



Chartered Institute  
of Ergonomics  
& Human Factors

# Guidance For Mentors & Mentees

## And 7-Point Mentoring Action Plan

### Target Audience

This guidance is aimed at those wishing to attain recognition through professional membership of the CIEHF.



CIEHF

# Guidance for Mentors & Mentees

Understanding who does what and how



## The value of mentoring

Mentoring is a great way to support another CIEHF member towards professional membership.

It offers an opportunity to learn from each other and is valuable to all involved.

Mentoring:

- Sparks new and diverse thoughts and experiences.
- Supports inclusion across our diverse discipline.
- Promotes a culture of growth and development across sectors.
- Encourages one-to-one learning and personal development.
- Provides a confidential and safe place to talk.
- Improves knowledge and idea sharing.

### Mentoring skills

Mentors use a variety of skills to build and maintain effective mentoring relationships, such as:

- Self-awareness
- Organisational know-how
- Credibility
- Accessibility
- Communication
- Ability to empower
- Coaching creativity
- Empathy

## The role of a CIEHF mentor

**Mentors** provide guidance, share experiences and help navigate the requirements for professional membership.

Mentors should commit to communicating with mentees regularly, in-person or remotely.

The relationship can last a number of years depending on the membership grade the mentee is working towards.

### Supporting

Mentors should:

- Build trust to allow questions to be asked and ideas to be explored in a safe environment.
- Give advice and guidance, share ideas and provide feedback.
- Allow and reinforce learning by explaining accomplishments
- Listen and be a 'sounding board'.

### Challenging

Mentors should:

- Take the role of a 'critical friend' and encourage diverse and independent thinking.

- Refer to findings and outcomes in other sectors to allow for knowledge transfer.
- Encourage consideration of personal strengths and weaknesses.
- Challenge thinking and behaviour.

### Advising

Mentors should:

- Share opinions to enable better understanding of the expectations of professional members.
- Clarify development opportunities, assess competencies and establish realistic goals.
- Provide access to their networks and connections where appropriate and encourage mentees to build their own.

### Providing insight

Mentors should:

- Become a role-model and an inspiration by sharing their journey of success.
- Share experiences of working in human factors.
- Help to guide and accelerate career development and proficiency in human factors competencies.



# Guidance for Mentors & Mentees

Getting you to where you want to go



## The role of a mentee

**Mentees** must take ownership for their personal development and set the agenda for the mentoring relationship.

They need to be clear on their goals and the support needed.

Mentees should:

### Own it

- Be proactive during their mentoring journey.
- Agree on the method of communication, duration and frequency of meetings.
- Set up meetings and provide an agenda ahead of time.
- Demonstrate commitment to the mentoring relationship.

### Lead

- Look for opportunities to give back to their mentor.
- Share relevant experiences and opinions.

- Maintain mutual trust and confidentiality.

### Plan

- Work with their mentor to set goals, developmental priorities and timeframes.
- Be specific about the outcomes of the relationship and what's needed from their mentor.
- Prioritise the goals that are most important and be flexible.

### Learn

- Make the most of the opportunity to learn.
- Be receptive to feedback by having a 'growth mindset'.
- Acknowledge ultimate responsibility for their own growth and development.
- Take action and put learning into practice.
- Reflect on their progress and consider next steps.

## The initial meeting

The **mentor** and **mentee** should discuss and agree:

- The purpose of the mentoring relationship.
- The format of the meetings and how they will work.
- What they both commit to and their roles.

### First meeting tips

- Make sure you spend time getting to know each other.
- Share hopes for the mentoring and the story of how you both got to where you are today.
- Ask questions to learn more about one another. The goal is to establish trust and rapport.

### The working relationship

- **Set objectives:** Discuss what you both hope to achieve.

- **Logistics:** Agree how often will you meet, for how long and where. Will you meet in person, phone, online or other ways?
- **Expectations:** Discuss your expectations of each other and what success would look like.
- **Boundaries:** Talk about what you're not going to discuss.
- **Confidentiality:** Find out exactly what this means to you both. Unless otherwise agreed, assume that whatever is said during 1:1 meetings remains between you.
- **Reviewing progress:** Discuss how this will take place.
- **Challenge and support:** Agree the balance that would be helpful to both.
- **Solving problems:** Discuss what will happen if the relationship doesn't work as hoped and expected.



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## Mentoring sessions

The **mentor** and **mentee** should:

- Review the mentee's experience: the CIEHF Professional Competency Checklist is a great tool for this!
- Identify the mentee's objectives and goals.
- Discuss professional membership eligibility criteria.
- Identify the mentee's strengths and areas of growth.
- Explore options and the mentor should provide coaching to attain goals.
- Share feedback.
- Discuss the mentor's insights and guidance.
- Agree actions.

### Creating an action plan

A well-formed action plan can help both mentor and mentee get the most out of the mentoring relationship. This action plan can form the basis of the subsequent meetings and should be revisited regularly.

See the suggested **7-Point Mentoring Action Plan** accompanying this guidance.

## Mentoring activities

Activities to enhance the **mentoring relationship** include:

### Careers advice

Mentors could:

- Offer to share their career story including how they started out.
- Explain the steps they took, high and low points and how the learning experiences helped them.
- Provide feedback on CVs and give suggestions for improvement.
- Help with researching options and explore career paths such as job shadowing, voluntary work, etc.

### Networking

Mentors could:

- Introduce their mentee to at least two people who could be helpful to them.
- Invite mentees to a meeting where they can be introduced to other people.

## Knowledge sharing

Mentors could:

- Explain some of the 'un-written rules' they have learned about being successful.
- Ask for their mentee's feedback and advice about a project or problem on which they are working.
- Share a difficult decision they made recently and discuss how they went about it and the outcome.
- Explain the team or line of business they are part of, their role and how it fits into the 'bigger picture'.

## Skill development

Mentors could:

- Suggest that their mentee choose 1-3 objectives, preferably skills, to work on.
- Invite their mentee to observe them at work or attend some of their key meetings.
- If possible, observe their mentee giving a presentation or participating in a meeting, and then provide feedback.



# Guidance for Mentors & Mentees

Getting you to where you want to go



## Assessing the relationship

To ensure the **mentoring relationship** remains beneficial to both mentor and mentee, these questions could facilitate conversations:

- Are we meeting at the appropriate frequency / length of time?
- Are you following up on our action items arising from each meeting?
- Am I doing a good job following up on mine?
- What do you like most / least about our mentoring relationship?
- What are you learning from this relationship?
- What skills are you building as a result of this relationship?
- Am I providing you with the right kind of support or enough support?
- How are we progressing on the goals and objectives we set?
- What feedback can we give each other?
- What are we learning about ourselves?

## Moving on

When the mentoring relationship has reached its conclusion, the mentor and mentee should:

- Reflect on progress against the original objectives and goals.
- Discuss the mentee's next steps.
- Self-reflect to find out what have they both gained and learned from the relationship.

## Further considerations

### Sector knowledge

The mentor needs to be someone who has the knowledge and experience for support. They don't need to work in the same sector / organisation as both can learn a lot from cross-sector discussions.

The personal element of the mentor / mentee relationship is more important than the sector experience.

The mentoring requirements will be different for a new graduate and for someone who is changing career at a later stage so sector experience may not be important.

### Mentoring limits

There are a limited number of potential mentors within the CIEHF and a limit to the number of mentees that one mentor can assist.

It's important for the mentor to recognise the limits of their own mentoring ability and to seek guidance if necessary.

### Payment

Mentoring to assist someone with their professional membership application will normally be carried out voluntarily, with no expectation of payment.

However, agreement for remuneration of out-of-pocket expenses such as travel, are at the discretion of both parties.

### Other support

CIEHF can support mentees by way of a provisional check of application paperwork before it's submitted.

CIEHF mentors are generous in their support for others and can provide a mentor-the-mentor service.



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# 7-Point Mentoring Action Plan

For professional membership applications

Getting to where you want to be



Goals to work towards together



Tasks for the mentee



Periodic reviews

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## Preparation



- Read the Guidance for Mentors and Mentees.
- Make introductions and get to know each other.
- Discuss aims: what do you each want to get out of this?
- Think about timescales and how much time you each have to put into mentoring.
- Establish how you're going to work together: when, where, who's doing what?

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## Competence



- Discuss eligibility and other criteria for the target grade of [Technical Membership](#) or [Registered Membership](#).
- Go through the Professional Competency Checklist (PCC) together, interpreting and clarifying each competency.
- Look for the areas where strengths lie in the PCC.



- Determine the proficiency level for each competency and state how it was reached.
- Look for any gaps. Think about how could they be filled by courses, self-study, practical application, etc.
- Choose one or two areas to focus on and strengthen weaker areas by carrying out activities identified above.



- Identify whether proficiency levels have increased in the weaker areas.
- Determine whether gaps have been filled. If not, is there anything more that could be done?
- Look for any other areas of weakness to concentrate on.

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## Experience



- Discuss practical work experience in human factors to date.
- Study example log book entries and discuss the purpose of them and what a good entry looks like.
- Based on experience to date, make a bullet point list of activities that may make good log book entries.
- Discuss the list. Select activities for the log book that demonstrate sufficient variety to cover the required breadth of the PCC, ensuring where possible, they demonstrate strong professional and technical growth and development.



- Write the first draft of 2-3 log book entries.
- Ensure there is supporting evidence for the log book activities associated with the highest claimed proficiency levels.



- Discuss the draft log book entries. What's good about them and what could be improved?
- Talk about opportunities for gaining experience in weaker areas and creating a strong set of log book entries.



Start here





# 7-Point Mentoring Action Plan

Getting you to where you want to go



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## Development



- Discuss the importance of [Continuous Professional Development](#) (CPD) in general and in particular for the membership application.
- Look at types of CPD and how reflection can consolidate learning.



- Reflect on CPD activities carried out in the past 12 months and plan for future CPD.
- Start recording activities in MyCIEHF.

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## References



- Discuss referee requirements for the targeted membership grade.
- Look at examples of good and poor referee reports.
- Discuss potential referees and their eligibility based on affiliations.



- Approach potential referees to determine affiliations and willingness to support your application.

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## Networking



- Discuss the importance of networking for professional advancement.
- Talk about opportunities for networking within and outside of CIEHF.



- Consider which networking activities would be beneficial (and enjoyable!) and start to become involved.
- Stay in touch with former colleagues.
- Build up your online profiles.

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## Submission



- Gather all the required documents and information ready for submission. Ideally, start drafting log book entries as soon as possible and gather supporting evidence as you go.
- Redact any sensitive information in reports if absolutely necessary, to leave just the details that provide the evidence of your competency.



Important considerations!

- Does the PCC show the required depth and breadth?
- Does the log book show at least the minimum required number of days of work experience?
- Are the log book entries with evidence linked to the PCC areas with the highest proficiency levels?
- Are referees ready to submit their reports?
- Ensure there's a mentor report ready too!