

**Professional Qualifications (CEng, IEng, EngTech) Mentoring Guide**

The purpose of this guide is to provide information and best practice guidance to CIHT Members who have volunteered to act as mentors for those planning to apply for professional registration as an Engineering Technician (EngTech), Incorporated Engineer (IEng) or Chartered Engineer (CEng).

**Table of Contents**

[**Mentoring Overview** 2](#_Toc100668890)

[**Mentoring for Professional Review** 3](#_Toc100668891)

[**Following the Professional Review** 7](#_Toc100668892)

[**Signing up as Mentor** 8](#_Toc100668893)

[**Other ways to get involved** 8](#_Toc100668894)

[**Annex 1 - Am I ready to be a mentor for professional review?** 9](#_Toc100668895)

[**Annex 2 - Plan and identify worksheet** 10](#_Toc100668896)

[**Annex 3 - Final report form** 11](#_Toc100668897)

[**Annex 4 - Ending a mentoring relationship** 12](#_Toc100668898)

# **Mentoring Overview**

**What is mentoring**

Mentoring is a semi-structured process by which experienced individuals share their knowledge, skills, and experience to help others to achieve their professional and/or personal development goals. Mentoring for CEng, IEng and EngTech requires an independent review of a mentees progress as they demonstrate their competence while working towards their Engineering Council professional registration. Mentoring should be a dynamic and reciprocal experience, in which the mentor and mentee both have opportunities to grow and learn from each other.

**What is the role of a mentor?**

A mentor is a ‘critical friend’ who draws on their own knowledge of the industry, professional qualification standards and the professional review process to guide, support and encourage their mentee in their personal and professional development. To enable the mentee to meet the relevant competence requirements of the professional qualification they are aiming to achieve, a good mentor will support their mentee to identify the gaps in their knowledge and experience and help them identify ways to address the gaps.

**Benefits of becoming a mentor**

Mentoring can be an incredibly rewarding experience and mentors can derive a great deal of satisfaction from contributing to the success of others. Mentors get to give something back to the highways and transportation sector and accelerate their own learning and development while building collaborative relationships. Mentoring counts as a CPD activity for CIHT members. Other benefits include:

* Opportunities to demonstrate a commitment to developing people
* Personal satisfaction of guiding and sharing with another CIHT Member
* Opportunity to use and develop leadership skills

**Who can be a mentor?**

Anyone with the knowledge, skills and experience of professional qualification standards, and the Professional Review process can be a mentor but. Ideally a mentor should not be a mentees line manager; this has been found to make it easier to address any personal (rather than organisational) needs. Mentoring is different to coaching, which tends to link an individual’s development to organisational goals rather than to professional standards.

**Do mentors need qualifications?**

A mentor for CEng, IEng or EngTech must be professionally registered with the Engineering Council at the level that their mentee(s) is aiming to achieve or higher. Mentors are also expected to have worked in the sector at a senior level for at least 3 years and have good knowledge of the UK-SPEC, as well as their application in practice.

**Characteristics of an effective professional qualifications mentor?**

* A sincere desire to make a positive difference to a young professional’s career
* Experienced highways and transportation professional capable of raising and managing relevant issues while offering solutions and opportunities, if necessary
* Knowledge of professional standards and professional registration through CIHT
* Able to build relationships, listen, be willing to share knowledge and inspire confidence
* Able to provide constructive feedback with respectful, objective encouragement
* Proactive, accessible, approachable, and organised
* Effectively challenge yet encourage critical thinking to potential problems
* be objective, respectful, and discrete.

**What is the mentor/mentee relationship?**

A mentor should take a personal interest in their mentees success and be accessible, approachable, and organised enough to inspire them and build their confidence. Mentees should be respectful of the mentor’s time and support and make the effort to continue their development in line with the agreed actions set at the meetings.

**Time commitment**

Mentoring can be an incredibly rewarding experience, but it can also be a little demanding on a mentor’s time. Although it varies for each mentoring partnership, on average a mentor should expect to spend one hour every 2 weeks on mentoring duties. Before committing to mentoring, please consider any current commitments

# **Mentoring for Professional Review**

This section of the guidance covers what mentors need to know about competence standards and the mentors’ role in preparing candidates for professional review, as well as providing plenty of best practice guidance for mentors.

**Academic qualifications**

Before progressing to mentorship, a mentee should undertake an [initial assessment](https://www.ciht.org.uk/professional-development/get-qualified/initial-assessment/) to understand where their qualifications fit in with the routes to professional registration as this sets out whether a mentee follow the Standard route or the Individual route.

Mentors for individual route candidates must ensure that the mentee is able to fulfil the following five areas of learning, as outlined in [AHEP, 4th edition](https://www.engc.org.uk/media/3464/ahep-fourth-edition.pdf).

1. Science and mathematics
2. Engineering analysis
3. Design and innovation
4. The Engineer and society
5. Engineering practice

For mentors mentoring individual route CEng candidates - please refer to the M1-M18 learning outcomes on pages 32-37 of the [AHEP, 4th edition](https://www.engc.org.uk/media/3464/ahep-fourth-edition.pdf) for further guidance.

For mentors mentoring individual route IEng candidates, - please refer to the B1-B18 learning outcomes on pages 27-31 of the [AHEP, 4th edition](https://www.engc.org.uk/media/3464/ahep-fourth-edition.pdf) for further guidance.

**Professional registration timeline guide**

For most candidates they will need at least 5 years of practical experience to be ready to apply for CEng and IEng; and a minimum of 3 years+ for EngTech.

**Competence standards – what mentors need to know**

The competence of an individual is not linked to how much time they have in the industry, but the experience that they have of all the competencies within the professional qualification they are aiming to achieve. A comprehensive discussion with a mentee is essential to help them identify evidence of knowledge, experience and commitment, with a focus on their current competence. Remember to cover ethics, technical and managerial competence. If a mentee is applying for CEng or IEng, mentors should refer them to the [CEng Gap Analysis](https://www.ciht.org.uk/media/14670/ceng-gap-analysis-exercise-uk-spec-4th-edition.pdf), or [IEng Gap Analysis](https://www.ciht.org.uk/media/14671/ieng-gap-analysis-exercise-uk-spec-4th-edition.pdf) exercise. Mentors can then discuss and assess their mentees engineering competence against the specialisms’ criteria.

**The first mentor / mentee meeting**

The first mentor / mentee meeting should be used to build a personal rapport and talk about expectations and hopes for the mentor/mentee relationship. Good discussions points include what both the mentee and the mentor expect from the relationship; what learning expectations mentees have and each other’s roles and responsibilities (i.e., meeting organisation, etc.).

At this initial meeting mentors should check that their mentee has checked which route/qualifications they are eligible for. It will be a good idea to write a summary of the meeting and the points and actions and that need to be covered or completed for the following meeting. This approach is likely to keep the mentee engaged in and committed to the process.

The initial meeting is an opportunity to determine whether there is a good mentor / mentee match. Mentors might want to consider using some of these questions to help establish whether there is a good mentor / mentee fit:

* Tell me about your strengths. How do you leverage them in your current job?
* Tell me about your career so far – what’s gone well and what has not gone so well?
* What are your development needs?
* When do you hope to achieve professional registration?
* Tell me about how you have grown and developed in the last year?
* What experiences have you had with mentoring in the past?
* Describe your vision of an effective mentoring partnership

**Preparing for follow-up mentoring sessions**

Use notes from previous meetings to reflect on a mentees progress and manage any issues that mentees want or need to discuss. Consider if there are any issue(s) remaining from the last meeting? Have all actions been completed that were committed to?

To help the mentor and mentee plan and prepare for follow up mentoring sessions, CIHT have created the plan and identify worksheet, which is **Annex 2** at the end this document. This plan and identify worksheet can be completed by the mentee and it acts as a reminder to both parties of the progress that has been made. It provides a recap of the last meeting, including any set objectives and an action update. It also provides a focus for the next meeting, so it can be used to set an agenda or start a new development plan.

**\* Annex 2 of this document will help to keep track of previous meetings and act as a reminder of progress made**

The mentor can send the plan and identify worksheet document to the mentee before their next meeting and ask them to complete it. This document will also be made available on our website for mentees to download and use.

**Communication**

It is up to the mentor and mentee to decide on the method and frequency of communication. This could be a blended approach of face-to-face meetings and using online platforms. The responsibility for communicating and structuring the mentor / mentee relationship is shared by both mentors and mentees.

**Mentors’ responsibility during mentor / mentee meetings**

Mentors need to encourage the mentees to maintain a focus on their professional development. Mentors need to maintain the mentees confidentiality, and trust, ensuring theylisten attentively and check for feelings as well as facts. It can be very helpful to ask open questions and encourage the mentee to have realistic expectations of their progress.Mentors are encouraged to take notes during their meeting with mentees and these should be stored securely (electronically or in a paper format). Once the mentor / mentee relationship is concluded, mentors should securely delete or destroy any notes they have taken. Suggested things to cover during a mentoring meeting are:

* review progress, and agree estimated target dates for the mentees professional review
* briefly summarise the notes of any previous meetings
* update the status of actions that were agreed
* review the mentee’s progress against the UK-SPEC requirements
* help the mentee develop their professional development plan
* listen attentively, encouraging the mentee to take the lead
* ask open questions to test the mentee
* encourage realistic expectations regarding achieving the qualification
* build on the mentee’s own ideas
* be honest, supportive, and encouraging
* share thoughts and ideas with the mentee
* summarise and take notes of any actions agreed to during the meeting
* agree/ revise the planned programme to Portfolio submission
* agree the date and time of the next meeting.

**Mentors’ responsibility between meetings**

Mentors should complete tasks or actions promptly and encourage their mentee to do likewise. Keep in touch with the mentee between meetings to highlight events or topics that might be relevant and useful to them. Anything said during mentoring meetings is confidential and should not be repeated without the consent of those involved. Mentors and mentees may consider signing a confidentiality agreement.

**Advising when a mentee is ready to apply for professional review**

This is a particularly important step. Some candidates may need more time before they apply for their professional review, so please do try to ensure that the mentee is ready to apply for their professional review before they do. If they apply too soon, this will quickly become evident at professional review interview.

However, mentees should also avoid leaving it too long to apply for their professional review, as moving away from hands-on technical experience to management can make providing evidence more difficult. To help highways and transportation professionals relate what they do at work, to the generic standards within the UK-SPEC, CIHT has identified eight relevant specialisms that relate to different occupational areas of the industry.

A mentee will be asked to choose which of the eight specialisms is applicable to them when making their application (they may choose more than one).

1. Transport planning
2. Materials and geotechnics
3. Traffic management, safety, and systems engineering
4. Infrastructure planning, design, construction and/or maintenance
5. Transport related structural engineering
6. Academic research and teaching, or training more generally
7. Research and development in highways and transportation more generally
8. Intelligent transport systems

A mentor can help to ensure that someone is ready for their professional review, by using the final report form in **Annex 3** of this document. Mentors and mentees can work together to use this final report form to assess whether the mentee has achieved the competency required for the professional registration title they aim to achieve, in the five broad areas of competence and commitment. Both the mentor and mentee must agree on the progress that the mentee has made.

**\* Annex 3 of this document will help a mentor to assess whether their mentee is ready for professional review**

**Helping a mentee prepare their portfolio of evidence submission**

When working with a mentee, mentors should ensure that:

* the mentee has sufficient experience for the level they want to achieve and which of the specialisms is relevant to them
* gaps in their experience and knowledge are addressed
* they get into the habit of presenting clearly referenced information to create a professional first impression
* the portfolio is professionally presented e.g., correct spelling and clearly referenced.
* the focus of the portfolio is on the mentee’s contribution to projects e.g. ‘I lead…’ or ‘I managed.’
* the UK-SPEC evidence forms contain no more than 500 words for each section.
* only essential appendices are included and do not exceed more than 50 sides of A4.
* the project synopsis should only be an outline of the presentation and the interesting parts should be kept for the day of the presentation
* they keep their CPD record up to date (25 hours a year minimum for CIHT) CPD/SWOT/PDP – and check that these make sense when read together
* they are writing concisely – using bullet points or removing unnecessary padding, as parts of the portfolio of evidence have word limits
* enough time is given for the mentee’s sponsor to sign off their application in advance of the submission deadline
* They choose appendices that will help the reviewers to assess their competence

**Helping a mentee prepare for their professional review interview**

Interviews for CEng and IEng last approximately 75 minutes and start with a 15-minute presentation by the mentee on a project of their choice. EngTech interviews last approximately 45 minutes and start with a 5 - 10-minute presentation about a mentee’s career to date. As the mentor, seek to ensure that the mentee has rehearsed the timings of their presentation and is fully confident speaking about all aspects of their portfolio of evidence submission.

Mentors may wish to consider running a mock interview to give mentees an opportunity to practice answering questions about their experience. If mentees are unable to demonstrate a solid understanding of part of their portfolio, they should consider removing this from their portfolio. Mentors should remind mentees that there is not always a right or wrong answer to every question; sometimes the professional reviewers will expect them to form their own view on an issue.

Mentors should encourage mentees to highlight their role in the projects rather than talking about the work of the team.

1. encourage them to practice their interview and presentation skills for content and timing, this will lead to an increase in their confidence
2. emphasise the importance of clear visual aids for their presentation
3. provide advice on sticking to the question – no waffle
4. encourage the mentee to have a professional opinion on important topics of the day – the reviewers will expect them to have a view
5. encourage the mentee to clearly talk about their own competence (I led, I managed, I drafted etc.) – this will be the focus at the professional review
6. help them to identify projects that would make a good topic for the presentation (ideally something complex/challenging)

# **Following the Professional Review**

This section of the guidance covers what mentors need to know after a candidate has been for their Professional Review.

**After a mentees successful review**

If a mentee passes, it will be useful to have a de-brief; there might be some tips to pick up on for the next mentee.

**After a mentees unsuccessful review**

If a mentee is not successful, CIHT recommends that mentors discuss the reviewers’ feedback with their mentee to agree what actions should be taken to address any areas highlighted by the reviewer. Being unsuccessful can in some cases be put down to the mentee just having a bad day, it doesn’t mean that they are not good at their job, so encourage them to keep going!

**Ending a mentee / mentor relationship**

The end of the mentoring partnership is a natural part of the process and one from which mentors can learn a great deal. The transition does not mean the mentee and mentor will have no further contact; it just means that the objectives of the relationship have been achieved and the mentor no longer needs to maintain the structure of a mentoring partnership. Remember to end on a positive note, maximize any learning experiences available, and celebrate joint accomplishments. The end of the relationship is an excellent opportunity to discuss shared experiences.

At the end of a mentor / mentee relationship, consider the following:

* Adding the mentee to an email distribution list to share ideas and articles of interest
* Encourage mentees to get involved with CIHT e.g., as a trainee reviewer, STEM ambassador or mentor themselves
* Ask the mentee to a professional lunch or coffee to maintain contact or to tell them about events that are happening that they may be interested in
* Offer to participate in one another’s problem-solving sessions
* Participate together in community projects (for example, those sponsored by the firm).

**\*Annex 4 of this document is a form to help end a mentor / mentee relationship**

# **Signing up as Mentor**

**Ready to be a mentor?**

Thanks for being interested in becoming a CIHT mentor! Whatever the reasons for choosing to become a mentor, remember that it is a commitment, so it would be a good idea to take a few minutes and read **Annex 1** of this document.

**\* Annex 1 will help potential mentors find out if they are ready to be mentors**

**Signing up as a mentor**

On the professional development section of the CIHT website is the [assessors and mentors tab](https://www.ciht.org.uk/professional-development/get-involved/assessors-mentors-and-reviewers/). Click on the *‘Become a Mentor’* tab and complete the online registration form, which takes less than 5 minutes to complete. Once we have received a completed application form, we will update our mentor database and with permission, we will pass on our mentors contact details to any suitable mentees looking for support. Register as a [CIHT mentor](https://www.ciht.org.uk/professional-development/get-involved/assessors-mentors-and-reviewers/become-a-mentor/) or contact one of the [CIHT regions](https://www.ciht.org.uk/about-us/uk-nations-regions/) who may be able to match mentors with mentees.

**Where do mentors look for mentees?**

There may be mentees looking for mentors in their own company. If not, then CIHT may be able to match mentors with external candidates.

**On-going CIHT support**

CIHT will issue guidance and provide regular CPD opportunities for mentors and mentees.

For further information and advice, please contact CIHT via e-mail:

professionaldevelopment@ciht.org.uk

# **Other ways to get involved**

**Become a professional reviewer or** **EPA (End Point Assessment) assessor**

Volunteering to become a [professional reviewer or an EPA Assessor](https://www.ciht.org.uk/professional-development/get-involved/assessors-mentors-and-reviewers/become-a-reviewer/) can also be extremely rewarding. Information on this can be found in the professional development section of our website [please apply online](https://www.ciht.org.uk/professional-development/get-involved/assessors-mentors-and-reviewers/).

**Become a CIHT STEM ambassador**

If you are interested in becoming a mentor, you may find being a [CIHT STEM ambassador](https://www.ciht.org.uk/professional-development/get-involved/inspiring-the-next-generation/stem-ambassadors/) equally rewarding.



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# **Annex 1 - Am I ready to be a mentor for professional review?**

Complete the questions below to help you determine whether you are ready for mentoring

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| Am I professionally registered as CEng, IEng or EngTech? |  |  |
| Am I willing to invest time and energy in a mentoring partnership? |  |  |
| Do I feel mentoring is a valuable form of development? |  |  |
| Am I open to learning *from* a mentee? |  |  |
| Am I open to sharing my expertise and experiences with a mentee? |  |  |
| Am I willing to help a mentee develop and achieve learning objectives? |  |  |
| Am I open to a mentee taking responsibility for scheduling meetings, suggesting topics to discuss, and ask me for help in specific areas? |  |  |
| Am I willing to discuss mistakes and failures as well as successes? |  |  |
| Am I a good listener? |  |  |
| Am I willing to give candid feedback – positive and negative? |  |  |
| Do I encourage new skills and behaviours? |  |  |

If I answered **‘Yes’** to the questions above, I am ready to assume the responsibility of a mentoring partnership.

If I answered **‘No’** to any of the questions above, I should think about what I need to do to address them. It may be that mentoring is more appropriate for me when my schedule is more flexible, or I have had an opportunity to explore the approach to mentoring in more detail.



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# **Annex 2 - Plan and identify worksheet**

The mentee should complete the below meeting planner as a reminder to discuss the progress has been made and send it to the mentor prior to the meeting.

|  |  |
| --- | --- |
| **Date of the meeting:** |  |
| **Time of the meeting:** |  |

|  |
| --- |
| **Recap of Last meeting:** |
| *Use notes from previous meetings to reflect on a mentees progress and manage any issues that mentees want or need to discuss.*  |

|  |
| --- |
| **Mentoring objectives met since last meeting:** |
| *Consider if there are any issue(s) remaining from the last meeting? Have all actions been completed that were committed to?* |

|  |
| --- |
| **Focus for this meeting:** |
| *What is the focus for this meeting, has a meeting agenda or a new development plan been created?*  |

|  |
| --- |
| **First meeting?** |
| *Have roles and responsibilities been determined (i.e., who will organise the meetings, timings, etc.)? An open discussion is the best way to determine whether mentors and mentees are a good match for each other.* |



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# **Annex 3 - Final report form**

**Note****:** Mentors & Mentees can use thisFinal report form to assess whether the mentee has achieved the competency required for the professional registration title they aim to achieve, in the five broad areas of competence and commitment. Both mentor and mentee must agree on the progress that the mentee has made.

|  |  |
| --- | --- |
| **Mentees name:** |  |
| **Date report completed:** |  |
| **Each registration title requires demonstration of five broad areas of competence and commitment:** A – Knowledge and understandingB – Design, development and solving engineering problemsC – Responsibility, management, and leadershipD – Communication and interpersonal skillsE – Professional commitment |
| **Mentees comments:***Please indicate below that the mentee has* *achieved the competency required for the professional registration title they are aiming to achieve. Please cite specific examples from projects they have worked on.* |
| **Mentor’s comments:** |

**Please continue on a separate sheet if necessary. Photocopying of form is permitted.**



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# **Annex 4 - Ending a mentoring relationship**

Think about the answers to the following questions, then complete the evaluation below and bring it to the final mentoring meeting for discussion with your mentoring partner.

**Evaluation of mentoring experience**

|  |
| --- |
| **What went well?** |
|  |

|  |
| --- |
| **What could have been better?** |
|  |

|  |
| --- |
| **What will I ‘take away’ from this experience - The headlines?** |
|  |

|  |
| --- |
| **How can I apply what I have learned to support the development of future talent?** |
|  |

|  |
| --- |
| **What best practice can I share with my future colleagues?** |
|  |