



**Professional Mentoring Scheme 2017**  
**Information for Mentors**

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## INFORMATION FOR MENTORS

### Who can apply?

To apply to be a mentor for the National Criminal Justice Arts Alliance (NCJAA)'s professional mentoring scheme you must be an established NCJAA member with a minimum of 5 years' experience within arts in criminal justice. You will have attended the training day and be able to demonstrate specific expertise, characteristics and skills. To be accepted into the scheme you must also be able to provide:

- A relevant reference
- CRB disclosure check (if necessary to the type of work)
- Evidence of the relevant polices listed on page
- Evidence that you attended the training day

### Approach

This mentoring scheme is a 'light touch' scheme aimed at delivering an extra service to our members; responding to their needs by providing opportunities to network and learn from experts in the field of arts and criminal justice. In this context 'mentoring' is a professional, purposeful relationship, where someone less experienced is mentored by someone with more experience - in this instance within the field of arts and criminal justice. You will mentor an NCJAA member who wants to learn about arts and criminal justice to improve their knowledge, expertise and confidence to work in the sector and bring about good practice.

### Guidance to the professional relationship

It is the role of the mentee to contact you and make arrangements for appointments. We recommend that you have one face to face meeting, followed by a range of phone and online interactions over a 6 month period. For more information and guidance on good practice on personal boundaries, please make sure you are familiar with the Boundary Guidelines (appendix 2). To support individuals to make the best progress, we advise that you agree a set of expectations based on our Mentoring Agreement Form (appendix 3) and set out some realistic goals that can be achieved within the time scale.

### Supporting need and being flexible

The NCJAA will try and match people appropriately, however, we envisage that people may want very different things from the scheme; some might need practical support and advice around setting up projects, and others might need more support around confidence building. Try and make sure you set out what you can realistically achieve and support the mentee with at the beginning of the process. Please be aware that not everyone who has applied will necessarily get the chance to be a mentor.

### Roles and responsibilities

As a mentor you need to commit to your mentee by providing:

- One initial face to face meeting with your mentee and
- A minimum of 4 follow up meetings (face to face or via other methods)
- Providing a signed copy of Mentoring Agreement Form (appendix 3), which sets out their goals and an agreed time period and method for supporting your mentee
- Work with the NCJAA Manager and NCJAA Communications Officer to provide appropriate evidence for the monitoring and evaluation of the scheme
- Raising any complaints or issues that you face to the NCJAA Communications Officer

### How to apply?

If you are interested in being mentored by an expert from the NCJAA, please fill in the Application form to be a mentor (appendix 4) and return the form to [kate.davey@clinks.org](mailto:kate.davey@clinks.org).

## Appendix 2: Boundary Guidelines

(Adapted from the Mentoring and Befriending Toolkit on Developing Successful Mentoring and Befriending, Appendix 15: Boundary Guidelines)

### Personal

- See the person not the behaviour
- Maintain your respect for the other person even when they choose not to follow what you believe to be the best course of action
- Follow what you believe to be the best course of action only if it fits within the project
- Do not feel you have failed if the relationship does not work out

### Emotional

- Try to understand the other person's thoughts and feelings
- Remember you may not understand a situation when you only see part of it
- Even if you have had a similar problem, you may not fully understand the person's difficulties
- Everyone has a different way of coping and approaching problems. Your way of coping may not be right for another person

### Organisational

- It is your right to ask what the project does to maintain its boundaries and if they are consistent with the project's expectations of the professional mentors
- It is your responsibility to maintain contact with the project
- It is both your right and responsibility to accept support as a professional mentor

### Do

- Be aware of your own personal and professional boundaries
- Avoid getting into situations that could be misinterpreted
- Think before you say 'yes'
- Remember that the main focus of the relationship is the needs and progress of the person you are mentoring
- Ask if you are ever in doubt about an issue relating to boundaries

### Don't

- Give out your home telephone number or address
- Take the other person to your home
- Get involved in a sexual relationship
- Get emotionally over involved
- Give or lend money to the other person

### Appendix 3: Mentoring agreement form

(Adapted from Mentoring and Befriending Toolkit on Developing Successful Mentoring and Befriending, Appendix 11: mentoring agreement)

The purpose of this agreement is to clarify the roles and responsibilities of both the mentor and mentee. By voluntarily entering into this mentoring relationship, we agree:

1. To meet (or speak to one another) at least once every \_\_\_\_\_ weeks for \_\_\_\_\_ months
2. To agree to contact each other between meetings by telephone/email no more than once every \_\_\_\_\_ days/weeks
3. To meet in a public place (e.g. cafe), not our home addresses
4. To arrive on time or to contact each other at least the day before if unable to make the meeting
5. To contact the project co-ordinator (Kate Davey) if either of us feel the mentoring relationship is not working
6. Not to attend meetings under the influence of drugs/alcohol
7. Not to give or accept money or gifts from each other

In addition, the role of the mentor is:

- To work with the mentee to identify goals and action needed to progress and support their needs and ambitions
- To give focus, encouragement, information and support to the mentee to help them achieve their ambitions working within arts and criminal justice
- To maintain regular contact with the mentee (suitable contact time to be agreed between the 2 parties)
- To provide support and guidance in a friendly, non-judgemental manner that enable the mentee to make their own decisions and to respect the decisions the mentee makes
- To act in the best interests of the mentee and the NCJAA scheme at all times, pointing out opportunities as well as potential problems
- To update the project co-ordinator on the progress of the mentoring relationship
- To seek help from the project if the mentee has a problem beyond my experiences and/or expertise
- To keep the content of the meetings confidential, unless otherwise agreed or if the information disclosed leads to concerns about the mentee or someone else's welfare or safety in which case it must be reported to the project and your own organisation
- To be honest and provide constructive feedback to the mentee

And the role of mentee is:

- To cooperate with any reasonable request from the mentor provided it is in the interest of the mentee
- To work with the mentor to produce an action or development plan
- To keep the mentor and the project informed of any changes to contact details
- To be open to feedback from their mentor and to be honest in the information that he/she gives to the mentor

Anyone who is felt to break this agreement will be removed as a member of the NCJAA in line with our Terms of Reference.



Please state three goals you would like to get from the mentoring process:

Date.....

Mentors full name.....Mentors signature.....

Mentees full name.....Mentees signature.....

Appendix 4: Application form – to be a mentor

Your Name:
Email:
Telephone:

*Please rate from 1=lowest to 5= highest*

Mentoring skills

How effective a mentor do you think you are at present?    1       2       3       4       5

What skills do you think you could offer as a mentor?

Knowledge of the sector

How much do you know about using arts within criminal justice?

1       2       3       4       5

Please could you indicate your areas of expertise:

Area	Please tick (you can tick more than one)
Art direction	
Knowledge of using different art forms as criminal justice interventions, including: visual arts, theatre and performance, music and dance	
Using arts safely with vulnerable people; i.e. health and safety/safeguarding – child protection	
Working with different client groups such as offenders, young people, mental health, homelessness and complex needs	
Knowledge of the prison and probation settings	
Policy and influencing work	
The challenges of running your own organisations	
Teaching within prisons	
Academia with arts and CJS	
Working with government, i.e. NOMS and the MOJ	
Creating effective partnerships	
Working with national arts organisations	
Fundraising	
Staffing and management	
Curating	