Early Career Academics’ Mentoring Scheme
Handbook 2016-17

University of Dundee
University of St Andrews
What is mentoring?

The original ‘Mentor’ was a wise and trusted counsellor or adviser from Greek mythology but the term is now used to describe a developmental relationship between colleagues, one of whom will (normally) be a more experienced practitioner.

How did this scheme arise? 03
What does the scheme involve? 04
Before the first meeting 05
The first meeting 09
The on-going relationship 11
Frequently Asked Questions 14
Mentoring dilemmas 18
Mentoring ‘Agreements’ 20
Further reading and resources 21
Contacts 22

This handbook is intended as an on-going reference for both mentors and mentees.
How did this scheme arise?

A research staff mentoring pilot scheme was formulated during 2007/08, following a similar successful scheme for female academic members of staff which ran in 2005/06. The female academic scheme had generated requests from other research staff to have a personal mentor unrelated to probation, performance or reward.

As a result, Staff Development units at the Universities of St Andrews and Dundee decided to collaborate in order to provide opportunities for research staff to form mentoring relationships across the institutions.

The pilot scheme comprised 25 mentoring pairs, across both institutions. It was launched in February 2007 and was formally evaluated in May 2008. A second cycle ran between April 2009-March 2010.

Evaluation feedback showed that the scheme was a success – both mentees and mentors had derived benefits from the mentoring relationships, and there was strong support for the scheme to continue. This will be our 9th cycle.

The mentoring scheme was designed to meet the following objectives:

1. Share knowledge and expertise.
2. Increase cross-institutional networking and mentoring.
3. Support mentees with goal setting and career management.
4. Support mentees in taking responsibility for their own skills and career development.
5. Managing and developing the careers of early career academics
6. Provision of continuing professional development opportunities for mentors

As mentoring relationships form and progress, however, it is likely that pairs will formulate additional goals, specific to them.
What does the scheme involve?

We are conscious that each participant has entered the scheme with their own individual objectives, expectations and definition of ‘mentoring.’

Indeed, ‘mentoring’ can describe a number of very different relationships – e.g. from a traditional teacher/learner relationship to more informal peer/peer collaborations.

To this end, we want to keep the scheme flexible and centred on the needs of each individual pair. Pairs will want to establish their own rules around their relationship in terms of commitment, frequency of meetings, methods of communication and roles.

We envisage, however, that for almost everyone the scheme will involve setting objectives and ground-rules with their partner; an initial meeting of around 45 minutes and then on-going meetings as mutually agreed e.g. 1 hour per month.

You might want to keep a written record of your objectives and ground-rules. With this in mind, some guidance on the use of ‘mentoring agreements’ and a sample agreement can be found at the end of the handbook.
Before the first meeting

Before meeting your mentor/mentee for the first time, it is worth thinking about the underlying principles and models of mentoring.

**Underlying Principles of Mentoring**

Each individual is responsible for themselves in the mentoring process.

This means setting high expectations of yourself in relation to what you can contribute to the meeting, rather than having such expectations of the other person.

If you create expectations for yourself and work on achieving them, you allow the other person to develop and set their own expectations instead of having to react to yours.

Mentoring is a venture in collaboration.

This means that the mentor and mentee will seek to work together through giving and openly receiving feedback, joint negotiation, decision making and consistent support. Making changes and moving out of comfort zones will always be stressful, so the supportive yet challenging climate created by the mentor will be crucial in determining the value of the process. Growth and development occurs best within nurturing and supportive conditions and relationships.

The mentoring relationship is confidential.

You must be able to trust each other and to develop a safe, non-judgemental relationship where you can both be open. Mentoring relationships have little value if they are not based on truth.

This may be difficult if, for example, you are discussing difficulties with other people at work. But unless you are sure about confidentiality your partner will feel inhibited about explaining all the details of a situation. You should each continue to respect confidential information, even after the mentoring relationship has formally been completed.
Meetings allow time for discussion and reflection.

One of the special benefits of mentoring is the luxury of uninterrupted time to focus on development issues. The meetings provide the opportunity to tease out difficult issues and think creatively about solving problems. You can focus on the details, reflect on the situation and plan for the future. Criticism must be couched in a constructive manner.

Perhaps the mentee’s targets will be clear, but there will be times when neither of you will know the mentee’s full potential and will need to be alert to possibilities and opportunities.

An holistic mindset is essential.

Progress and development in one area of professional life and work is likely to impact positively on other parts. It is therefore sensible to focus more on areas of potential development and enhancement.

While the mentoring meeting provides an opportunity to air frustrations and positive and negative feelings, it is important also to focus on actions and results.

Underpinning all people development is a supportive approach.

This helps to ensure that individuals are listened to, understood, respected and valued and that interpersonal skills are recognised, used and reviewed as effectively as possible.

We believe that people develop and learn best when consistently offered the core conditions of empathy and respect and when they are related to in warm and genuine ways.

The scheme can benefit both mentees and mentors.

Mentoring is essentially about learning – identifying, facilitating, supporting and celebrating learning.

The roles of both mentor and mentee can benefit from the mentoring process in terms of personal and professional development.
Models of Mentoring

The role of the mentor, and how the mentee, or learner, uses a mentor is complex. Often the role will have many facets – presented below in four clusters:

• Teach, evaluate, demonstrate, act as a role model
• Counsel, advise, empower
• Nurture, encourage growth, challenge
• Protect, support, sponsor, advocate

One way of describing the relationship is to consider how a mentor might assist their mentee with a problem. The mentee begins by identifying and analysing the problem, and the mentor probes the understanding of the complexities involved.

The mentor can then challenge their mentee to use a different perspective and to redefine the problem in a different way, which may make it easier to tackle.

Mentee’s task
• Defining the problem
• Redefining the problem
• Managing the problem

Mentor’s task
• Understanding
• Challenging
• Supporting

Another model shows the mentee expecting the mentor to contribute the expertise of a master craftsman or an experienced professional. However, the relationship is not primarily a showcase for the mentor’s abilities. The mentor also has the task of eliciting the best from their mentee. This can be done by giving confidence and encouragement as well as demonstrating practice.

Mentor puts in
• Skills
• Knowledge
• Experience

Mentor pulls out
• Potential
• Commitment
• Expertise
The interaction between mentor and mentee is rather like a transaction and aspects occur before, during and after the actual meeting.

<table>
<thead>
<tr>
<th></th>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>Submits information by agreed time, asks specific questions</td>
<td>Reads information, makes notes</td>
</tr>
<tr>
<td>During</td>
<td>Discuss general points, specific points, necessary changes and areas for development</td>
<td></td>
</tr>
<tr>
<td>After</td>
<td>Revises information, notes general learning points</td>
<td>Asks about progress, responds to queries</td>
</tr>
</tbody>
</table>
The first meeting

Arranging a meeting

Consider where and when you want to meet. It is particularly important that you both feel comfortable in the chosen venue. You need to be somewhere where you will not be interrupted and that is conducive to positive discussion.

Most meetings will take about 45 minutes, but some may be more, others less. You may plan to meet every month, but again, this is likely to vary. A casual meeting may lead to a quick chat that can be helpful. A phone call asking for timely advice can work well. A discussion by e-mail can be quick and productive. Be creative and responsive to need.

The mentoring relationship is progressive and developmental so each meeting builds on the previous ones. At the first meeting you should discuss and agree your agreement and you may want to write this down. Always allow some time to review the process and discuss the effectiveness of the mentoring relationship.

You may also want to maintain a record of your meetings. You may decide that one or both of you will keep a record of key points, plans for the mentee, and for the mentor. This can provide a useful starting point for the next meeting. These records are private and remain confidential to the two of you.

A sample form is provided on page 20 of this booklet, but is optional. Mentoring is about providing support and facilitating professional development, not about filling in forms.

The Introductory Stage

This should include any necessary explanations, the checking out of expectations and setting clear time boundaries.

In addition you will want to clarify the purpose of the meeting, explain the stages you will go through, and to outline the anticipated value of the process to both of you. Remind each other that the concluding stage will involve reviewing and if necessary updating targets and action plans.

It is also important to set the tone of your relationship. Spend time clarifying the agenda and the time you will take. Spend some time getting to know each other at a personal level. Ask about hobbies and interests, but do not pry into sensitive areas. Then progress onto the work related or course related issues.

Use each other’s first name.

Normally the mentee should do most of the talking.

The discussions should be deep and challenging but must remain focused.

Create a friendly supportive climate but the exchange must be more than a cosy chat.
Body language

Body language is an important communicator.

Read the signals but be aware of the messages you are sending.

But above all be honest and natural in your communication and do not spend all your energy trying to “look interested” or use the “correct” expression.

The Main Stage

This could include the mentee outlining their current and future objectives in relation to their work and/or personal lives.

In relation to each of these you should both review what is going well and plan and discuss what the mentee is pleased and satisfied with so far.

You should then do the same for any areas which are not going to plan and are causing frustration, concern or lack of progress. Explore these areas of concern and look at ways of improving the situation.

The mentor should then offer constructive as well as challenging feedback to their mentee and check to see how this feedback is being received.

The mentor should then ask whether there are any other issues the mentee would like to raise at this point, and decide whether these should be worked on now or at a later meeting.

Concluding Stage

Any adjusted or confirmed plans should be summarised and agreed.

This stage should also include a brief review of key learning from the meeting in relation to both process and product, and agreement to act on this learning, in order to be able to report back at future mentoring meetings.

A private record of the mentoring meeting should be made if desired and a date for the next meeting should be arranged.
The on-going relationship

Changes over time
The mentor-mentee relationship develops over time and often goes through several stages. Together you will need to consider how best to initiate and establish the relationship, then consolidate and maintain it, then when it has run its course, withdraw from it. You will also find it valuable to discuss and analyse these change processes.

Transitions
At the start, you may be highly motivated and excited but also anxious and uncertain. Once into the relationship, the mentee usually gains confidence but may also experience “mid-term blues” or frustration. Towards the end, the mentee may feel relief, a sense of achievement, and concern about what happens next.

Giving Feedback
Giving feedback will probably be one of the most important parts of mentoring. Remember to:
• Give positive feedback before negative comments
• Give feedback as soon as possible after the event
• Build on your partner’s strengths
• Be specific and detailed
• Focus on things that can be changed
• Help your partner accept the feedback
• Find constructive ways to tackle problems
• Suggest ways to improve
• Use words, tone of voice and body language sensitively
Receiving Feedback

Talk to your partner about how to receive and use your feedback, regardless of your role. Consider trying the following:

• Ask for feedback about specific points
• Clarify the details to ensure you understand
• Look for specific ways to improve
• Listen to feedback without being defensive
• Ask for advice and support

Listening

You should aim to develop the skills of active listening.

Concentrate
Hear what they say; watch what they do; think about what is happening

Use your body language effectively
Smile or nod to encourage; do not fidget; maintain eye contact but do not stare

Use questions
To check your understanding; to explore options; to clarify the communication

Consider
The content of what is being discussed; the process of the interaction; the structure (scene-setting, exploring issues, summarising, concluding)

Avoid
Imposing your values; blocking emotions; making decisions for your partner; trying to find a quick and easy solution.
Setting Goals

Between mentoring meetings, mentees may wish to set goals to work towards. Goal setting can be a great way to keep you motivated and moving in the right direction.

Goals can be either task-related (e.g. update my CV) or developmental (e.g. improve my assertiveness skills). The key is to set goals that are sensible and setting goals and objectives using the acronym ‘SMART’ can help.

**S:** Goals should be specific. What exactly is to be done: what to reduce, increase, begin, cease?

**M:** Goals should be measurable. How is the change or improvement to be measured (time, quality, ability, money, a product etc.) If it can’t be measured can it be described? – now vs future

**A:** Goals should be achievable. Can the thing be done – with ease? With difficulty?

**R:** Goals should be relevant. Is it definitely worth doing – does it improve your performance, add value, reduce problems?

**T:** Goals should be timed. By when is it to be achieved?

Important Vs Urgent

Academics are busy people. There will always be issues with mentees and mentors making time to meet, and to progress objectives.

S. Covey, a time management writer, sets out an interesting matrix by which to classify tasks:

<table>
<thead>
<tr>
<th>URGENT</th>
<th>NOT URGENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMPORTANT</strong></td>
<td><strong>Should do II</strong></td>
</tr>
<tr>
<td>Must do I</td>
<td>Relationship building</td>
</tr>
<tr>
<td>Crises</td>
<td>Strategic planning</td>
</tr>
<tr>
<td>Deadline driven projects</td>
<td>Personal development</td>
</tr>
<tr>
<td>Immediate issues</td>
<td></td>
</tr>
<tr>
<td>Meetings &amp; appointments</td>
<td></td>
</tr>
<tr>
<td>Resolving problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NOT IMPORTANT</strong></td>
</tr>
<tr>
<td>Told to do III</td>
<td><strong>Shouldn’t do IV</strong></td>
</tr>
<tr>
<td>Interruptions</td>
<td>Trivia</td>
</tr>
<tr>
<td>Some mail/e-mails</td>
<td>Some mails/calls</td>
</tr>
<tr>
<td>Some calls and reports</td>
<td>Work avoidance</td>
</tr>
<tr>
<td>Other peoples’ crises</td>
<td>Excessive net surfing</td>
</tr>
</tbody>
</table>

Covey (1990) argues that much of our time is spent in quadrants I, III and IV at the expense of quadrant II. He argues that focusing on quadrant II tasks (including mentoring and networking!) can pay dividends in terms of improving our effectiveness. Whilst these activities may not be urgent, they are certainly important and worth making (and protecting) time for.
Frequently Asked Questions

**How was my partner allocated to me?**

We gathered some basic information from the application form submitted by each of the scheme's participants and after a lot of discussion we then suggested a potential match for mentees.

In doing so we did our very best to:

- comply with applicants wishes about which institution their partner is from
- find a good match between subject areas and research interests, matching partners within the broad groupings of science, medicine and arts/social sciences wherever possible
- create matches where the mentor is working in an area different enough to provide new perspectives, but similar enough to provide common ground and build mutual understanding
- meet any other specific criteria identified by mentees in their application

However, we accept that this process is far from perfect. There will be some pairs who don’t get on together or who discover that they want different things from the scheme. When this happens, we will support both participants as much as we can, and do our best to provide another match if desired.

**How much of my time will this take?**

This very much depends on the individual pairs. It is entirely your choice how frequently you meet and for how often. We recommend that you discuss this and set down some guidelines at your first meeting. However, as a rough guide we’d expect that pairs may want to meet once a month for 45-60 minutes. Meetings may be less frequent, say every six weeks, and may be slightly longer. This is for the partners in each pair to determine. Mentees may also wish to attend the networking events that will also be offered.

**Is this the same as probationary mentoring?**

No. Staff are often assigned mentors when they are on probation, and this scheme is not designed to replace them. Probationary mentors are almost always from the same School as the mentee (often their line manager). In this scheme, mentees are generally matched with someone who is not in their immediate School or research team, and this can bring several advantages.
What happens if we don’t get on?
There is a chance that some of the suggested pairings will not work in practice, and this will probably be apparent quite quickly. We expect this, and will do our very best to provide an alternative partner when this happens.

It is worth bearing in mind that a mentoring relationship is designed to challenge you and make you think differently about yourself and your approach to things. As a result there could well be points during your meetings where you feel moved outside your comfort zone. In retrospect, this could well be when you gain the most from the scheme.

However, if there is a more permanent and fundamental ‘mis-match’ please let a scheme co-ordinator know.

My mentor is from a different discipline/research field to me.
This can bring both challenges and unexpected advantages. As your mentor is not directly working in the same field as you, they may not be familiar with specific research techniques, funding opportunities, etc.

However, a fresh perspective from someone outside of your working environment can be illuminating. Sometimes they can get you thinking about things in a whole new way. Furthermore, often mentees need help with more generic issues (e.g. career management, setting goals, personal development, etc.) on which subject area has little relevance.

My mentor is from the same school as me.
We generally try to avoid this, but it can work, particularly in larger, more diverse schools and this can have both advantages and disadvantages. On the plus side, your mentor will be familiar with the research, people and politics in your environment and may have valuable advice to share. On the downside you may feel more inhibited in what you talk about. It’s important to raise these issues when you draft your mentoring agreement (see page 20) and agree confidentiality.

How confidential is all this?
What you discuss with your mentor/mentee is strictly confidential between the two of you, and you must maintain this confidentiality even after your relationship has ended. You will never be asked for details of what you discuss at your meetings.

The information you submitted in your application form is stored securely by the scheme administrators. It will only be used in the matching process and for communicating with you about the scheme.
I missed the training sessions, can I still take part in the scheme?
Absolutely. However, we like to at least meet with each of the participants in the scheme if at all possible, so if you have been unable to attend any of the scheduled sessions, one of the mentoring co-ordinators will contact you to make alternative arrangements.

I want to talk about work issues, but I don’t want to talk about personal issues.
Often the two are closely linked – what happens at work can affect your personal life and vice versa. However, you don’t have to talk about anything you don’t want to. You should discuss your boundaries with your partner at the first meeting when you both draw up your mentoring agreement (see page 20).

I want to withdraw from the scheme.
Ok. This isn’t a problem. However, we do ask that you let one of the scheme co-ordinators know why you want to withdraw. If you’ve run into problems can we help you overcome them? Sometimes mentoring relationships aren’t easy, you may be pushed beyond your ‘comfort zone’, but often this can lead to real insights and gains being made.

It’s 6 weeks in and I’ve heard nothing from my mentor/mentee, what should I do?
We ask that mentees take responsibility for making the first contact with their mentor and arranging a meeting. If you have made initial contact but then hear nothing let one of the scheme co-ordinators know and we can do some investigating.

I’ve lost touch with my mentor and I feel awkward about getting in touch after so long.
These things happen, although we do ask that you are committed to the mentoring scheme. You will have to make time for mentoring meetings otherwise other activities will take over. Your mentor will most likely understand about time pressures and your lack of contact – they’ve very likely been in your shoes before! If you’d rather one of the scheme coordinators break the ice on your behalf, just let us know.

How long will this scheme last for?
Mentoring relationships aren’t open-ended. The scheme supports partnerships for 12 months. We will contact you towards the end of the 12 months to check on progress and to encourage you to make arrangements to conclude your partnership. If you set some key objectives and goals when you first meet, you should be working towards these over the course of the 12 months. However, if your partnership is still productive and you feel that with more time, more could be achieved, with your partner’s agreement, we can renew your partnership for a further 12 months.

What if we want to finish our partnership before the 12 month period?
This is fine. If you and your partner agree to end the mentoring relationship early, for whatever reason, then please just let us know.
Some pairs may wish to continue their relationship beyond this time if it is mutually desired. Alternatively, some pairings may wish to terminate their relationship sooner if both parties have achieved their objectives from the scheme.

**Do I have to attend the networking meetings?**

The collaborating institutions will be scheduling joint networking events for research staff involved in the scheme, and attendance is voluntary. However, we think that these meetings could provide a highly valuable opportunity for research staff to meet each other, form networks, ask questions and discuss topics.

**I have to travel to Dundee/St Andrews to meet my mentor. Can I claim for my travel expenses?**

Unfortunately, the scheme co-ordinators are not in a position to reimburse participants for travel costs. There is a chance you could claim any travel costs from your individual school or department – best discuss locally with your Head of school or department.

**I’m a mentor and feel like I’m out of my depth.**

Being a mentor is not about solving other people’s problems for them, but it is about helping them resolve problems by offering insight, challenging the mentee to think about issues in a different way and by offering advice and guidance.

If you are in a position where you feel that you are not equipped to deal with the topics your mentee is raising, please seek help. You can either contact one of the scheme co-ordinators, or contact your University’s Occupational Health or Counselling service if this is more appropriate. The Occupational Health and Counselling professionals at both St Andrews and Dundee are aware of the scheme and can offer support.

**I have a suggestion to improve the scheme.**

We would love to hear any suggestions for improvements or changes! Send them directly to one of the scheme co-ordinators.

**Will I be asked to be involved in the evaluation of the scheme?**

We will use a variety of methods to evaluate the scheme including questionnaires and some interviews. However, the evaluation will focus on the process and outcome of the scheme itself, and at no point will you be asked about what you have discussed in your mentoring relationship.
Mentoring Dilemmas

Here are some common mentoring dilemmas, with suggested responses.

**The mentee or mentor uses the sessions to talk about personal problems.**
The personal problems may be so overwhelming that they will inhibit any meaningful
discussion about work issues.
A mentor is not a trained counsellor. It may be appropriate to suggest that they refer
themselves to Occupational Health, counselling service, GP etc.

**The mentor or mentee does not complete the agreed action plans.**
Explore if the plans were unrealistic.
Identify the reasons why the plans have not been completed.
If this recurs, does it indicate a lack of commitment from either/both of the parties?

**The mentee and mentor have very different styles of working.**
Recognise that different approaches may be equally valid. Mentors should not impose,
and mentees should not copy, work styles.

**The mentor is aware of problems that the mentee has not mentioned.**
It’s ok for the mentor to raise the issue, but they must allow the mentee the right not to
talk about it. The mentee may wish to return to the issue in the future.

**The mentee/mentor thinks their partner has breached confidentiality.**
Perhaps this should be raised, but there may be implications for trust to be damaged in
the relationship. If the relationship has broken down, contact a scheme co-ordinator.

**The mentor is supportive but not challenging so the relationship is too cosy.**
Mentoring is meant to be developmental and to encourage growth, so challenge
within a supportive environment is good. The onus here is on the mentor to ensure an
appropriate balance of challenge and support.
The mentee keeps asking for support outwith the agreed mentoring meetings.

Revisit the mentoring agreement and clarify your expectations. The mentor can encourage the mentee to develop a wide support network and to use different sources of support.

The mentor is too keen to offer solutions and advice.

Encouraging mentees to work out their own solutions may prove a better long-term strategy. If you are offering advice, why not offer a range of solutions and discuss the consequences of each?

One partner suggests a joint work project.

Would this enhance or damage the mentoring relationship? What happens to the project if the relationship falters? What happens to the relationship if the project goes badly?

The mentee or mentor gives their partner a small gift.

This might depend on the nature and value of the gift and the stage in the relationship. Would refusing a gift make you feel comfortable and uncompromised? Or would it seem to your partner like rejection?
Mentoring Agreements

One of the first things we recommend you do when you meet your partner is to set down a mentoring ‘agreement’. This basically clarifies what each of you hopes to gain from the relationship, how much time and effort you are prepared to invest and the logistics of how your relationship will work.

We are keen that the scheme does not involve form-filling, but as an exception would encourage you to put your ‘agreement’ down in writing so that you can refer to it over the course of your relationship.

When designing your mentoring contract it is important to think about what you want to gain from the scheme. Some people may be seeking help with very specific goals (secure research funding, publish a paper, plan the next stage in their career), others may have a particular issue they’d like help working through (handling a difficult colleague or boss), others may have less specific goals (thinking about moving away from academia, not sure what to do next).

Making time to formulate these objectives at the beginning of the relationship is very important.

A template of such a agreement is provided below:

<table>
<thead>
<tr>
<th>Mentoring Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>(Expectations, roles, anticipated tasks)</td>
</tr>
<tr>
<td><strong>Meetings</strong></td>
</tr>
<tr>
<td>(Duration, frequency, venue)</td>
</tr>
<tr>
<td><strong>Ground Rules</strong></td>
</tr>
<tr>
<td>(Confidentiality, ‘No go’ areas, Responsibilities, Record keeping)</td>
</tr>
<tr>
<td><strong>Criteria for Success</strong></td>
</tr>
<tr>
<td>(Monitoring progress, Relationship, Communication, Feelings, Achievement)</td>
</tr>
<tr>
<td><strong>Other Points</strong></td>
</tr>
<tr>
<td>Signed:</td>
</tr>
<tr>
<td>Signed:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>
Further Reading & Resources

*A number of perspectives explored by different authors.*

Covey, S (1990) *The 7 Habits of Highly Effective People: restoring the character ethic*. Simon and Schuster.
*Bestselling guide to time management and personal development.*

*Discussion rooted in ‘real life’ situations.*

*Easy to dip into - with examples, discussion and key components relevant to 57 aspects of mentoring.*


*Very practical and user-friendly text.*

www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx
CIPD provides information on various professional development activity

www.vitae.ac.uk/
Vitae provide learning materials, case studies and videos on mentoring researchers

www.st-andrews.ac.uk/staff/research
A webpage hosting research staff related information, including a list of all the Research Staff and Teaching Fellow reps and minutes of the Research and Teaching Staff Forum.

www.st-andrews.ac.uk/capod
Personal development assistance for St Andrews mentees/mentors from the Centre for Professional, Academic and Organisational Development.

www.dundee.ac.uk/main/research.htm
A webpage hosting information for Dundee research staff.

www.dundee.ac.uk/library/teachingexcellence
Personal and professional development support for Dundee mentees and mentors from the EDD (Educational Development Division) based in the Library & Learning Centre.
Contacts

**Mentoring Scheme Co-ordinators**
For all general queries about the scheme:

Dundee:
Sandra Oza
OPD (Organisational and Professional Development)
Mentoring@dundee.ac.uk

St Andrews:
Michelle Paterson
CAPOD (Centre for Academic, Professional and Organisational Development)
mentoring@st-andrews.ac.uk

**Occupational Health & Counselling Services**
Back-up for any personal issues that the mentoring scheme may raise:

Dundee: Counselling Service
www.dundee.ac.uk/student services/counselling/

St Andrews:
www.st-andrews.ac.uk/staff/wellbeing/health/occupational/

**Authorship**
This handbook was authored by Gaye Manwaring, Lorraine Walsh, Martin Williams and Catriona Wilson.

Updated June 2016.