



The Learning Support Centre  
Dyslexia & Disability Specialists

# Mentoring Handbook

Tel: 0116 2548881

Web: [www.learningsupportcentre.com](http://www.learningsupportcentre.com)

Email: [info@learningsupportcentre.com](mailto:info@learningsupportcentre.com)



LSC and Jotters



@LSCandJotters



Lsc Jotters Leicester

Non-Medical Help Charter



# Content

3  
4  
6  
7  
9

- Job role.....
- Mentoring guidelines.....
- First session .....
- General points .....
- Boundaries.....

# Job Role

## **Overall Job Objective**

To provide a complementary service to existing support within the University, college or workplace addressing the needs of clients who need help to overcome barriers in order to achieve their full potential.

## **Duties and Responsibilities:**

- To work with clients on a 1:1 basis to develop their skills and help them overcome barriers to their learning development.
- To work with clients to draw up and implement time management plans and strategies to support their personal development.
- To have knowledge and appreciation of the range of activities, opportunities, organisations and individuals that could be drawn upon to provide extra support for clients
- To guide clients in overcoming problems by signposting to other relevant services
- To work closely with the line manager to be responsible for the monitoring and evaluation of the impact Mentors have on client's achievements and progression.

This job description is not necessarily a comprehensive definition of the post and is subject to review following consultation.

The Learning Support Centre aim is to provide a friendly and efficient service tailored to each individual client's needs. The relationship is one of facilitating the client to achieve their full potential, by devising strategies to overcome any particular barriers they may face that impacts on their academic studies. It is stressed that the mentoring is academic in nature and does not involve counselling. Counselling services are available elsewhere on campus and it may be the case that mentoring and counselling services are both utilised by the client.

The main strategies that may be used are: -

- Motivation and confidence building
- Time management
- Planning
- Organisation
- Target/goal setting
- Drawing up revision programmes
- Directing to other resources on campus/signposting
- Reassurance
- De briefing

# Mentoring Guidelines

## What is mentoring?

A relationship built in a series of one-to-one meetings to develop in the mentee improved competence in self-management. Goal orientated relationship that supports both personal and vocational learning development. An experienced person providing guidance and support to another.

## Guidelines

- 1) Entering mentoring relationships is **voluntary**.
- 2) Either party has the **right to withdraw** from the mentoring contract if, after genuinely trying, the relationship is not satisfactory.
- 3) While often the mentor will have more experience of life or an aspect of work, the relationship is one of partners who **jointly make decisions**.
- 4) Meetings should be held in a **quiet environment** where both parties feel they can speak freely without being overheard.
- 5) Both mentor and mentee must be happy with the location of meetings giving due regard to safety, security, and travel arrangements- any concerns should be raised with the office immediately.
- 6) **Meetings should be long enough** and paced so as to allow the two people to get to know and feel comfortable with each other.
- 7) Information shared in mentoring meetings is subject to standard rules of **professional confidence**. Any notes made about mentoring meetings should be kept in **confidence**. Exceptions are special circumstances where, professional mentors do break confidentiality. Mentors should be aware of these circumstances and rather than give blanket guarantees of confidentiality make clear the exceptions.

The exceptions are;

- The mentor believes a client is a risk to themselves or others (e.g. potential for suicide or unfit for duties such that this may contribute to an accident)
  - A legal requirement (e.g. when a crime has been committed or a person under sixteen may be at risk)
- 8) **Commitments made should be honoured**. If meetings are cancelled or delayed without adequate warning of non-availability or delay should be given. Postponed meetings should be re-booked promptly.
  - 9) The mentor's role is to respond to the mentee's developmental needs. The **mentor must not impose their own agenda**. The mentor's role is to challenge and support the mentee. The relationship should be distinct from that of a superior and subordinate.

- 10) The mentor should provide **constructive feedback** to the mentee, while the mentee should **attempt to tackle** any areas for development.
- 11) Both partners should take **equal responsibility for progression** of the mentoring partnership.
- 12) The mentor **should not act on behalf** of the mentee.
- 13) The mentor and mentee should be **open and truthful** with each other.
- 14) The mentor and mentee should **respect each other's time** and other responsibilities, ensuring that they do not impose beyond what is reasonable.
- 15) Either party has the right to ask for a **review** of how the mentoring is progressing or for agreements or plans made at an earlier stage to be reviewed.
- 16) If either party feels that **unclear** about what the current status of the mentoring is, that party should seek to **clarify** the views and wishes of the other party.
- 17) Mentees should **not expect mentors to deal with long standing issues or major emotional events that are more properly the province of professional counsellors and psychotherapists.**
- 18) Mentors should **recognise their limitations** and avoid working with the mentee in ways that exceed those limitations.
- 19) Should a mentor sense there is a **conflict of interest** between the mentoring and any other role, the mentor should make this conflict known to the mentee as soon as is practicable.
- 20) Mentors **must not exploit** mentees in financial, sexual or other ways.
- 21) **Notice** to end the mentoring should allow for at least one meeting where a final review and proper closure can take place.
- 22) Both parties accept that mentoring is for a **limited period** and that it is entirely optional as to whether any other form of relationship takes place after the mentoring.

**Please read this through with your clients on the first session as this is a useful way to outline the definition to them.**

**Mentoring is designed to be an effective partnership, it is not a reliant relationship, but is designed to develop the mentee's improved competence in self-management. The long term aim is that the mentee will be able to develop effective strategies independently of the mentor.**



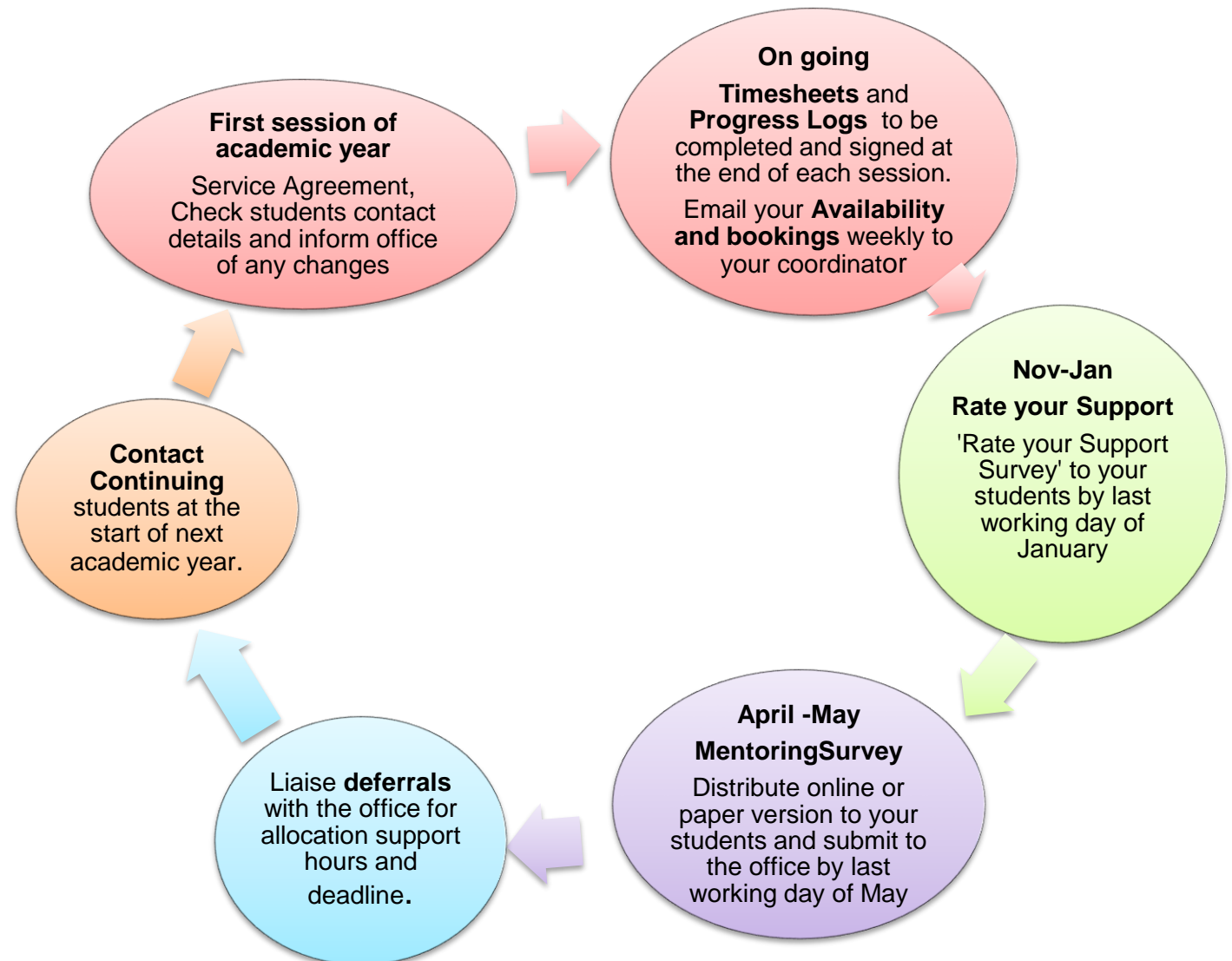
# Mentoring Process of support

## New Student Referral

- Email received with attached student referral information and support details.
- Mentor to contact student and arrange first session within 24hrs via phone & email.
- Mentoring support initial session guidance

## Completed Students

- Submit ALL student paperwork (ILP's, Progress Logs to the office
- Discuss Access to work with Student.
- Inform office of students final grade



# First session

## Environment

The environment is really important. Please discuss this with our office staff as they may be able to support you with this on campus. It may be appropriate to conduct the mentoring session in a less formal setting such as a café on campus if this is more appropriate to meet the individual client's needs.

## Client Information

You will already have been given some information about the client in a referral form. This will be basic information and you will start to build a picture about the client through conversations during the sessions. Please check with the client that the information on the form is all correct.

## How to start

The aim of this session is primarily to **engage** the client with the mentoring process. The starting point is to take the client through the mentoring guidelines and ask if there are any questions relating to this. This session is very important as we want the client to continue to attend mentoring sessions and a rapport should start to be established.

Service Agreement: The client will have been emailed a copy of the service agreement however please revisit and explain your role, outline nature of Mentoring support i.e. flexible content, reactive, proactive, time, 24hr notice time, location etc; encourage regular meetings for best results.

It is important at this point to **differentiate mentoring from counselling to reinforce boundaries**. A discussion should take place as to what the client's expectations of the mentoring process are and any misconceptions dealt with.

It is important to focus on areas of strength as well as any challenges that the client may face.

## Resources

There are various **resources** available to you which can be found on the Learning Support Centre Staff portal and various website.

These resources can support you when structuring your sessions but it is important to be able to respond to individual needs on a session by session basis and use the tools that you feel relevant at that particular time. Each session may take on a different format for each person as the aim is to individually tailor the support in order that the client engages and finds it helpful.

## Discussion areas

The main topics that a client might want to discuss during sessions are;

Academic  
Social  
Emotional  
Financial

Work  
Disability related  
Careers



# Good practice Guidance

The following is a list of approaches and techniques that might be used by mentors;

- Analysis and identification of learning needs (through discussion and other information e.g. AON)
- Encouraging the development of self-awareness
- Providing guidance
- Helping the mentee plan their work, for example agreeing targets and deadlines
- Facilitating opportunities for the mentee to try out, in confidence, a range of ideas and methods of working before making a final decision on their implementation
- Reflective questioning to help analyse the causes and barriers to learning and provide solutions
- Helping the mentee learn from mistakes and setbacks
- Challenging assumptions and acting as a sounding board
- Adopting an objective and impartial role
- Referring the mentee onto other sources of information
- Building confidence and motivation
- Dealing sensitively with personal beliefs, capabilities, aspirations and learning styles
- Creating an open and relaxed relationship to help build confidence and trust that will enhance the learning process
- Celebrating successes
- Try to set a regular time for meetings and make sure you are prepared for them.
- You don't always have to meet face-to-face to conduct your mentoring partnership. You can maintain contact by telephone or email (if appropriate) Please see guidance in Dropbox on remote support and discuss with a senior member of the team.
- Remember to encourage your mentee to give you feedback on any actions that they have taken as a result of your guidance.
- Mentoring should be mutually beneficial, so aim to establish a climate where a reciprocal exchange of ideas and information can occur.

## Other client support

Although the mentoring we provide is academic in nature, often clients will be referred due to underlying mental health conditions possibly in conjunction with other specific learning differences like dyslexia, impacting on their ability to perform to their full potential. It may be that the client also has access to a **Study Skills Tutor** who will focus on strategies for producing written work, reading techniques, research strategies, time management, note taking and proof reading strategies. However there will sometimes be an overlap in both the roles.

## Paper work

You will need to ask the client to sign the **service agreement** and return this to the office on timesheet submission day.

You will need to ask your student to sign at the end of each session and to complete the back to provide feedback on how the session has gone.

# Boundaries

It is very important to understand that there are boundaries that must be adhered to when supporting your client. These guidelines are there to protect you and the client and also help to establish a professional format to sessions from the start.

## **What do you think we mean by boundaries and why are they important?**

Boundaries define the limits of your professional relationship with clients and your ethical responsibilities concerning them.

- Your relationship with clients must be wholly professional, you must not befriend or socialise with clients.
- Do not add a client on Facebook or any social networking sites.
- You can only support your client on campus, this means you can go to any University building with your client e.g. Library, Eric Wood learning zone, Campus centre but you should not go to the pub!
- It is not your job to provide a counselling service for your clients.
- You must not provide personal assistance unless specifically authorised to do so by your manager.
- Be aware of your boundaries and maintain them at all times.
- Be vigilant as some people may attempt to push your boundaries.
- Don't give or accept gifts to/from clients, refer to company policies when explaining this to them.
- You are not allowed to visit their home/halls of residence or give or receive lifts in personal transport unless authorised to do so.
- Whilst on a night out you bump into a client you used to support. As the relationship is no longer a professional one then it is ok to spend some time with them if you choose to, however, please be mindful that you are still a representative of the company.
- If you are unsure of anything you should talk to your manager about it before you act.
- Please use your common sense when making decisions regarding boundaries.