

IEMA Mentoring

Mentee Guidance Notes & Application Forms

**IEMA Mentoring Scheme**

# 1. Background to mentoring

The role of the IEMA Mentoring Scheme is to provide a system whereby members can receive guidance and support from a Mentor for a period up to six months in order to progress their membership to Full or Dual (Full and Chartered Environmentalist) level.

**It is the individual member’s responsibility to organise and plan their own professional development**, but having the support of a colleague or peer can be extremely helpful. A Mentor can also be advantageous when an individual is isolated in an organisation, or is the only environmental professional.

# 2. Objectives of the scheme

Theobjective of the scheme is to provide a formal structure for peer mentoring to support the professional development of members towards Full or Dual membership through the provision of direction and advice.

NB: Mentees who enrol onto IEMA’s Mentoring Scheme must be at a stage whereby they are ready to start preparing their Full Membership Application. The IEMA Mentoring Scheme is **not** designed to offer general mentoring for professional development.

# 3. The Role, Responsibilities and prerequisites of a Mentee

The role of the Mentee is to drive the relationship to learn and develop professionally.

The Mentee is responsible for:

* Defining personal objectives and goals (Full or Dual membership);
* Defining the timescales that they are working towards (maximum time of 6 months within the scheme);
* Committing to completing agreed tasks;
* Being open and honest;
* Maintaining the relationship with Mentor;
* Maintaining regular contact with IEMA, including feedback every month;
* Informing Mentor/IEMA if you wish the Mentoring process to be put on hold/or to cease.

A Mentee can benefit from having someone, particularly externally, with whom they can discuss aspirations, develop plans and solve problems. A Mentor can provide you with encouragement and help to get you motivated, focussed and to plan your future. A Mentor can also provide you with an alternative perspective and challenge the way you think. A Mentor can provide input into setting goals or targets and help you to plan training or skills development.

**Before you go any further, please ensure that you have fully read this document, and are prepared to spend 1 hour a month on the Mentoring process.**

In order to become an IEMA Mentee, you must complete the following and email it to professional.standards@iema.net.

* Complete application form and signed declaration in Appendix I and Appendix II
* Provide an up to date CV
* Answer the following reflective questions using the template in Appendix III
* What are your career and/or personal goals and how being a Full Members of IEMA will enable you to achieve these goals?
* How the IEMA Mentoring Scheme will help you on your Full Membership journey? E.g. time management, bounce ideas, forward planning, interview preparation etc.
* Using your gap analysis (Appendix IV) of the Full Membership Competencies, which areas will you need more support on and how could an IEMA Mentor support you on gaining competence?
* Gap analysis of Full Membership Competencies in Appendix IV

Once we receive all of the above documentation, we will match you with an appropriate Mentor as soon as we can. If we have no available Mentors, you will be placed on a waiting list and will be contacted when a space on the scheme becomes available.

# 4. Making it work

Mentors and Mentees need to have an open and honest relationship to get the best from the process. All conversations and communications must be treated as confidential (see confidentiality form in Appendix II). The success of a mentoring relationship is dependent upon the commitment of both parties. If as a Mentee you do not fulfil agreed objectives, the Mentor has the option to withdraw from the relationship.

It is vital that both parties plan and prepare for meetings in advance to ensure that they are constructive and produce useful outcomes.

It is recommended that the Mentor and Mentee agree early on the format of meetings, a suitable method for contacting each other and how long the commitment will last. Both parties will benefit from agreeing what the Mentee would like to achieve in a set period. It is expected that **one hour per month** (as a maximum) is sufficient time for the Mentor/Mentee relationship.

# 5. What not to expect

Mentoring is not a teaching or counselling session. Mentors are there to provide guidance and support through the Full or Dual process but cannot solve all problems and are not a guarantee of successful application.

# 6. What do I do if a problem arises?

## Unable to contact Mentor

If at any time you have problems contacting the Mentor you are advised to contact IEMA as soon as possible. IEMA will then contact your Mentor to resolve the problem.

## Time Pressures

If you find that your Mentor is not able to provide time to meet (by whatever method) or does not respond to messages in order that you can discuss your progress, you are advised to notify IEMA who can discuss this with your Mentor. This problem can be largely resolved by agreeing a workable arrangement for both parties from the outset.

If, as a Mentee you are struggling to maintain the Mentor / Mentee relationship due to time pressures, you are advised to discuss the options with your Mentor.

**Other**

If you encounter any other problems, or if you wish to withdraw from the scheme, you are advised to contact IEMA Professional Standards Team on +44 (0)1522 540069 or by e-mailing [professional.standards@iema.net](mailto:professional.standards@iema.net)

# 7. The Mentoring Process

The Mentoring process is dependent on a pool of trained IEMA Mentors who work on a voluntary basis. If at any time there are insufficient mentors to fulfil the requirements of the mentees, they will be put on a waiting list. The scheme is only available to IEMA Members and will be directly administered by IEMA.

All IEMA Mentors will have participated in an IEMA Mentor Training Workshop to ensure that it is clear what is expected of them, and will be provided with some practical guidance on the mentoring process.

Mentees are required to complete an application form (see Appendix I) and submit a curriculum vitae. This information will be shared with the Mentor.

Individual Mentors will be matched with a Mentee. IEMA will endeavour to avoid conflicts of interest by avoiding matching individuals from competitor organisations. IEMA will match Mentors and Mentees, preferably on a regional basis, where possible, with common interests.

Provided that there are no conflicts of interest, contact details will be exchanged It is the responsibility of the Mentee to drive the process and contact their nominated Mentor. The role of the Mentor is to provide support, challenge ideas and thinking; but not to provide free consultancy advice or provide solutions. The length of the relationship depends on the individuals concerned and may be one meeting or discussion, or it may be a longer term mentoring relationship. The structure and frequency of meetings can be discussed by the Mentor and Mentee.

Suitable Mentor found, contact details of the Mentor are provided to Mentee

Mentee contacts Mentor to arrange first meeting (face-to-face or phone)

Mentoring Process

If not deemed suitable by either party after first meeting, mentee is placed back on the waiting list

Regular feedback by Mentor&Mentee to IEMA

Completion of Mentoring

If no available Mentors, Mentee is placed on Waiting List

Mentee submits CV and Application

IEMA reviews CV and matches against Mentors List

**Appendix I: IEMA Mentoring Scheme - Mentee Application Form**

|  |  |
| --- | --- |
| Full name |  |
| Contact Telephone Number (to be passed to the Mentor) |  |
| Contact email (to be passed to the Mentor) |  |
| Business Address: |  |
| Company Status, e.g. Private, Public, Sole Trader |  |
| What membership level are you aiming for and what timescale are you working to? |  |
| Do you have any special requests**[[1]](#footnote-1)**? |  |
| Availability / Contactability | Please indicate your preferred method of contact and contact times (include am/pm or specific days of the week/month) |
| Biography | Please describe in no more than 200 words your key areas of expertise and experience |
| Declaration  Signed  Print | I give permission for my Mentor to receive feedback from IEMA Assessors about any membership applications made. This information will be held by the Mentor in the strictest of confidence.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Signed    Print | I have read the Mentee Guidance Notes and declare the following:  I have enclosed a current CV;  I have enclosed a signed confidentiality form; and  To the best of my knowledge the information submitted to the IEMA is true and accurate. |

DATA PROTECTION STATEMENT

By signing this application form, you accept that all or part of the information provided on this form may be used and processed by the IEMA for membership administration, fulfilling the aims of the IEMA and compliance with the IEMA’s statutory obligations. Such use will be in accordance with the provisions of the General Data Protection Regulation. You also certify that to the best of your knowledge, the information given on this application form is correct.

# Appendix II: Confidentiality Form

UNDERTAKING OF CONFIDENTIALITY

To: IEMA

I, , of hereby agree that I shall not at any time during the continuance of my engagement or at any time thereafter directly or indirectly use, record or disclose any confidential information (as hereinafter defined) except as may be necessary for the proper performance of my duties (as a Mentee) or as may be specifically authorised in writing by the IEMA.

I agree to take good care of (any equipment or) documents which are within my custody or control during the course of my engagement and shall not, except in the proper course of my duties, show or disclose or communicate the construction or contents thereof to anyone.

I confirm that:

I will be a Mentee and I have read and understand the terms of this Confidentiality Agreement.

Upon termination of my engagement (for whatever reason) and at any other time at the request of the IEMA, I shall, without retaining any copies or records thereof, immediately return all such (equipment and) documents to the IEMA and shall deliver up to the IEMA all copies of such documents or extracts of such documents and all other notes, memoranda, photographs, drawings, records, or other material made or procured to be made by me or issued to me during my engagement relating to the business of the IEMA or any of its clients.

For the purpose of this Undertaking I acknowledge that Confidential Information means all technical and business information of IEMA and its clients/members which are of a confidential, trade secret and/or proprietary nature.

Signed by (the Mentee) ..................................................

Date...........................................

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**Appendix III – Reflective Questions**

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| What are your career and/or personal goals and how being a Full Member of IEMA will enable you to achieve these goals?  (Approx 100-200 words). |  |
| How the IEMA Mentoring Scheme will help you on your Full Membership journey? E.g. time management, bounce ideas, forward planning, interview preparation etc.  (Approx 100-200 words). |  |
| Using your gap analysis of the Full Membership Competencies, which areas will you need more support on and how could an IEMA Mentor support you on gaining competence?  (Approx 100-200 words). |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Appendix IV – Full Member Competencies Gap** **Analysis** | | | |
| Competency | Criteria | Competent? | Next steps |
| Explain the implications of global trends for the environment, for society, for the economy and for organisations | Global mega-trends and how they drive a need to transform the word to sustainability  The UN’s Sustainable Development Goals and how they create a framework for action  The way environmental limits and the equalities agenda maintaining economic growth and creation of sustainable capital  The five sustainable capitals and their interdependencies between them  The ways current economic activity can produce unintended environmental and social consequences from the local actions and global consequences  The need for sustainability skills and how they can overcome internal and external challenges in pursuit of sustainable outcomes  How ongoing review and innovation at an individual and organisation level maintain progress towards the goal of sustainability.  Explaining how a lifecycle perspective and a collaborative approach can address unsustainable practices  The challenges in balancing interactions between social, environmental and economic factors in the context of sustainable development |  |  |
| Explain common sustainable business/governance models, their underlying principles, and their relationship with organisations, products and services | Sustainable business behaviours and models, with examples of how they are driving the transition to a sustainable economy  Sustainable business practises and how organisations benefit in moving toward net, or net positive performance  The importance of safe operating space in relation to social floor and environmental limits, and to what extent do they impact on your organisation, and on business  Ethics and how they influence individual and organisational decision making  Concepts such as corporate responsibility, corporate sustainability and sustainable business, how they vary in application and practise |  |  |
| Demonstrate understanding of environmental or socio-economic principles and their relationship with organisations, products and services | The importance of natural cycles, ecological systems and environmental limits and their influence on their organisation, its products and services  The impact of human interventions upon natural ecological systems, habitats, species and individuals  How taking a socio-economic approach to problem solving can create or offer opportunities for improved and more sustainable products and services  The importance of equality (incl: gender equality), inclusivity, cultural context and engagement in their role |  |  |
| Evaluate major policy and legislation in your field, describe their implications for organisations, products and services | The key trends in their regulatory and policy landscape, their impact on their sector and how they either hinder or enhance delivery of sustainable products and services  How key policy and regulatory issues link to national and international sustainability issues  The role particular stakeholders play in influencing issues and development of policy |  |  |
| Identify major and relevant tools, techniques, systems and practises that drive development of sustainable products and services, and to create sustainable businesses | Tools relevant to their field to work, outlining their advantages and disadvantages, and explain how they facilitate improved sustainable outcomes  How relevant tools, techniques, systems and practices are applied to manage sustainability across the value chain  Lifecycle thinking, its benefits and challenges, and its application in decision making  The roles different people play in producing or delivering sustainable products and services, and their interactions  The role of review and audit has in driving improved sustainability performance of products and services |  |  |
| Understand the role of innovation in creating sustainable solutions and developing sustainable products and services | Innovation in their field and the way it supports the development of sustainable products and services  Success factors in innovation and how they can be replicated in a relevant context |  |  |
| Synthesising information and using data to support the strategic decision making process | Analysing information to obtain understanding and insight  Using information and knowledge to propose and support strategic decisions  Adapting information and knowledge for different audiences |  |  |
| Develop and deliver innovative and sustainable products and services | Identifying short, medium and long term trends, threats and challenges to achieving sustainability  Creating and prioritising opportunities to create more sustainable products and services  Taking action to develop and implement solutions to problems  Challenge and negotiate to encourage the inclusion of good environmental management and sustainability practice in decision making and subsequent action |  |  |
| Engage stakeholders to adopt improved sustainable practice and performance | Communicating positive sustainability practices  Presenting in ways appropriate to the audience  Understanding the viewpoints and interests of stakeholders and using that insight to communicate and promote sustainable practices appropriately |  |  |
| Build collaborative networks and relationships to advance sustainability | Identifying stakeholder needs and expectations, and responding accordingly, to deliver improved and sustainable practise, products and services  Building and maintaining the relationships needed for collaboration and cooperation  Enabling and facilitating networks within and beyond organisations, leveraging the skills and expertise needed to deliver sustainable product and services |  |  |
| Improve resilience through continual improvement, by managing risks, and by maximising opportunities | Adopting a whole life cycle approach in the application of tools, techniques and systems  Identifying barriers to the delivery of strategy, and putting steps in place to overcome them  Using systems thinking maximise sustainability benefits and opportunities, and to either minimise or mitigate negative impacts  Using tools, techniques, systems and practises to drive continual improvement |  |  |
| Manage and deliver a suite of programmes and projects that achieve performance improvement | Delivering and translating a vision for sustainability into a range of projects, programmes and processes that deliver sustainable products and services  Applying performance management techniques to monitor delivery of a vision for sustainability  Making the business case for sustainability, demonstrating positive financial, social, and environmental return on investment  Using contracting and procurement as a component of sustainable production and consumption |  |  |
| Lead a process of change and transformation | Demonstrating use and application of change management principles  Educating, influencing and challenging organisational culture to improve sustainability performance  Adjusting existing business models, or adopting new ones to innovate and deliver better products or services  Leading teams and managing people effectively to produce more sustainable outcomes |  |  |

1. Please indicate here if there are any specific groups of individuals you would not like to have as a mentor, e.g. someone from a specific organisation. [↑](#footnote-ref-1)