CPIE PDP Mentoring

Purpose of mentoring

There are numerous definitions and descriptions of mentoring. The CPIE PDP mentoring scheme provides a framework to encourage CPIE PDP participants to engage with a mentor who, acting independently of their line management chain, will provide support, advice and guidance in personal and professional development. In particular, mentors will help and encourage individuals to assess their own personal and professional needs, and to plan the development of skills that will support them in their career.

Mentoring is a partnership between two people and a process of ongoing support and development, which tackles issues and blockages identified by the mentee. The mentor offers guidance, counselling and support in the form of pragmatic and objective assistance.

Our mentoring programme aims at supporting participants with

- Developing technical skills in Child Protection in Emergencies
- Sharing learning and experience from role individuals who have more experience of working in Child Protection in Emergencies
- Developing leadership capacity

Having a mentor can be one of the most powerful developmental relationships a person will ever experience. Anybody at any stage of their life or career can benefit from having a mentor, whether it is deep personalised learning with someone with substantially more experience or having a sounding board with a peer.

Mentoring is also a confidential, offline (not with your line manager) partnership between two people based on understanding and trust. Its chief aim is to build on self-reliance and self-confidence of the mentee.

It is a positive, developmental relationship, which is driven primarily by the mentee, but it is also a two-way learning relationship and an effective mentor will learn so much from the relationship as well.

Mentees, who understand and are committed to a mentoring relationship, can expect to gain in some of the following ways:

- Be challenged
- Learn from mistakes
- Receive wise counsel and learn from examples
- Become more self-aware
- Be supported and encouraged
- Listen and be listened to
- Share critical knowledge
- Gain mentoring experience as future mentors?
A successful mentoring relationship can lead the Mentee to a greater knowledge base and deeper self-awareness. However, whilst guidance and support for the mentee is important, it is important that the Mentee understands that they are ultimately responsible for their own goals and career.

Mentoring is based on the use of one-to-one discussions to enhance an individual’s skills, knowledge

Roles in the mentoring scheme

- **Mentor:** To provide support, guidance and encouragement to the Mentee. The Mentor’s role is to respond to the Mentee’s technical developmental needs and agenda through open discussion, identifying and developing realistic goals and planning how to achieve these.

- **Mentee:** The Mentee is responsible for leading their personal development through considering what they can gain from the mentoring relationship and fully participating in the process.

### Mentoring principles

We ask for the following principles to be adhered to during the mentoring process:

- Mentors and Mentees talk **every 4 to 6 weeks and the relationship should run for the length of the programme, 6 to 8 months**

- Both parties demonstrate a duty of care towards each other, **respecting confidentiality and respecting the time commitment** that each party is making to this process

- Mentor and mentee should respect the position of third parties, including line managers, and keeping them informed of important progress where appropriate

- Both Mentor and Mentee must enter into the scheme voluntarily. Both parties may choose to end the relationship at any point but should discuss the matter together as part of mutual learning.

- Whilst the Mentee is **not obligated to follow the Mentor’s guidance and advice**, they have a responsibility to consider this in an open manner

- The mentoring is **work-related and is not intended for counselling or advice in relation to personal issues**. If this does become a need, the individual should approach their line manager or HR team who will be able to provide further support and guidance
Mentor and mentee share responsibility for the smooth winding down of the relationship, thus avoiding dependency

Who are the Mentors that we would like to be part of the pool?

We would like to invite Senior Child Protection and Child Protection in Emergencies practitioners within Save the Children and from the wider sector to become part of our mentoring pool.

Mentors should be recognizing themselves in the below statements to be part of the pool:

- **Experienced** in child protection in emergencies across a variety of settings
- **Motivated** and committed to being a mentor
- **Enthusiastic** with genuine interest in the development of others
- **Open** and prepared to share personal experiences
- **Energetic** and able to motivate others as well as have the ability to see opportunities in potentially challenging situations
- **Empathetic** and able to appreciate how the Mentee thinks and feels
- **A good listener** and able to listen, and consider, what the Mentee is saying before offering a viewpoint or own experience

All potential mentors will be inducted through an introductory webinar and will have access to mentoring resources through a dedicated website page as well as a social forum.

Logistics for on-going meetings

A provisional schedule for on-going meetings could be drawn up at the convenience of both parties. This should take into consideration that momentum of learning and actions should be maintained.

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<th>Area</th>
<th>Guidelines</th>
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<tr>
<td>Confidentiality</td>
<td>The content of meetings should remain confidential between the Mentor and Mentee. Exceptions would arise if the Mentor has serious concerns about the health or safety of the Mentee or their professional conduct.</td>
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<td>Preparation</td>
<td>It is important that both parties undertake due preparation before each mentoring session. The Mentee should draft and send objectives to the Mentor before each session.</td>
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<td>Structure and Timings</td>
<td>Mentoring meetings should have an agreed agenda. An hour is the minimum useful duration, and anywhere between 90 minutes and two hours is ideal. The mentee is normally responsible for ensuring that meetings are booked and it may be necessary to meet outside of normal work hours if both parties agree.</td>
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**Location**
The location should be comfortable, quiet and private. The location of the meeting should ideally be on ‘neutral’ ground and away from the workplace. It is possible to mentor via telephone or email, however this is best kept for ad hoc sessions that might arise between meetings.

**Ending the relationship**
Typically, the relationship begins to draw to a close after 9 months. This should be mutually agreed.

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**Process overview**

1. CPIE PDP participant decide to avail of the mentoring component of the programme
2. CP/CPiE practitioners express interest in becoming mentors
3. Participants and CP/CPiE practitioners fill in mentoring profile forms
4. Mentees and Mentors are matched on the basis of profiling forms
5. The Mentors receive access to mentoring LMS online page with relevant induction webinar. The Mentees have a briefing session with PMT
6. The Mentor and Mentee organise their first meeting and confirm with PMT that this has taken place. The first meeting is an opportunity to get to know each other and to agree ways of working.
7. Mentor and Mentee meet each 4-6 weeks.
8. After four months, both parties are prompted to provide feedback on the scheme and their partnership thus far.
9. The Mentor and Mentee inform PMT if they decide to stop meeting or if they have not met for over 10 weeks. Mentoring relationship can be concluded upon graduation of the mentee from the programme.