

Title: **Mentoring towards professional recognition: tools and techniques for the road ahead**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

Reflect on the potential for mentoring as a method to support colleagues working towards professional recognition

Identify tools and techniques that can be used within mentoring to support:

- Progress and momentum towards submitting a claim for Fellowship against the UK PSF
- Identification and celebration of professional achievements in alignment with the UK PSF
- Awareness of professional values in alignment with the UK PSF

Session Outline

It is well established that mentoring offers a powerful context for learning and development (Clutterbuck 2004; Brockbank & McGill 2012). Recent work at Edinburgh Napier University through our SEDA-accredited Mentoring and Coaching Award indicates that mentoring in the context of academic practice offers an engaging and deeply satisfying way of working for both mentors and mentees, creating a valuable space for support, challenge and reflection: *'I feel really inspired by my mentor and I look forward to coming to work because I feel supported in my learning.'* (Mentee (1), 2013) *'It pushed me to do things which I may have otherwise procrastinated over. It allowed me to speak openly and freely about myself and I feel I have even learned more about myself.'* (Mentee (2), 2013)

Mentoring is also recognised as a key activity for academic leadership (UK PSF) and many institutions are embracing it as a method of supporting staff working towards all levels of professional recognition in teaching and supporting learning.

This session will set the scene by considering the latest research regarding the significant factors in one-to-one learning relationships and provide an overview of how mentoring is being used for academic development in Higher Education both nationally and internationally. It will share the Edinburgh Napier experience of encouraging a non-directive, developmental model of mentoring in the context of academic practice, and the possibilities and challenges of using mentoring as a method for supporting colleagues to engage with ENRoute, our new HEA-accredited professional development framework.

The main focus of the session will be a range of activities, designed to provide participants with an opportunity to experience a range of simple but effective tools and techniques which can be used within mentoring contexts to offer support, challenge and motivation to mentees. A taster toolkit of ideas and resources will be available for participants to take away. The session will conclude by reflecting as a group on the potential for such approaches to support colleagues in developing their academic practice and to progress their claims for professional recognition.

Session Activities and Approximate Timings

1. Icebreaker activity (10 mins)
2. Overview of research findings and current practice in mentoring for staff development in academic contexts (15 mins)
3. Tools and techniques (activity stations)
 - Supporting progress and momentum towards submitting a claim (15 mins)
 - Supporting identification and celebration of professional achievements in alignment with the UK PSF (15 mins)
 - Supporting awareness of professional values (15 mins)
4. Reflection on activities, wrap up and evaluation (20 mins)

References

Brockbank A. and McGill, I. (2012) Facilitating reflective learning: coaching, mentoring & supervision. London: Kogan Page.

Clutterbuck, D. (2004) Everyone needs a mentor: fostering talent in your organisation. London: CIPD.

ENRoute at Napier University, at: <http://staff.napier.ac.uk/services/vice-principal-academic/academic/ENRoute/Pages/ENRoute.aspx>