

Why Mentoring?

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.” Steven Spielberg

Our industry is extremely important and it is facing a skills shortage crisis and lack of new people moving through key roles and into leadership positions.

We need to educate, train and develop our people in order to move forward in a constantly changing world. We are all facing challenges such as legislative and policy changes, social and political objectives, environmental and decarbonisation goals. As our individual careers change and evolve the knowledge and experience gained is invaluable to our industry. Mentoring gives us the opportunity to grow and develop not just new talent but experienced colleagues alike as future leaders. **This supports not only their own career development but also our industry as a whole.**

This Guidance Note explains how introducing mentoring - whether within your organisation or using external support or schemes - can help develop your people, your business and your industry.

What is Mentoring?

Mentoring is training, learning and development which helps not just personal growth and development but also benefits companies and organisations who employ mentors/mentees.

It describes a relationship between an experienced colleague who uses their knowledge and understanding to support the development of someone who is less experienced. This could be new talent, a junior or even a senior colleague. Mentoring can be highly beneficial at any point in an individual's career. Mentoring brings long term tailored development of individuals alongside benefits to the supporting organisation which can include:

- Supported self-development.
- Improved skills and career goals.
- Focus on specific areas of development.
- Productive discussions which are more personal to the mentee.
- Increase in confidence and self-awareness.
- Improved focus, development, and job satisfaction.
- Effective succession planning.
- Increased productivity.

Types of Mentoring

Depending on the requirements of the mentee and of the business then various types of mentoring can be used. These can include:

Peer to Peer	Formal	Situational
Occurs when individuals with similar levels of responsibility partner to improve the effectiveness of one or both	Occurs when mentoring is arranged within the business to bring together a mentor and mentee who are matched in a structured way	Occurs in order to focus on helping the mentee in a particular situation where specific expertise is needed
Group	Informal	Reverse
Occurs in a small group (4-6), where the mentor supports a number of participants. Tends to be used in conjunction with 1-1 mentoring	Occurs where there is no structure and no formal arrangement in place	Occurs when younger/ fewer senior colleagues are paired with more experienced leaders to share their knowledge and skills

Stages of Mentoring

Mentoring must be delivered correctly through stages so it can continue in the right direction. An example of these stages is shown below:

1. Build Rapport – A crucial stage where time is taken to get to know each other.
2. Setting Direction – Its all about clarity, agreeing on the purpose and expectations.
3. Progression – This is where patterns are identified, goals are agreed and options for the best way forward and implemented
4. Winding Up – Working towards the end of the relationship where the mentee has achieved majority of their goals.
5. Moving On – Usually where the mentor/mentee relationship evolves to meeting less frequently or achieving independence but with an aim to still maintain the mentoring relationship.

Mentoring Vs Coaching

Mentoring and Coaching have similar goals but different activities. Both coaching and mentoring relationships are good for development and use one-to-one discussions to support performance and build skills and knowledge. The table below explains the differences.

	Coach	Mentor
Outcome	A coach is usually engaged to assist with a particular problem or challenge. This could be a discreet issue such as managing poor performance or something broader such as developing confidence or influencing skills.	Mentoring is relationship focused. The mentor is there to provide the mentee with general guidance and support, holding their hand through certain issues as opposed to telling them how to do it.
At a glance	The relationship has a set duration It's structured with regular scheduled meetings It's a short-term relationship that is focused on specific development areas, issues, goals and work	Relationship is on-going and can last a long time Its more informal with meetings when the mentee needs some space and time to think, guidance or support Focus is on long-term career and development
Time	Engagement is generally time-bound. This may be with a set deadline or based on reaching a particular outcome	Mentoring relationships can run for a set period of time such as six months. However the relationship isn't defined by this. In fact many relationships continue in an informal capacity for what could be a number of years
Role responsibilities	A coach works in partnership with the individual to help identify solutions and actions for them.	It's the role of the mentee to cultivate and drive the relationship, the learning agenda, focus and momentum.
Other responsibilities	A coach doesn't need direct experience of the individual's role or business area. In fact, it may be better to have a coach with no experience of the individual's role.	A mentor is usually a more experienced colleague who can share their knowledge to support a developing and less experienced colleague.

Further Guidance

If you are interested in setting up a mentoring scheme or using mentoring to help your business you can explore some of the training and more detailed advice available below:

- The University of Sussex has free guidance on designing mentoring schemes and training mentors at <https://www.sussex.ac.uk/organisational-development/mentoring/guidance-for-coordinators/designing-a-mentoring-scheme>
- The Chartered Institute of Management <https://www.managers.org.uk/> offers training on mentoring and have a mentoring service for managers (paid content)
- <https://www.bitesizelearning.co.uk/training-courses/management/mentoring> offer an online mentoring training course (paid content)

- <https://www.mindtools.com/> Provides information, tips and tools for mentoring schemes (annual membership required)
- Mentorsme website <https://www.mentorsme.co.uk/> organises mentoring for businesses (paid content)
- Institute of Directors Association of Business mentors <https://www.iod.com/resources/information-and-advice-service-ias/professional-business-mentoring/> for those starting a new business (paid content)
- Womens Engineering Society mentorset for female engineers <https://www.wes.org.uk/activities/projects-programmes/mentorset/>
- Access Mentoring for underrepresented groups in engineering from the Royal Academy of Engineering <https://raeng.org.uk/access-mentoring>

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About the IOR

The Institute of Refrigeration (IOR) is an independent registered charity run for the public benefit run by a membership of over 2200 individuals reflecting the diversity of the refrigeration, air conditioning and heat pump sector. The Institute provides a central resource for experts in RACHP from all over the world to improve the application of refrigeration and allied fields for the general good of society with particular emphasis on environment, efficiency, safety and innovation. www.ior.org.uk/membership

This Education Policy paper was prepared by the IOR Education Training Policy Group as part of a series to encourage and support IOR leadership in education, training and skills. Other free guidance notes available at www.ior.org.uk/careers:

GN 1 – Continuing Professional Development - CPD

GN 2 - STEM (Science Technology Engineering and Maths) Learning Ambassador scheme FAQs

GN 3 - Specification for the role of Refrigeration Air Conditioning and Heat Pump Engineering Technician

GN 4 - Promoting the RACHP industry and careers through engagement with Schools, Colleges, Local Communities and Careers events

GN 5 – Specification for the role of RACHP Design and / or Applications Engineers

GN 6 - Employers Guide to Apprenticeships

GN 7 – Using IOR’s Fantastic Fridges resources to promote careers in schools

GN 8 – A Guide to Engineering Council Registration

GN 9 - Work Placement and Work Experience

GN 10 - Specification for Skills for Net Zero (End users, Specifiers, Designers and Technician/Service Engineers)

GN 11 - Specification for Skills for RACHP Operatives and Mechanics (Level 2 role equivalent)

GN 12 - IOR STEM Tool Kits to promote refrigeration science in schools

GN 13 - T Levels as a route to recruitment for employers

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