to talk through what they are learning at the development days/action learning sets, and how they can apply it in their role or at the institution. With their new understanding and knowledge help them identify what their next step is and their key applicable lessons. Encourage them to write it down, and progress can be reviewed at the following meeting. An action plan can then be built from that.

In the Toolbox you will find some *Session Prompt Questions* to start the conversation about each of the scheduled sessions.

## 7. Defining the process

### 7.1 Building the Relationship

In the first discussion, it is important to devote time to establishing the relationship to build trust. The Toolbox includes a *First Meeting Checklist* which identifies the first step as building rapport through a personal exchange of information.

Steps two, three and four focus on how to work together, these serve to establish clear expectations and to set up the relationship as a partnership. The questions provided are simply examples and you should adapt the process to suit your needs.

### 7.2 Establishing Boundaries

During this first meeting there should be a discussion about boundaries. Some of this may have been established by the Aurora Champion/HR, but a *Sample Mentoring Agreement* has been provided in the Toolbox for guidance. This will give you some ideas about the sort of aspects that might be covered in the boundary setting.

You do not need to have a formal written agreement and some of these things can be covered verbally, but it is important to establish the scope of the discussions, the frequency and type of contact expected and to agree levels of confidentiality. At this stage it is also important to time-bound the relationship, which should initially be based on the duration of the Aurora programme. There is no requirement to go beyond this timeframe unless you jointly feel it may be valuable and appropriate to continue meeting in an alternative or redefined mentoring relationship.

### 7.3 Working Together

Over the course of the programme we would expect mentors to meet with their mentee between 4 and 6 times for between 40 minutes to an hour. These meetings will ideally be spaced out at two to four week intervals and if possible interspersed by the Aurora formal sessions. It is the responsibility of the mentee to set up meetings and to define the agenda. They may also have specific aims for their mentoring that they can share at the start of the relationship. However, if the mentee has no core topics to discuss at a particular meeting we suggest focussing on the topic of a recent teaching session. *Session Prompt Questions* are provided in the Toolbox to help mentors in starting these discussions.

During meetings we would expect the mentee to do most of the talking with the mentor offering thoughts, perspectives and encouragement where appropriate. The mentee remains responsible for their own learning and any decisions they choose to make. As a mentor try not to give directive advice unless it is a point of safety, security or compliance.

## 7.4 Effective Endings

When the mentoring partnership enters the last couple of sessions, both parties need to plan for an appropriate ending. Flag the ending is close at the penultimate meeting to allow for a mental preparation and any discussions that need to be had. The mentoring relationship can be very personal and emotional in nature, so needs sensitive handling. At the final meeting there may be a review of progress against objectives, perhaps a celebration of what has been achieved in the partnership as well as on the Aurora initiative, and a sharing of experiences. The aim is to give the relationship a sense of closure.

If both parties, feel there is benefit in a continued relationship this can be discussed as part of the closure. For some, the relationship will end, but for others it evolves into an acquaintance for an occasional coffee, it may even become a friendship. Others might want to continue with a mentoring relationship if that is possible. If this is the case both parties need to agree and set out the new boundaries and agreement to start the cycle again.

However, not all mentoring relationships will work for both parties. If that is the case, once it is raised with the Aurora Champion, the termination of the relationship should be given some thought to avoid ill-feeling on either part. If the ending has come prematurely it can lead to animosity unless an open discussion has brought things to an effective close. A premature ending may be due to compatibility issues or simply changing circumstances so each situation will be dealt with differently.

## 8. Additional Support

### 8.1 Training

Advance HE has developed *Becoming an Aurora Mentor* workshop, specifically to help mentors begin their mentoring practice.

More information about the programme and booking information can be found on our website.

## 9. FAQs

*What if we face a problem or I have a concern?*

Refer in the first instance to the Aurora Champion. If you do not have a Champion contact your institution's Learning and Development function, or an alternative service.

*What if the mentee fails to turn up to meetings?*

If there has been no communication from the delegate after two attempts, please refer in the to the Aurora Champion.

*What should I do if they ask me to give them a reference or act as their sponsor?*

Ideally any references would come from a HR Department. There is no expectation for an Aurora Mentor to provide this level of support. However, we will leave it to the digression of each mentor and institution.

*What if I have to terminate the mentoring due to change of role/ illness etc?*

Please alert you delegate and Aurora Champion so that an alternative mentor can be sourced.

# 10.Toolbox



## 10.1 Sample Aurora Mentoring Agreement

This agreement is between:

\_\_\_\_\_ Mentee                      Start Date \_\_\_\_\_

\_\_\_\_\_ Mentor                      End Date \_\_\_\_\_

We both agree to regular contact as agreed and commit to the responsibilities outlines below:

The Mentee will:	The Mentor will:
<ul style="list-style-type: none"> <li>• be responsible for making arrangements, booking an appropriate venue and setting the agenda</li> <li>• engage in the process and notify the Mentor of the meeting agenda in good time</li> <li>• not ask the Mentor to act on their behalf in any capacity outside of the mentoring relationship</li> <li>• give suitable and helpful developmental feedback to the Mentor on how the process might be improved</li> </ul>	<ul style="list-style-type: none"> <li>• protect the required time and be available as agreed, giving the Mentee their undivided attention for the duration of the meeting</li> <li>• not discuss the contents of the meeting without consent with any other party unless they have serious urgent concerns about the safety or legality of the mentee</li> <li>• give honest feedback in a constructive and respectful way</li> <li>• act in accordance with best practice throughout the mentoring relationship</li> </ul>

Dates and venue/mode of communication to be mutually agreed and both parties agree to give at least 48 hours notice of cancellation or rescheduling, unless due to illness.

### *No-Fault Termination*

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts or issues as they arise. However, if one of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

### *Confidentiality*

While this is an informal and voluntary relationship, the bounds of confidentiality should be clearly agreed and articulated at the start of any relationship. Usually, mentoring conversations are confidential unless there is an issue relating to personal safety or legality.

Signed \_\_\_\_\_ Mentor                      Date

Signed \_\_\_\_\_ Mentee                      Date

## 10.2 First Aurora Mentoring Meeting Checklist

As part of your first meeting consider the areas below in your conversation.

		<b>Sample questions to consider/use</b>
1	<b>Personal</b>  Build rapport by introducing yourself and gain an understanding of the background of the mentee.	<p>What have been the key milestones in your career to date?</p> <p>What has been your greatest achievement in your career so far?</p> <p>What are your aspirations for the future?</p> <p>What do you hope to gain from Aurora and the mentoring relationship?</p> <ul style="list-style-type: none"> <li>➤ Give a brief summary of the mentor background, sharing appropriate levels of information.</li> </ul>
2	<b>Professional</b>  Discuss the roles and responsibilities for both mentor and mentee. Define the scope of the relationship.	<p>What do you both think mentoring is?</p> <p>What is expected from each of us?</p> <p>What is not part of the relationship?</p> <p>What is the purpose and aim of the relationship?</p> <p>What is confidential, what is not?</p> <p>What does confidentiality mean to both parties?</p> <p>Role of respect and acceptance of difference?</p> <ul style="list-style-type: none"> <li>➤ Go through any Mentoring Agreement being used</li> </ul>
3	<b>Procedural</b>  Define and agree expectations for meetings, paperwork and timings.	<p>Who will arrange rooms?</p> <p>What notice is required for cancellation?</p> <p>Where will you meet and for how long?</p> <ul style="list-style-type: none"> <li>➤ Discuss role of personal responsibility and commitment</li> </ul>
4	<b>Psychological</b>  Discuss how you can best work together.  Agree rules of confidentiality, giving feedback and how sessions will run.	<p>How do both parties work best?</p> <p>What does the mentor need to know to get the best out of the mentee?</p> <p>Role of challenge, honesty and amount of disclosure that is appropriate and relevant?</p> <p>What are the rules for giving feedback?</p> <p>What if you encounter issues or problems?</p>

During this first meeting it is important to focus on building the rapport, but also to establish it as a formal working relationship that is driven by the mentee. It should not be framed as a 'chat' nor a teaching session. The aim is that the mentee (the Aurora participant) uses the mentor as resource for the duration of the relationship, so the bulk of the responsibility should fall with the mentee.

## 10.3 Session Prompt Questions

If your mentee is finding it hard to set an agenda for discussion you can focus the meeting on a previous recent session they attended to maximise the transfer of learning and application to the workplace.

<p>General questions</p>	<p>What was the most important thing you learned from the training session?          What is most useful in our context?          How will you apply what you have learnt?          What questions do you have?          Where has the course helped your approach?          Tell me about a recent experience that went well?          What do you think caused it to go well?          What did you learn from that experience?</p>
<p>Identity, Impact and Voice</p>	<p>What resonated for you from the session?          Who do you see that uses their voice with impact?          What do they do and not do?          How can you enhance your visibility?  <i>You might share your own experiences or journey in respect developing your identity impact and voice in your area.</i></p>
<p>Core Leadership</p>	<p>What do you feel are the key skills you need to develop to continue your leadership journey?          What makes these skills important for you?          How will these skills help you?          What sort of strategy do you feel is needed/appropriate?          What is your vision?  <i>You could share which skills you feel you have developed over your career and why these were most important for you. Explain also how you achieved that change.</i></p>
<p>Politics and Influence</p>	<p>How can you build your networks?          What sort of coalitions will it be most important for you to build?          How can you leverage influence?  <i>Give examples from your own experiences of where you have seen networks and connections make a real impact? Perhaps also give examples where a failure of connection help others back.</i></p>
<p>Adaptive Leadership Skills</p>	<p>What did you find most significant about Adaptive Leadership?          Where have you experienced significant challenge?          How did you deal with that challenge?          What skills helped you at that time?          How would you summarise your own attitude to risk?  <i>Give examples of challenges and risks faced by you or the institution and how they were approached.</i></p>

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