



# Mentoring and Shadowing Information Pack

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## Introduction to the scheme

Learning and Development partners from public sector organisations across the region have created a Coventry & Warwickshire Learning and Development Academy. The Academy is launching a scheme that brings new opportunities for you to learn with, to learn about and to learn from colleagues across the public sector.

The Academy scheme is unique, as now you can access a mentor or a shadowing experience from another local authority, the Police or the NHS.

This information pack should provide you with everything you need to know regarding the Mentoring and Shadowing scheme.

If you require any further details a full mentoring guidance document including tools and techniques can be accessed via your local co-ordinator or via your local intranet site, under "Mentoring".





**The Academy is a project formed by a number of large employers, who have joined forces to create new learning, development and organisational development opportunities for their workforces.**

**Those involved are all public sector organisations based around Coventry, Warwickshire and Solihull. We want to bring together initiatives that improve the skills our people use at work, improve services and which use public money wisely.**

## Mentoring or Shadowing – **Why Me?**

- Be part of a unique opportunity to gain insight into how others work.
  - Develop your own skills and knowledge and use yours to help others.
  - Benefit from increased knowledge about other roles within the public sector throughout Coventry, Warwickshire and Solihull.
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Who to contact for more details

Find out more & the name of your local co-ordinator at:

**[www.learningdevelopmentacademy.org.uk](http://www.learningdevelopmentacademy.org.uk)**

or email **[contactus@learningdevelopmentacademy.org.uk](mailto:contactus@learningdevelopmentacademy.org.uk)**

## What is Mentoring?

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be."

**Eric Parsloe, The Oxford School of Coaching & Mentoring.**

Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential is realised. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress. A mentor should help the mentee to believe in themselves and boost their confidence. A mentor should ask questions and challenge, while providing guidance and encouragement.

Mentoring allows the mentee to explore new ideas in confidence. It is a chance to look more closely at yourself, your issues, opportunities and what you want in life. Mentoring is about becoming more self aware, taking responsibility for your life and directing your life in the direction you decide, rather than leaving it to chance.

We match mentors and mentees using the criteria in the form for registering interest. We aim to connect participants with mentors who can offer advice and guidance about the issues important to them; mentors who can help with self development, suggest networking opportunities and empower mentees to make their own decisions and turn these into actions.

Mentors have very often had or have their own mentors, and in turn their mentees might wish to 'put something back' and become mentors themselves - it's a chain for 'passing on' good practice so that the benefits can be widely spread.

Mentoring is rather more than 'giving advice', or passing on what your experience was in a particular area or situation. It's about motivating and empowering the other person to identify their own issues and goals, and helping them to find ways of resolving or reaching them - not by doing it for them, or expecting them to 'do it the way I did it', but by understanding and respecting different ways of working.

Mentoring is not counselling or therapy - though the mentor may help the mentee to access more specialised avenues of help if it becomes apparent that this would be the best way forward.

## What's in it for you?

As a mentee - being able to change / achieve your goals more quickly and effectively than working alone. Building a network of expertise to draw on can benefit both yourself and others.

As a mentor - mentoring is voluntary but extremely rewarding, and can benefit your own skills development and career progression. You need to be the sort of person who wants others to succeed, and have or can develop the skills needed to support them.

## Why become a mentor?

Mentors often say that they want to 'put something back' into the system. Especially if they have had a good experience that they want to pass on in order to help a less experienced colleague to progress, it's that old adage 'if only I'd known then what I know now'.

The skills needed to be a mentor (see below) are transferable to wide range of contexts to assist career progression, including management. Organisations always need good 'people managers' with active listening skills and good judgement of someone's skills and potential.

## The mentoring relationship enables you to:

- Develop strengths (yours and theirs)
- Check assumptions (yours and theirs)
- Clarify misunderstandings (yours and theirs)
- Work with people from different contexts and backgrounds
- Practise offering positive and constructive feedback
- Generate workable solutions together in a mutually respectful way
- Motivate, advise and support whilst empowering someone to make their own decisions and take responsibility for their own actions and development

This all takes place in a 'safe', consensual and mutually confidential environment.

The rewards of seeing someone you've helped progress and succeed are immeasurable; giving you increased job and personal satisfaction.

# What is Shadowing?

## Purpose of the Shadowing Scheme:

### To improve service delivery by:

- Building a better understanding of service delivery across public services
- Sharing skills and knowledge

### To provide opportunities for employees to:

- Learn about other job roles and potential career paths
- Learn about opportunities for service development across public services
- Increase motivation through broadened understanding of how their role contributes to the delivery of services

### Principles of the scheme

- The Shadowing should raise awareness of what other services/agencies do, so improving customer service and the profile of that particular work area
- It should be a learning experience that is relevant to service improvement and/or career development
- It should provide an opportunity to share knowledge and take part in a learning exchange
- This is a fully inclusive scheme open to all employees within the organisation
- No direct costs or payments are to be involved
- The scheme should not become over bureaucratic, and should be adapted to fit individual organisations' requirements

- Evaluation will be focused on capturing 'good news' and benefits, plus areas for improvement
- An opportunity for employees to shape their secondment experience to fit their and the service need

## Points to consider for the person who is being shadowed:

- Have a prior discussion with the person who is shadowing you either on the telephone, by email or face to face to ensure you are clear about what the person shadowing you is expecting, and what you can offer. If there are any particular things in your role that they wish to experience, try and arrange the shadowing so that this can be achieved.
- Any sensitive issues, parameters and boundaries to be set out clearly at the start of the shadowing
- Health & Safety of person shadowing and service users
- The need for confidentiality
- The role of the person shadowing is predominantly one of observer – unless you have agreed with them that they will undertake a role, then they should not be directly involved in your service delivery

- Aim to have some kind of de-brief – an opportunity for the person to ask you questions, and for you both to consider any issues that have arisen – eg suggestions that you both may make as a result of the shadowing (for example, if someone from another agency has shadowed you, you both may realise that there is a gap or duplication in communication with users, or have suggestions for a more joined up way of delivering services). Where this is the case, agree how you will pass this suggestion on.
- Have a prior discussion with the person you are shadowing either on the telephone, by email or face to face to ensure you are both clear about each of your expectations. If there are particular aspects of the role that you wish to observe, try and agree the shadowing so that this can be achieved.

### **Points to consider for people shadowing:**

- The possibility of work shadowing as a learning method should be discussed and agreed with your line manager. An agreed purpose for the shadowing should be agreed and noted in your Personal Development Plan or equivalent
- Once the purpose for shadowing is agreed, it is your responsibility to do some research to find someone appropriate to shadow. Your line manager, L&D and HR colleagues may be able to help you with this.
- The importance of and need for confidentiality
- An understanding that the role is predominantly one of observer and the parameters and boundaries of the day to be followed as set by the placement jobholder – unless you have both agreed that you will undertake a role
- The need to let the placement jobholder know if you have any special requirements
- Aim to have some kind of de-brief – an opportunity for you to ask questions, and for you both to consider any issues that have arisen – e.g. suggestions that you both may make as a result of the shadowing (for example, if someone from another agency has shadowed you, you both may realise that there is a gap or duplication in communication with users, or have suggestions for a more joined up way of delivering services). Where this is the case, agree how you will pass this suggestion on.

## How do you choose the best learning and development activity for you?

How do you choose which learning and development activity is best to respond to your (or your employee's) learning need? For example very often the terms mentoring and coaching are used interchangeably, but there is a distinct difference. This summary will help you decide which option is the best one.

Your choice will depend upon you (or your employee's) preference and situation, but the following guidelines should help you decide between mentoring, shadowing, coaching or training.

### **Mentoring**

Mentoring is the long term passing on of support, guidance and advice. In the workplace it has tended to describe a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff.

Mentoring is used specifically and separately as a form of long term tailored development for the individual which brings benefits to the organisation.

#### **The characteristics of mentoring are:**

- It is essentially a supportive form of development.
- It focuses on helping an individual manage their career and improve skills.
- Personal issues can be discussed more productively unlike in coaching where the emphasis is on performance at work.
- Mentoring activities have both organisational and individual goals.

This differs from coaching as detailed below.

### **Coaching**

Coaching- is generally a one-to-one activity, usually conducted on the job, with the objective of improving the ability of a specific employee to perform a particular task.

Coaching is developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals

The differences between mentoring and coaching are summarised in the following table.

## Differences between Mentoring and Coaching

Mentoring	Coaching
Ongoing relationship that can last for a long time	Relationship generally has a short duration
Can be more informal and meetings can take place as and when the mentored individual needs some guidance and or support	Generally more structured in nature and meetings scheduled on a regular basis
More long term and takes a broader view of the person. Often known as the 'mentee' but the term client or mentored person can be used	Short-term (sometimes time bounded) and focused on specific development areas/issues
Mentor usually passes on experience and is normally more senior in organisation	Not generally performed on basis that coach needs direct experience of clients formal occupational role
The focus is on career and personal development	Focus generally on development/issues at work
Agenda is set by the mentored person with the mentor providing support and guidance to prepare them for future roles	Agenda focused on achieving specific, immediate goals
Revolves more around developing the mentee professionally	Revolves more around specific development areas/issues

## Shadowing

Shadowing is a short term activity where an employee is followed and the shadower observes their day to day work activities to understand what their role involves. The person shadowing should be clear about what they want to get from the experience and have done some research prior to undertaking the activity. Shadowing is useful for gaining an insight into another organisation or a person's role or part of their role.

# Shadowing Case Study - Neighbourhood Wardens Working With Policing Partners

In December 2008 staff from West Midlands Police took part in a shadowing scheme with Coventry City Council neighbourhood wardens.

## Who Was Involved?

- Coventry City Council  
Neighbourhood Warden Team
- West Midlands Police -Student Police  
Community Support Officers (PCSO's)



Two Neighbourhood Wardens with a Police Community Support Officer (PCSO)

## What did we do?

Neighbourhood wardens aimed to show PCSO's the warden role within the community with a view to looking at how wardens can work more effectively with the Police and PCSO's in the future.

## Aims and Objectives of scheme

- To develop an understanding of the Neighbourhood Warden role within communities, as part of the extended Police family.
- To develop & foster partnership working.
- To identify areas for joint problem solving & commonality of working.

## Challenges

Initially there was some reluctance for wardens to engage because they were concerned about how being closely aligned to the Police would be perceived within some neighbourhoods.

Also some policing colleagues were not fully accepting of the warden role & its importance in some communities or the role wardens play.

These challenges were overcome as part of the scheme.

## What happened on the shadowing?

The students were given a map, location and wardens name to report to on the day. The student patrolled in "plain clothes" and not in their uniform.

Wardens tried to show the student officers varied examples of a typical warden day. They also introduced them to the partnership agencies on the area.

Wardens talked to the students about their roles in emergency situations as wardens are often the first to the scene so it is essential that wardens know what to do and are prepared to carry out first aid if required, call emergency services, direct traffic etc.

Wardens also talked to the students about the environmental issues that they cover including fly tipping and the process that wardens follow to

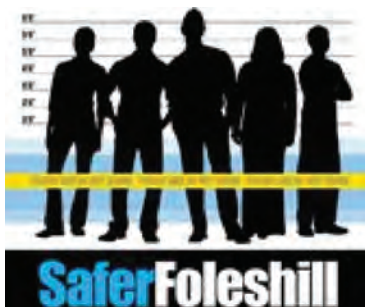
enable the Environmental Crime team to make successful prosecutions. Wardens also explained the reasons & processes behind many other similar Council recording & reporting processes.

### What did they learn?

The students said that they had little or no idea of the role of a warden and were surprised at the mileage they cover on foot and the lack of actual "powers" that wardens have. Warden staff demonstrated that often common sense is all that is needed to do the job successfully, particularly when talking to residents and groups of youths.

As a result of the shadowing experience wardens are now fully accepted at all levels as part of the extended police family and are regularly called on to support policing colleagues in numerous ways.

Also some wardens have or are actively seeking roles as Police Officers & PCSO's.



Flyer For A Joint Community Safety Partnership Project

### Community Involvement

Policing colleagues have been introduced to various community groups whilst shadowing the wardens and have continued to engage with them on returning in their respective roles



Neighbourhood Warden Cycle Patrol

### Achievements

- Policing colleagues, now have a better understanding of the warden role in Coventry.
- Increased partnership working.
- Information & intelligence sharing at a formal & informal level.
- Joint patrols between PCSO's & Wardens in some areas.
- Joint training projects

### Priorities for Action

- To continue to develop this way of working.
- To have Wardens, on joining, work with Police colleagues to gain an understanding of their role & responsibilities.



## Commitment levels required from involved parties

### **How much time will Mentoring take?**

The time commitment for Mentors varies from case to case but the minimum requirement would generally be three mentoring sessions and a maximum of twelve. These sessions can be between one and two hours long. The exact requirements will be decided by both the mentor and mentee and discussed with relevant line managers to get agreement.

Evaluation is an essential part of the Mentoring scheme. Depending on the purpose of the individual Mentoring activity, it will be useful to find out from staff and customers/users about the impact on service delivery and staff motivation.

Mentors will be advised to carry out interim reviews with the mentee in order to establish how the process is working and to check if there are any changes to be made to the way of working or the relationship.

### **How much time will Shadowing take?**

This is determined in each organisation. The time commitment for shadowing can be as short as one day. Some organisations may wish to offer no more than two working days, while others may not wish to specify. Some may wish to require their staff to shadow (e.g. as part of their service improvement, workforce planning or partnership agenda), unless there is a valid reason not to.

If the purpose of shadowing is to learn more about a particular job role, then some days, or half days may be appropriate. If the shadowing is to learn more about a particular function – e.g. partnership working or locality working, then it may be appropriate to put together a simple programme to enable you to shadow key meetings, time in a shared service centre, time shadowing home visits, etc. We would envisage that the maximum time required to shadow would be two weeks.

The exact duration and requirements would need to be discussed with all relevant parties, including line managers prior to commencement of the activity.

It will be useful to capture learning – making sure that any recommendations arising from the shadowing experience are not lost, and that the organisations learn from the feedback.

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## **Training and Study Aid Available**

A full mentoring guidance document including tools and techniques can be accessed via your local co-ordinator or via your local intranet site, under "Mentoring". Further training may be available- contact your local co-ordinator for details.

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## **What to do next if you want to participate in the scheme**

If you are interested in participating in the scheme please complete the form called "form for registering interest for mentoring or shadowing" which can be found on your local intranet site or on [www.learningdevelopmentacademy.org.uk](http://www.learningdevelopmentacademy.org.uk) and forward it to your local co-ordinator. Alternatively you can contact your local co-ordinator if you wish to discuss the scheme in more detail.