

Mentoring Programme

Handbook for Mentors





Disclaimer

The Commonwealth Scholarship Commission in the UK (CSC) uses all reasonable skill and care to ensure that the information contained in this publication is accurate at the time of printing. However, matters covered in this publication are subject to a continuous process of review and to unanticipated circumstances. The CSC therefore reserves the right to make any changes without notice.

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Introduction to the CSC Mentoring Programme

Welcome to the CSC Mentoring Programme.

The CSC Mentoring Programme provides an opportunity for Commonwealth Scholars to be paired with a Commonwealth Alumnus to support their knowledge and skills development and provide a practical understanding of how these can be implemented post-Scholarship to achieve development impact.

As an alumnus, your experiences both during your time studying and post-scholarship/fellowship provide you with the insight and knowledge to best support Commonwealth Scholars.

This Handbook is designed to support you throughout your time as a Mentor. It provides information about your role and responsibilities, the objectives of the CSC Mentoring Programme, and ways you can support your Mentee. Please use the Handbook to refer to any information on the programme structure, expected outcomes for each mentoring stage, resources to support meaningful mentoring sessions, the monitoring and evaluation timeline, and information on induction sessions and virtual meet-ups.

Please make this Handbook the first point of enquiry if you have any questions about the programme. If you are still unsure, please contact the Alumni Team at alumni@cscuk.org.uk.

Whilst the programme covers a one-year cycle, we hope the relationship you will develop with your Mentee as both a Mentor and a peer will continue beyond the programme and become a life-long partnership.

If you require a large print version of the Handbook, please contact the Alumni Team at alumni@cscuk.org.uk



CSC Policies

Code of Conduct for Alumni

As a Commonwealth Alumnus, you are an ambassador for both the CSC and your home country, and your actions and communication will have an impact on the reputation of both. You are therefore expected to adhere to the CSC Code of Conduct for Alumni and to show respect to others and your surroundings at all times.

You should familiarise yourself with the CSC Code of Conduct for Alumni, available on the [CSC website](#).

Confidentiality

Confidentiality is a core requirement of the Mentor-Mentee relationship. As a Mentor, you must not disclose any personal information, conversations, or issues raised with or by your Mentee with a third-party. If you have any concerns for their safety or welfare you should encourage them to share this with their CSC Programme Officer or university.

Duty to report

Mentors have a duty to report violations of CSC policy, applicable law and regulations conducted by their Mentee, and any other concerns that may pose a threat to the integrity of the Commonwealth Scholarship Commission, or safety of their Mentee and others.

During their studies, your Mentee may experience unexpected issues which may affect their time in the UK. Your Mentee should contact their Programme Officer on matters related to financial aspects of their award, travel arrangements, and visa and welfare issues.

As a Mentor, if you have serious concerns for your Mentee's welfare and personal safety and understand that the CSC has not been informed, you have a duty to report these concerns to the Alumni Team.

CSC safeguarding policy

The CSC is committed proactively to safeguard and promote the welfare of our beneficiaries, and to protect its staff, Commissioners, beneficiaries and all those with whom the CSC comes into contact. The CSC requires staff, members of the Commission, applicants for and recipients of CSC awards and suppliers to act consistently with its requirements for safeguarding.

Award-holders should make sure that they are familiar with their UK host institution's own safeguarding policy and procedure including reporting mechanisms in case they should need to use it, but should also note the [CSC's Safeguarding Policy](#) which sets out the obligation for staff, members of the Commission, applicants for and recipients of CSC awards and suppliers to act consistently with its requirements for safeguarding. Any safeguarding concerns should be reported to the Commission at: csc.safeguarding@cscuk.org.uk

Mentoring pairing

Commonwealth Alumni who have significant professional experience post-Scholarship can apply to become a Mentor.

Pairings are made based on application responses across a number of areas, including: Mentee country preference; Mentee's subject and/or field of study; topic area; key words; motivations for becoming a Mentor; and your professional experience.

Where possible, the CSC will match applicants using the above information. You should note, direct matches (Mentee and Mentor studied the same subject at the same institution) are rare and not the aim of the programme.

Roles, responsibilities and opportunities

During the programme it is important that both Mentors and Mentees understand their roles and responsibilities.

As a Mentor, you can:

- Support your Mentee in understanding how the skills gained through their studies will support their development impact goals and be applicable to their home country context
- Help your Mentee focus on the development impact potential of their studies and provide relevant sector and/or research information to support this
- Provide motivation to your Mentee during intensive study periods, such as examinations, assignment submissions, and vivas
- Support your Mentee in adjusting to UK teaching and culture and create a safe environment for them to ask questions about social aspects of living in the UK
- Provide guidance on how your Mentee can implement their knowledge and skills in the workplace following their Scholarship, and/or advise on employment where these skills are most needed to support sustainable development
- Support your Mentee in developing soft skills required for their personal and professional development
- Direct your Mentee to their CSC Programme Officer on matters related to financial aspects of their award, travel arrangements, and visa and welfare issues
- Encourage your Mentee to take advantage of the CSC's engagement activities and events and stay connected with the CSC community during their studies
- Share in your Mentee's successes during their studies, for example their attendance at conferences and events, award nominations, and publications. You should also share your news and achievements.

Your Mentee can:

- Share updates on their studies and progress and keep you informed of their successes
- Ask for guidance on how to ensure their studies will support their development impact goals and be applicable to their home country context
- Seek support in adjusting to living and studying in the UK
- Ask questions about how to apply their studies to the workplace, or for support in identifying key employability skills to help them secure relevant employment on their return home
- Learn from your experience and expertise to develop the skills and knowledge to support their academic and development goals

Whilst the CSC understands there may be other ways in which you support your Mentee during their studies, there are some aspects of their time in the UK that the role of a Mentor does not cover.

As a Mentor, you will not:

- Draft, write, or proof-read essays or dissertations on your Mentee's behalf. You may advise on plans, or small sections of work, but will not complete work on their behalf.
- Provide advice on immigration and welfare matters. Your Mentee should contact their CSC Programme Officer on matters related to financial aspects of their award, travel arrangements, and visa and welfare issues.
- Disclose personal or sensitive information about their Mentee with a third party

Your Mentee, you will not:

- Expect you to draft, write, or proof-read essays or dissertations
- Contact you outside of the agreed communication channels and/or times, as you have both set out
- Disclose personal or sensitive information about you or a third-party. Please note the 'Duty to report' information on page 5.



The mentoring cycle

To ensure both Mentors and Mentees get the most out of the programme, mentoring stages have been developed to guide your progress. The CSC will stay in contact with you throughout the programme and provide updates and support via regular mailings and events.

Mentoring stages

STAGE 01

- Mid-November - Mid-January
- Rapport building
- Introductory webinar
- First pulse survey

STAGE 02

- Mid-January - March
- Achieve a short-term goal or learning objective
- Virtual meet-up for Mentors
- Second pulse survey

STAGE 03

- April - June
- Review remaining goals and change goals if required
- Virtual meet-up for Mentors

STAGE 04

- July - September
- Prioritise remaining time and discuss post-Scholarship plans
- Virtual session on Post-Scholarship mentoring

STAGE 05

- October - December
- Post-scholarship support for master's Mentees; ongoing support for doctoral Mentees
- Wrapping up and moving on
- Final feedback survey

Participate in events for Mentors

During the programme, you will be invited to attend programme events, including:

- Induction webinar at the beginning of Stage 1 to introduce you to the programme and key information
- Virtual meet-ups during Stages 2, 3 and 4. The meet-ups provide an opportunity to meet with fellow Mentors and receive programme updates.

Resources for Mentors

In this Handbook you will find the following resources (from page 20) to support you during the programme, and references will be made to these for each mentoring stage.

- Top tips for Mentors
- Ice breaker questions
- Setting SMART goals
- Effective communication
- Receiving constructive feedback
- Making the most of your final weeks

You can access additional resources on the [Mentoring Programme resources webpage](#), including:

- Guidance on building a strong mentoring relationship: ideas and questions to support initial meetings and understand how you can best work together
- Mentoring log: to record your meeting notes during your mentoring session
- SMART goals record: to record your goals and monitor your progress
- Materials from the induction webinar

You can also view a list of Frequently Asked Questions (FAQs) about the programme on the CSC website [CSC website](#).

Taking care of your wellbeing

Supporting a Mentee alongside other work and personal commitments can, at times, create pressure points during the programme cycle. It is important that you take care of your mental health and wellbeing and notify your Mentee if there are times when you may need to meet less frequently.

If at any time you feel you are no longer able to take part in the programme, you should contact alumni@cscuk.org.uk

It is important for your Mentee to take care of their mental health and wellbeing during their studies. Your Mentee may wish to seek additional support from you to discuss challenges in relation to living and studying in the UK, culture shock, and living on a student budget. You can direct your Mentee to online resources CSC compiled on student wellbeing, available on the [CSC website](#).

Engaging with your Mentee

This section of the Handbook provides guidance on each of the mentoring stages outlined and tips and suggestions on keeping your Mentee engaged so you can both make the most of your pairing.

Stage 1: Building rapport

Timeline: Mid-November to Mid-January

Induction webinar

Mentors and Mentees will be invited to take part in an induction webinar which will provide further information about the Mentoring Programme, what to expect, and how to make the most of this opportunity. The webinar will also provide an opportunity for you to ask any questions you may have about the programme. If you are unable to attend the live webinar, materials from the session will be made available on the [resources webpage](#).

First introductions

As a Mentor, you are responsible for making the first contact and introducing yourself. You should initiate the first contact by the deadline stated in the pairing communication email. In your initial communication, you should include the following information to help your Mentee get to know you and why you volunteered as a Mentor:

- Outline your motivations for volunteering to be a Mentor
- Provide a short summary on your current work and the skills and knowledge you feel will be relevant to your Mentee
- Ask your Mentee to introduce their course of study, development goals, and what they hope to gain from you as a Mentor
- Let your Mentee know how they should contact and address you, for example the email address they should use, platform for future communications, formal titles

Following this introduction, you and your Mentee will be able to identify core areas where you can provide support and set clear goals.

We encourage pairs to follow-up introduction emails with a virtual meeting so you can discuss your goals for the programme and get to know each other. To support your initial meetings, you should refer to the '[Guidance on building a strong mentoring relationship](#)' available on the resource webpage.

Setting goals

A key part of a successful mentoring pairing is setting goals. It is important that you and your Mentee set clear goals at the start of the programme so you know what support to provide, and your Mentee knows what they can approach you about. When setting goals, you should remember this is a two-way learning experience and you should think carefully about what you would like to learn from your Mentee and the skills you would like to develop as a Mentor. You can find ideas in the 'Resources' section of the Handbook.

At the start of the mentoring stage, you should each aim to set 3-5 goals. These can be a mix of short-term and long-term goals.

Activity for Mentors



First pulse survey – complete a short pulse survey form to confirm if you and your Mentee have established the contact and if you have discussed your goals.

Stage 1 outcomes

At the end of stage 1, you and your Mentee should:

- Have attended, where possible, the induction webinar
- Have completed the first pulse survey
- Understand why you have been paired with each other
- Have agreed the method and frequency of communication
- Understand how you both will support each other's set goals
- Acknowledge areas where support cannot be provided
- Have familiarised yourself with the resources available in the Handbook and the Mentoring Programme resource webpage

Useful tips



- **Use an ice-breaker activity.** This is a great way to get to know your Mentee. You can find suggested ice-breaker questions in the 'Resources' section
- **Set SMART goals.** Following introductions and ice-breaker meetings, you and your Mentee will be able to identify core areas where they can provide support and set clear goals to achieve through the Mentoring Programme. You can find further information on how to set SMART goals in the 'Resources' section and use the SMART goals log to record your goals.
- **Decide how you will communicate.** You should agree the following with your Mentee:
 - All communication and personal information shared is confidential
 - The preferred platform to hold meetings. We advise a video platform where possible, or at least for the first few sessions, as face-to-face communication virtually helps in building rapport.
 - The frequency of communication and meetings. We advise a minimum of two contact hours per month.
 - Areas you would like to focus in during the programme and where your Mentee can and cannot support these
 - Your pronouns (he/him, she/her, they/them)

Resources

- Ice-breaker questions (see page 20)
- [Guidance on building a strong mentoring relationship](#)
- Setting goals (see page 21)
- [SMART goals record](#) to record your personal goals
- [Mentoring log](#) to make notes on the topics discussed and the actions agreed during each meeting

Stage 2: Achieve a short-term goal or learning objective

Timeline: Mid-January – March

Work towards a short-term goal

Post-stage 1, Mentors and Mentees should focus on achieving a short-term goal or learning objective which forms part of a long-term goal. At the beginning of this stage, your Mentee should decide what they would like to focus on, with guidance from you, referring to their SMART goals to identify key roles and responsibilities for achieving this. You should also identify what you would like to achieve during this time.

You should discuss your short-term goal and how best your Mentee can support you to achieve your goal.

Work towards a learning objective

You and your Mentee may choose to work towards a learning objective which forms part of a long-term goal. Learning objectives should be brief, clear, specific statements of what you would like to be able to achieve through smaller activities and skills development.

Activity for Mentors

First virtual meet-up in early March – Mentors will be invited to a virtual meet-up which will provide an opportunity to meet, learn about experiences of participating in the programme, share best practise, and receive information on the next stage of mentoring.

Second pulse survey – complete the second and final pulse survey to confirm the progress of your pairing



Stage 2 outcomes

At the end of Stage 2, you and your Mentee should:

- Have achieved a short-term goal or learning objective
- Feel pleased with the progress you are both making
- Understand how each of your skills and knowledge are supporting the pairing and what you can learn from each other
- Have contributed to each other's short-term goal(s) or learning objective
- Have attended, where possible, the first virtual meet-ups
- Have completed the second and final pulse survey

Useful tips

- **Select a relevant and achievable short-term goal.** The key to achieving a short-term goal is to make it relevant to your current needs and understand if it can be achieved within a short timeframe.
- **Encourage meaningful discussion with your Mentee.** Have conversations with your Mentee about any opportunities they would like to seek or challenges they would like to work on. Discuss how they can test your ideas and work on their goals.



Resources

- Setting goals (see page 21)
- Effective communication skills (see page 22)



Stage 3: Review your goals

Timeline: April - June

During stage 3, Mentees and Mentors should review and evaluate the remaining goals and discuss how to use the rest of the formal mentoring cycle effectively. While your Mentee works towards a goal, they may find some goals are not relevant any more as part of their long-term goal. You should support your Mentee in making any changes.

You should also reflect on your goals and make changes if necessary. Discuss this with your Mentee and the support they can provide you in reviewing your goals.

Activity for Mentors



Second virtual meet-up in May – Mentors will be invited to a second virtual meet-up which will provide an opportunity to share experiences of participating in the programme so far, tips and guidance on how to use the time with your Mentee, and receive information on the next stage of mentoring.

Stage 3 outcomes

At the end of Stage 3, you and your Mentee should:

- Be pleased with the progress made so far and feel confident in changing or adding new goals if needed
- Understand how to apply advice and learning or seek further support
- Be fully engaged in the programme and feel that keeping in touch is part of your learning experience
- Have attended, where possible, the second virtual meet-up

Useful tips



- **Refer to your previous meeting notes and SMART goals record.** Always refresh your memory before meetings with your Mentee. This will help in being flexible and making changes to your goals to best suit your personal and professional growth.
- **Learn together.** Explore ways in which you can learn from your Mentee on how to achieve your goals, discuss challenges faced so far, and identify ways to overcome these.

Resources

- Effective communication skills (see page 22)
- Providing constructive feedback (see page 23)
- Encouraging your Mentee to be self-reflective (see page 23)

Stage 4: Prioritising the remaining time

Timeline: July – September

In July, you will be half-way through the programme. During this stage, you should both prioritise the remaining time in the formal mentoring cycle. As you and your Mentee discuss any final goals relevant to their studies, this will also be a time for you and your Mentee to start conversations around their plans post-Scholarship, or future years of their study.

Activity for Mentors

Third virtual meet-up in September - Mentors will be invited to a third virtual meet-up session which will include information on how to provide post-Scholarship support master's Mentees and ongoing support to doctoral Mentees.



For master's Mentees, take this opportunity to discuss any support they may need in understanding how to implement their knowledge and skills in the workplace and/or existing employment post-studies, developing professional skills, and preparing for new career opportunities.

For doctoral Mentees, you may wish to discuss how they will take their studies forward and apply what they have learned in this first year.

You should use this stage to discuss how to prioritise any final goals and make the best use of the remaining time.

Stage 4 outcomes

At the end of Stage 4, you and your Mentee should:

- Understand the need to prioritise the remaining time during your Mentee's studies in the UK (for master's Scholars) and have identified key goals to focus on
- Discuss any final areas of support you would like them to focus on during the final stages of the programme

Useful tips

- **Reflect on your achievements.** You and your Mentee should refer to your SMART goals record to look at previous goals and celebrate achievements made so far.
- **Stay open to feedback.** As part of the mentoring process, you and your Mentee should be open to providing and receiving constructive feedback that will help you both to further develop your skills and achieve your goals. You can find information on providing constructive feedback in the 'Resources' section.
- **Be informed about your Mentee's busy periods.** This may be a busy period for your Mentee with approaching deadlines, examinations, or other work which may affect their commitment to regular meetings. Request your Mentee to keep you informed if they are unable to meet or if they need additional support during this time.



Resources

- [SMART goals record](#) to record your personal goals
- [Mentoring log](#) to make notes on the topics discussed and the actions agreed during each meeting

Stage 5: Wrapping up and moving on

Timeline: October - December

You should use the final stage to reflect on what you and your Mentee have achieved throughout the mentoring cycle and what you have valued as part of this pairing.

For master's Mentees, during this stage post-Scholarship, they should reflect on how they will implement the knowledge and skills they have gained during their studies to achieve development impact in their home country. Discuss the support they will need in developing professional skills for a new role or an existing employment and/or plans for further studies to enhance their career growth.

For doctoral Mentees, discuss how they will move forward with their studies, taking into consideration advice and guidance from your experiences, and identify areas of support they may still require.

As this is the final stage in the programme, you and your Mentee should start conversations to wrap up the pairing. Should you wish to stay in contact with your Mentee, you should use this time to let them know that you would like to continue to stay connected and learn more about their future pursuits, outside the formal programme. Whilst you may decide to continue to stay in contact, the dynamics of this relationship may be different, and it is important that you discuss this with your Mentee.

If you choose not to stay in contact with your Mentee, take this time to acknowledge what you have enjoyed about working with them and how you hope to use this experience in your work or as part of your personal development.

Activity for Mentors

Final feedback survey – share your thoughts and experiences of participating in the CSC Mentoring Programme.



Stage 5 outcomes

At the end of Stage 5, you and your Mentee should:

- Have achieved your final goals and learning objective
- Reflect on what you have each learned and how you have supported each other
- Keep each other up to date about future plans
- Identify your next steps
- Share your experiences of participating in the programme through the final feedback survey

Useful tips



- **Reflect on your experience as a Mentor.** During the final stage, you should take time to reflect on the goals you have achieved, and experiences of participating in the programme.
- **Identify how your relationship may change post-programme.** There are many ways you and your Mentee may choose to stay in contact. This could be social or professional and you should discuss this as you come to the end of the programme.

Resources

- Making the most of your final weeks (see page 24)



Monitoring and evaluation

The CSC will monitor and evaluate the mentoring cycle to ensure all participants get the most out of the experience and to support the future development of the programme. You will be asked to complete the following surveys:

December	First pulse survey You will be asked to complete a pulse survey (short survey between 3-4 questions) to confirm if you are now in contact with your Mentee.
March	Second pulse survey You will be asked to complete a pulse survey (short survey between 3-4 questions) to confirm the progress of your mentoring pairing.
November	First evaluation survey You will receive a formal evaluation survey about your experiences as a Mentor and the Mentoring Programme more widely. The survey will be sent to all Mentors and Mentees and ask questions about the materials provided, cycle touch points, personal development opportunities, and wider gains of the pairing.
April	Post 4-month survey This will be the final survey you receive about your pairing and will ask you to reflect on the longer-term benefits of taking part in the Mentoring Programme.

Unsuccessful pairings

During the programme, there is the possibility that not all pairings will continue and complete the cycle. In these situations, the Alumni Team will terminate the pairing. Reasons for unsuccessful pairings vary and some are outlined below:

- Mentee or Mentor has not submitted their agreement form confirming participation
- Mentee or Mentor can no longer participate in the programme due to other commitments and/or unforeseen circumstances
- Mentee and Mentor mutually agree that the pairing cannot continue

The Alumni Team do not guarantee to provide an alternative pairing but encourage unsuccessful participants to seek out alternative means of support through CSC activities.

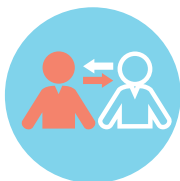
Resources

Top tips for Mentors

The following tips are designed to highlight some of the ways you can engage with your Mentee. This will help you achieve your goals and gain appropriate knowledge and skills to support your professional development.

Top tips for Mentors

Get to know your Mentee



Share information about your Scholarship experience



Share your knowledge and expertise



Set clear objectives



Foster conversations on your Mentee's development goals



Signpost your Mentee to resources to support their learning and development



Keep your Mentee updated on your work or research



Motivate and encourage Mentee during busy or intense study periods



Encourage your Mentee to seek opportunities or challenges



Remind your Mentee of their development goals



Icebreakers

As well as using the icebreaker suggestions below, you should also refer to the '[Guidance on building a strong mentoring relationship](#)' document. This provides additional ideas and questions to support initial meetings and understand how you and your Mentee can best work together.

Below are a few ice-breaker questions you may want to ask and answer as part of your introductory messages:

- Tell me five facts about you
- Why did you apply for a Commonwealth Scholarship?
- Who do you admire?
- What are your professional goals?
- What is your favourite memory from your Scholarship?
- What does success look like to you?
- What are your hopes for this mentoring pairing?
- What do you like best about your job?
- How do you learn best?
- What scares you?
- What do you think are your key strengths?
- What have been the most significant learning experiences in your career?
- What knowledge and skills do you feel I possess that could be of benefit to you?
- What areas of learning would you most like to develop?



Setting goals

Goals are an important part of performance development and setting appropriate goals is key to providing the framework needed to increase your performance and achieve high impact.

When setting your goals, you should also think about the following questions:

- What will I do and how will I do it? (Specific and Achievable)
- Where do I need support and how will I gain this? (Achievable)
- How will I know I have made a difference? (Measurable, Relevant, and Timebound)

You should aim to set 3-5 goals at the start of the mentoring cycle and assign specific roles and responsibilities to achieving these. All goals should be SMART.

An example of a SMART goal for your Mentee

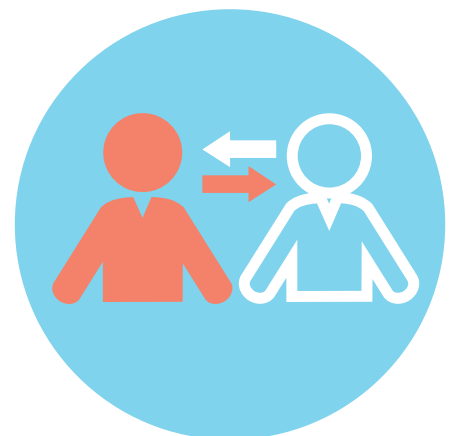
Your Mentee may set a goal to work on their time management skills and submit their assignment on time, using their department's agreed referencing system. See below how you can advise your Mentee.

Specific	<p>Be specific about the end results.</p> <p>To work on your time management skills and submit your assignment on time, using your department's agreed referencing system</p>
Measurable	<p>Goals should be measurable to help monitor progress and success</p> <p>Break down your goal into measurable steps. For example:</p> <ul style="list-style-type: none"> • Discuss time management tips and techniques with your Mentor • Identify any questions or queries you have about the referencing system used by your department. Who can you ask in your department? Is this a style your Mentor is familiar with? • Share any guidance provided by your department so your Mentor understands your questions and what you have been asked to do • Agree with your Mentor to share updates at fixed intervals on your research and writing progress and discuss where you may be behind or ahead and how to re-evaluate your time
Achievable	<p>Goals should be within your capabilities but challenging and offer an opportunity for development.</p> <p>You may wish to discuss your strengths and limitations. In this example, this could include understanding the format of your assignment, putting forward an argument, writing skills, sourcing your references.</p>
Relevant	<p>Reflect if your goal is relevant to what you are trying to achieve</p> <p>Have you identified the right elements to focus on to achieve your overall goal? Is there anything missing, or anything that will not contribute to this?</p>
Timebound	<p>To help track your progress, goals should be timebound</p> <p>Break down your time into measurable steps to meet the final deadline for the completion of the work and your goal.</p>

Effective communication

Communication is a two-way process and the ability to communicate effectively is an important skill in both professional and personal relationships. Below are some tips to help develop effective communication skills:

- Be an active listener. If you are communicating in person or virtually it is important that you are actively listening to the other person. This involves both paying full attention to the speaker and allowing them to talk uninterrupted while showing verbal and non-verbal signs of listening, such as nodding, making encouraging or empathetic sounds.
- Explanation techniques- keep it simple! Be clear and succinct when providing advice or suggestions. This may be by using non-technical language, or providing examples to help illustrate your point.
- Be empathetic and understanding, even if you don't agree with the other person. It is important to respect their point of view and find a common understanding.
- Stay calm. Discussions can sometimes be frustrating, however it is important that you stay relaxed and calm and find alternative ways to provide feedback.
- Be open-minded and flexible to your Mentee's thoughts or ideas
- Ask open-ended questions to encourage your Mentee to give as much information about their work or how they are feeling



Providing constructive feedback

As part of your goals, your Mentee may require you to give feedback on an essay plan, or dissertation outline, or a presentation they are giving. It is important that you provide positive and constructive feedback to support their learning and ensure that they don't feel de-motivated by any comments. When providing constructive feedback, you should:

- Always give positive feedback alongside feedback on areas to improve
- Identify and comment on specific aspects of the work and avoid generalisations
- Make it a conversation. Provide specific suggestions and examples on what your Mentee could do to improve and listen to their thoughts and questions.
- Invite your Mentee to think of changes and improvements with you, rather than telling them what to do
- Encourage your Mentee to keep a note of the discussion and the feedback received so you can reflect on this later
- End with clear action points or take-aways for your Mentee to take forward
- Don't go overboard – provide feedback on key areas for comment



Encouraging your Mentee to be self-reflective

Being able to identify strengths and weaknesses and using this to achieve goals and overcome barriers is a critical skill which you should encourage your Mentee to develop. Below are some suggestions as to how you can encourage your Mentee to be self-reflective:

- Ensure you offer your Mentee positive and constructive feedback and suggestions throughout the cycle
- Regularly ask your Mentee to think about their goals and their progress in achieving these. What have they achieved so far? What skills have they gained, or do they need to gain to achieve these? Are they still realistic?
- Is there anything that they are struggling with? How do they think they can overcome this?
- Encourage your Mentee to think about their strengths and how they can use these
- Encourage your Mentee to think about areas for development and what steps they should take



Making the most of your final weeks

The final weeks of the mentoring cycle will pass quickly and it is important that you and your Mentee use this time effectively to ensure that you both achieve any outstanding goals and continue to feel engaged and supported.

- Reflect on what you have both achieved so far. This may be as part of the goals set, or additional skills and knowledge you have learned from each other.
- Review what goals are still outstanding. Why are these goals outstanding?
- How have you and your Mentee changed your approach or way of thinking? How will this be of benefit in future?
- What new challenges or learning opportunities do you now feel able to approach?

Will you stay in contact outside the formal Mentoring Programme? If so, how will your relationship change and what do you hope to achieve?

Keeping a record

It is important to keep a record of the personal goals you and your Mentee set as part of the programme. The CSC has created a draft log which you can use to record these, available on the [Mentoring Resources webpage](#).

During your meetings with your Mentee, you should take notes on the topics discussed and any actions you have each agreed. This will help you to monitor progress towards achieving each of your goals.

You should agree with your Mentee if you would like to share your notes at the end of each meeting or conversation and confirm any action points.

The CSC has also created a draft log to record this information, available on the [Mentoring Resources webpage](#).

Contact us

Do you still have questions about the CSC Mentoring Programme? You can refer to the Frequently Asked Questions page available on the [CSC website](#), or contact the Alumni Team at alumni@cscuk.org.uk





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