

The background to mentoring

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Welcome

Thank you so much for agreeing to be one of our IAgrE mentors. We rely on the support of our volunteer members and are very grateful to everyone for the help and time you put into our Institution.

These workbooks will help you and your mentees to get the most out of your mentoring relationship and some of the do's and don'ts associated with the process.

Will I get anything from it?

Not only will you be helping someone else develop their skills but you'll get a lot from it too. Mentoring can give you new skills and allow you the opportunity to develop your existing skills.

Getting in touch

We are always here if you have got a question or if you want to tell us what you've been up to! Please contact Sally Wood, projects@iagre.org who will be happy to help.

And last, but not least, we hope you enjoy your mentoring experience!

Best wishes

Alastair Taylor
Chief Executive Officer, IAgrE



What is mentoring?

The word 'mentor' comes from the Greek myth in which the legendary king Odysseus went off to fight in the Trojan Wars, entrusting the care of his son to a friend called Mentor. The word actually means "enduring" and is usually used to describe a sustained relationship between an experienced person and someone who is in the initial stages of their development.

'Mentoring' describes a relationship supporting someone through a learning or developmental journey. It's about reflecting, encouraging and supporting the individual.

Mentoring is about mutual trust and respect. It is a two way relationship - you both get the chance to learn new things. You will both further your personal development. You have probably got lots of life experiences that your mentee can learn from. It is also a great way for them to develop and improve communication and planning skills too.

As a mentor, you are the person who guides and supports your mentee. Your mentee is the person that is supported and encouraged to achieve their goals.

We recognise that for our members mentoring generally falls into two categories - Engineering Council/Society for the Environment registration specific and personal development/career progression but mentoring can also cover:

- Moving into a new industry sector
- Returning from maternity/paternity leave
- adapting to new responsibilities at work

Every mentoring relationship is different, but each will present the opportunity for both mentor and mentee to learn from each other

More Information



[DOWNLOAD - 'Alternative Forms of Mentoring' by David Clutterbuck](#)

What should a mentor do?

A mentor is normally someone who has more experience and who acts as a trusted confidante over a flexible period of time. It is a closer and more meaningful relationship than is seen in coaching. A true mentoring relationship is a mutually beneficial learning experience where the mentor shares their personal knowledge and experiences and promotes a self-discovery approach.

A mentor **should**:

- Help by sharing their own experience of both failures and successes
- Give friendly, unbiased support and guidance
- Provide honest and constructive feedback
- Act as a sounding board for thoughts and ideas
- Provide a fresh/new perspective
- Acknowledge achievements to help build confidence
- Facilitate decision making by suggesting alternatives based on personal experience
- Provide ongoing support and encouragement
- Be interested in the mentee as an individual
- Offer advice but only when asked for it!

What is mentoring *not*?

It is important to keep a clear focus, otherwise a lot of time can be wasted on activities that are not strictly part of the mentoring brief. It is not just a matter of time – it is the mentor's responsibility to perform a very specific role for the mentee and to be aware of what is and is not part of that role. The style of process (formal or informal) is very much up to the mentor and mentee. However, there are somethings that are definitely NOT part of the mentor's role:-

Acting as a parent –the responsibility lies with the mentee and not the mentor.

Acting as a counsellor – the mentor is not the person to 'fix' things

An excuse for the mentee to moan – you are there to listen and provide support but not to spend all your time listening to a list of woes!

Dispensing discipline – if the mentor notices the mentee is not pulling their weight, they should tell them so. The mentee's success or failure is not the mentor's responsibility – it is their own.

More Information



[DOWNLOAD - 'Roles and Responsibilities' by David Clutterbuck](#)

Benefits of Mentoring

Mentoring is beneficial to both the mentor and mentee

Benefits to a Mentor

- Enhances your developmental toolkit: the mentoring relationship allows time to practice and develop key mentoring and coaching skills
- Develops your learning – mentoring is a two-way learning process and mentors report that they also learn a great deal from their mentees
- Opportunity to build more relationships across the sector
- Sense of satisfaction in sharing knowledge and being a small part in someone else's success

Benefits to a Mentee

- Opportunity to be more effective in their role
- Provides a different perspective
- Improved strengths leading to a growth in confidence
- Having a mentor can lead to a faster progression in an organisation and the development of a wider skill set
- Safe/offline and confidential space to explore ideas

Mentee Activity



[ACTIVITY 1 – Ask your mentee to fill out our Activity 1 worksheet to see what benefits they wish to gain from their mentoring and also what benefits they can see for you](#)

Boundaries

All relationships need boundaries (even though you might not have thought about them) and a mentoring relationship is no different. It is down to you both to be consistent and respectful. You should think about:

Time - mentoring works best when you've talked about how many hours you'll undertake and when it's best to meet. That way, you are both clear about timings.

Getting in touch – it is up to you both to decide how it is best to keep in touch. Let your mentee know which number or email address is easiest to get hold of you on. Don't forget to chat about which times you would both prefer to be contacted.

If your mentee is behaving inappropriately or anything happens that you are unsure about, then contact Sally Wood, projects@iagre.org. We are here to help.

Confidentiality

It is really important that you respect each other's confidentiality. Remember that anything you talk about when you meet up is between the two of you so you should not talk about it to someone else. Four things to think about:

Concerns - if you have got any concerns contact the IAgrE Office

Secrets - don't promise to keep secrets. Make that clear from the beginning and remember to ask your mentee if situations arise that may involve you sharing confidential information with anyone else.

Information - keep any information about your mentee, like a phone number, somewhere secure. Do not share any financial details.

You - confidentiality works both ways. Be aware of which personal areas of your life you are prepared to share with your mentee.

More information



[DOWNLOAD - 'Confidentiality in Mentoring' by David Clutterbuck](#)

How do I know if I'm being a good mentor?

You might wonder before you start if you will be any good at it. Don't worry, remember, you don't need to be an expert to be a good mentor. You just need to be patient, open-minded, good at listening, positive and enthusiastic.

Unfortunately, there is not a test that can tell you if you are getting it right, apart from your mentee telling you that you are. You are probably getting things right if:

- Your mentee is meeting up with you.
- You have good rapport.
- You feel like your mentee has opened up about their goals and objectives.
- Your mentee has learned new things from your sessions.
- You are really listening to them.
- Your mentee appears to be developing both personal and business skills.

Is it working?


Don't worry if meeting some of the goals seems to be going slowly. This does not mean you are not a good mentor. Things take time, often it takes a while before you see a change. Concentrate on the little things and remember they can make a big difference.

Reviewing your initial plan to see if you can agree more tangible or realistic goals.

What happens if it is not working out?

Although every effort will be made to ensure a close match between you and your mentee, sometime this may still not work out. This may be no reflection on either party, and either party may finish the relationship.

Both parties will be contacted to confirm the situation. If required another suitable Mentor/Mentee may be arranged for both parties going forward.



*"I became a mentor because I wanted to give.
The thing I didn't realize is how much I'd get."*

Skills and Tools Required by a Mentor

Contents:

The Key skills of a mentor

How will you communicate with your mentee?

Questioning Skills

Listening Skills

Building a trusting and respectful relationship

Different learning styles - activities

The Key Skills of a Mentor

- Listening in order to understand
- Questioning to clarify and make sure they've understood correctly
- Questioning to explore additional options and consequences
- Action planning for the future

Throughout these stages, the mentor is also facilitating the mentee's learning and development. The mentor also guides the mentee to:

- Find their own solutions
- Develop their own skills
- Create new ways of thinking
- Change their own assumptions and perceptions
- Gain greater self-awareness
- Improve their personal and business performance
- Build confidence
- Work their way towards professional registration (if required)

1. Shares skills, knowledge, and expertise

2. Provides guidance and constructive feedback.

3. Accessible: has an open door policy and time to help.

4. Demonstrates a positive attitude and acts as a role model.

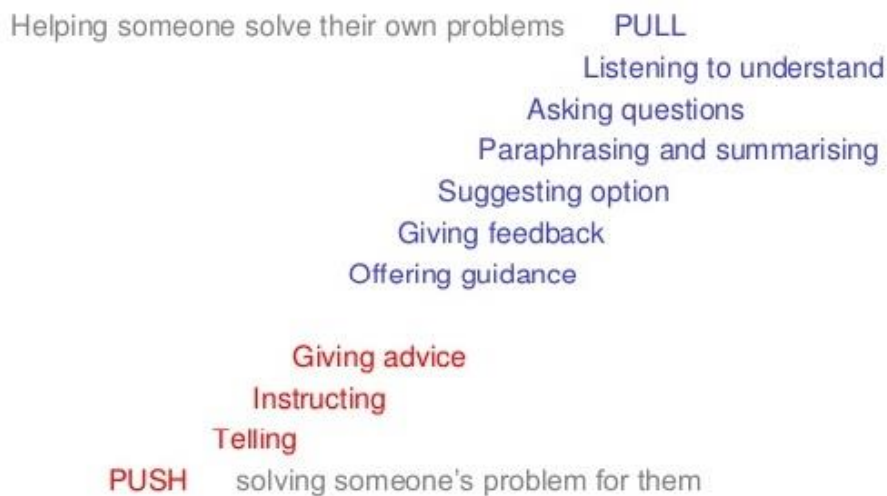
5. Takes a personal interest in the mentoring relationship.

How will you communicate with your mentee?

There are several different ways of communicating with your mentee:-

1. Face-to-face (one to one) mentoring is the most common sort of mentoring
2. Face-to-face group mentoring (or peer mentoring) is where a small group come together to discuss opportunities, professional registration etc
3. Telephone mentoring is usually part of a blended mentoring approach used in partnership with face-to-face mentoring
4. E-mentoring can be use with telephone/face-to-face or used on its own

Mentors 'pull' – they don't push



Questioning Skills

By simply asking a good question you can empower the mentee and enable them to really think about the issue, resolve it and take responsibility for it. A powerful question can provoke a new insight, move the mentee to action or help them to commit. You need to provoke self-awareness so may need to dig deep when the mentee gives a general answer. Different types of question include:

Closed – require a ‘yes’ or ‘no’ or other brief answer.

Open – such as ‘What do you think’ invite longer answers learning to exploration, thoughts, emotions and ideas

Follow-up – ‘Could you explain that’ encouraging someone to talk more

Take-a-guess ‘What do you think will happen’ – ask the person to speculate

Hypothetical – ‘If you lost your job tomorrow what would you do’ can aid creativity

Either/or – can encourage decision-making or open up discussion of alternatives

Reflective – ‘Tell me if I have got this right’ – for checking you have understood what has been said

Some ideas of killer questions

What is happening now that tells you that you have a problem?

What do you have control over?

What do you want to achieve? Where do you have control or influence with regard to this goal?

What actions are possible now?

Do you have a timetable of actions?

What is holding you back?

What do you do when you are really up against it?

What might you be overlooking?

Who else can you ask for help?

Did anything happen that you could not have predicted?

What will you do next?



[DOWNLOAD - ‘Advanced Questioning Skills’ by David Clutterbuck](#)



[DOWNLOAD - ‘Powerful questions for finding solutions’ by David Clutterbuck](#)

Listening Skills



The Chinese symbol for effective learning translates into English as five elements: you, your ears, your eyes, your heart and your undivided attention

A good listener knows how to use their listening skills to help make the communication effective. In any communication, we are constantly switching between being the speaker and being the listener.

Listening Tips

Listen with an open mind – open your mind and focus on what the person is saying, even if you think you are not interested – you might learn something new!

Non-verbal clues – listen with your eyes as well as your ears, eg look out for body language

Use your thinking time wisely – identify the theme of the mentees message and check facts by asking questions

Observing – avoid ‘one who speaks and listens to himself speak’

Personal prejudices – do not ignore or blank out ideas you would rather not hear

Listen to the end – keep your attention right to the end and do not jump to conclusions

Body Language and Listening

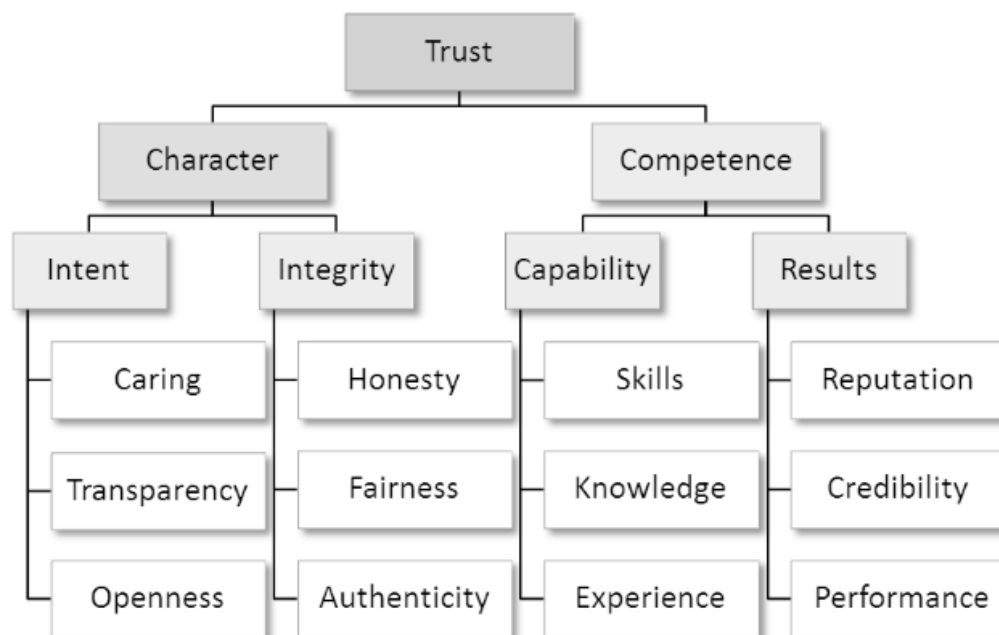
To show you are interested and engaging in the conversation:

- Look at your mentee using your eyes to show you are listening
- Lean towards them
- Nod in agreement; use facial expressions to show you are listening and understand
- Do not interrupt
- Use your mentees name



[DOWNLOAD - ‘Advanced Listening Skills’ by David Clutterbuck](#)

Building a trusting and respectful relationship



Key principles in building trust

Get to know your mentee – make time to talk to them about themselves, their lives and their career. Try to understand what they think and why. Value their viewpoint, even if it is different to your own

Do what you say you are going to do – agree what you are aiming to achieve through your mentoring session. Be reliable and always do what you say you are going to do, this builds trust.

Communicate openly and honestly – discuss issues as they arise. Ask for and give feedback. Ensure you maintain confidentiality.

Ensure that you maintain your competence – regularly review your own CPD. People who are good at what they do are able to relate that experience to others. It can be competence that enables you guide your mentee to develop talent, skills or knowledge.

Show empathy and don't be afraid to challenge – challenge constructively in order to help your mentee to explore a wider viewpoint

Be caring – show concern and regard for their learning needs and aspirations

Gaining your mentee's trust and giving them trust in return is a critical component of mentoring. The result is often mutual respect, admiration and appreciation, leading to swift and meaningful sharing.

Different learning styles – activities

Everyone has a different learning style and understands information in different ways. You may find it useful to understand your mentee's (and yours!) style to enhance your mentoring experience.

The seven general learning styles are:

Visual – you prefer using pictures, images and spatial understanding

Aural – you prefer using sound and music

Verbal – you prefer using words, both in speech and writing

Physical – you prefer using your body, hands and sense of touch

Logical – you prefer using logic, reasoning and systems

Social – you prefer to learning in groups or with other people

Solitary – you prefer to work alone and use self-study

Activities / Questionnaires

Below are activities and questionnaires which you and/or your mentor may find helpful to use to discover personality types, work/life balance, learning styles etc.

[You and your Six Lifestreams](#)

This self-completed questionnaire aims to help you gain a clearer picture of the balance you have between different aspects of your life and work.

[Where do your emotional intelligence strengths lie?](#)

[Personality Types](#)

Are you an activist, reflector, theorist or pragmatist

[VARK Questionnaire](#)

How do you learn best

[Mentor Competencies Questionnaire](#)

Discover where your competencies and strengths lie

Career Progression / Professional Registration

Contents:

Introduction

Careers in Landbased Engineering

Professional registration:

- Engineering Council & mycareerpath

- Society for the Environment

How IAgRE can help and support

Associated Video: Professional Registration

Introduction

The careers and training undertaken by many of IAgrE members is very broadly based. This is the strength of IAgrE as a professional body. Members of the IAgrE enjoy a wide range of career opportunities at home and overseas.

Your mentee (or the IAgrE Office) will select a mentor that has relevant experience to help them with their career progression or professional registration. If you feel there has been a mis-match, please let Sally Wood know, projects@iagre.org who will resolve the situation.

Careers in Landbased Engineering

Landbased engineering covers all aspects of the appliance of science, engineering and technology to the land. The sector is creative, dynamic and wide ranging and can provide a wide range of opportunities.

We consider our bailiwick to include:

- Agriculture
- Horticulture
- Forestry
- Amenity
- Environment

Our brochure – Engineering for Agriculture – A World of Opportunity outlines the varied career opportunities available within the sector.

Professional Registration

IAgrE is licensed to award and validate professional qualifications. Such qualifications provide a guide to competence at a national and international level.

It is likely that your mentee is seeking professional registration through either the Engineering Council and/or the Society for the Environment.

Engineering Council – Chartered Engineer (CEng), Incorporated Engineering (IEng), Engineering Technician (EngTech)

Society for the Environment – Chartered Environmentalist (CEnv), Registered Environmental Technician (REnvTech)

Engineering Council

Initial Professional Development (IPD) through to Professional Registration

IAGR E IPD is provided to support new graduates to work towards professional registration with the support of their mentor from as little as two years after they graduate!

Under this scheme, mentees will be expected to submit regular reports to their mentor on progress. This will draw on their mycareerpath (see CPD below) development plans and will match their progress against the requirement of the UK spec for Incorporated and/or Chartered Engineer. As a mentor you will be requested to give feedback on the progress being made.

There are five generic areas of competence and commitment for all registrants, which broadly cover:

- A – Knowledge and understanding
- B – Design and development of processes, systems, services and products
- C – Responsibility, management or leadership
- D – Communication and inter-personal skills
- E – Professional commitment



[DOWNLOAD - 'Engineering Council – UK spec'](#)

As your mentee progresses through IPD, they will build up a portfolio of evidence. Mycareerpath permits uploading of certificates, reflective learning, presentations and reports which they will be able to share with you, their mentor. Any work of a sensitive nature, should be encouraged to be gathered alongside as a portfolio.

We encourage all those going for professional registration to have an independent interim assessment alongside the mentor's feedback. When you feel your mentee is ready for this assessment, please contact Alison Chapman, membership@iagre.org who will arrange for an external reviewer and will inform you as to whether the work is of a suitable standard.

Once you have both agreed that you have provided sufficient evidence against the requirements of the UK Spec, your mentee will be required to submit a formal application. This will consist of a detailed CV supported by reports from mycareerpath showing their development.

Their submission will be assessed by independent IAgrE assessors from the IAgrE Membership Committee. Successful applicants are then invited for a Professional Review Interview (PRI) where they will discuss the competencies and how they have applied these. As their mentor you may want to suggest doing a 'dummy' run of the PRI with them.

The final stage is for ratification by the IAgrE Membership Committee, which will need lead to their professional registration being endorsed with the Engineering Council.

For more information on all IAgrE grades and professional registration:



[DOWNLOAD – Guidance G2 – Guidance on Membership Grades](#)

CPD – mycareerpath

Mycareerpath is an online tool provided by the Engineering Council to plan, record and evaluate professional development against the UK spec. As a mentor, you should encourage your mentee to use this system to record their development activities as it links directly with the UK spec and they are able to share this information with you simply and easily.

To access mycareerpath, visit the IAgrE website – www.iagre.org and go to the members' login area where you will find how to log in with a guide and video on how to use the system.

Society for the Environment Progress to Professional Registration

To be eligible to apply to become a CEnv or REnvTech your mentee must be able to demonstrate a level of knowledge and understanding required to meet the CEnv key competences.



[DOWNLOAD – Society for the Environment Comptencies](#)

As a mentor, you will be expected to help your mentee build up a portfolio of evidence supporting their knowledge and understanding required to meet the competences.

We encourage all those going for professional registration to have an independent interim assessment alongside the mentor's feedback. When you feel your mentee is ready for this

assessment, please contact Alison Chapman, membership@iagre.org who will arrange for an external reviewer and will inform you as to whether the work is of a suitable standard.

Once you have both agreed that you have provided sufficient evidence against the competences your mentee will be required to submit a formal application. This will consist of a detailed CV supported by reports from mycareerpath showing your development.

Their submission will be assessed by independent IAgrE assessors from the IAgrE Membership Committee. Successful applicants are then invited for a Professional Review Interview (PRI) (CEnv only) where they will discuss the competencies and how they have applied these. As their mentor you may want to suggest doing a 'dummy' run of the PRI with them.

The final stage is for ratification by the IAgrE Membership Committee, which will need lead to their professional registration being endorsed with the Society for the Environment.

For more information on all IAgrE grades and professional registration:



[DOWNLOAD – Guidance G2 – Guidance on Membership Grades](#)

How IAgrE can help and support

We are always here to help!

If you have any queries with any aspect of professional registration and the process, please contact Alison Chapman, membership@iagre.org 01234 750876

You may also find the professional registration section on the IAgrE website – www.iagre.org helpful

Getting started in the process

Contents:

What will you cover at the first meeting?

Building rapport with your mentee

Giving and receiving feedback

Managing the relationship over time

Associated Video: What mentoring means to both the mentor and mentee

What will you cover at the first meeting

The relationship that evolves over a period of time is crucial to the success of the mentoring journey. Although your mentee will control what they get out of the relationship you are the guardian of the relationship because of your knowledge and experience. The first meeting is vital because it will set the tone of the relationship which will, ideally, get off to a swift and productive start.

Your mentee or the IAgrE Office will get in contact initially to say would you be interested in becoming their mentor and what they are hoping to achieve from the partnership, ie professional registration, career move etc.

Arrange a mutually convenient time, either face to face or telephone conversation, skype etc with your mentee direct.

During the first meeting

The first session is all about setting the ground rules and acknowledging that the relationship is two-way.

We recommend you:

- Tell your mentee something about yourself, this could include information about both your professional and personal life. This will help build rapport (see section below)
- Explain why you got involved in the mentor programme
- Your mentee's ambitions and goals in relation to why they want to be involved in the programme, ie issues beings faced, professional registration, expectations, priorities etc
- Cover basic essentials – frequency of meetings (we suggest monthly), venues, confidentiality, recording of meetings, targets etc

You must also consider the mentee's point of view. They may not know what to expect from the mentoring process and therefore it is important that you invest time in agreeing their role as well as yours.

Meetings need to follow a formal agenda, although this does not imply a rigid structure or approach. Effective mentoring meetings provide a sense of purpose and achievement.

When arranging a meeting with your mentee, ensure this is in a suitable environment. This could be at a shared meeting venue, offices, etc. Coffee shops and hotel meeting areas are also suitable places to run mentoring sessions. Whatever works best for both parties.

Building rapport with your mentee

Below is a **3 step process** to help create an effective relationship:-

1. Draw up a timetable in advance of regularly spaced meetings and establish a set of ground rules to which you will both abide. These can be face-to-face, telephone or e-mentoring.
2. Maintain a session log, including session sheets and action plans which will act as the basis for ongoing discussion.
3. Work towards developing a trusting relationship and establishing a good rapport with your mentee.



[DOWNLOAD - 'Session Sheet'](#)

Giving and Receiving Feedback

The skills of giving and receiving feedback are fundamental to effective relationships and are an essential part of the mentoring process.

Methods of giving feedback

There are a number of ways you can give feedback, some more helpful than others!

1. **Positive feedback** – praises strengths and achievements. It is the easiest form of feedback and extremely important
2. **Negative feedback** – involves commenting on actions or behaviours that may be hindering a person's involvement. This is more difficult to give but is equally important. If given skilfully, it is an invaluable way to identify areas in which the person has an opportunity to grow and develop
3. **Constructive feedback** – combination of positive and negative feedback and focuses on joint problem-solving. This is probably the most productive way of giving feedback
4. **Destructive feedback** – has no benefits. This is criticism without positive suggestions and is to be avoided at all costs – it dampens enthusiasm and reduces commitment.

Receiving Feedback

The way you receive feedback may affect the way it is given to you. You can influence the person who is giving you feedback to become more effective by responding and asking constructive questions.

Some tips for receiving feedback:

- Always welcome positive feedback and enjoy the praise!
- Always listen to what is being said and do not jump to conclusions.
- Try not to be defensive
- Ask the person to give examples of your behaviour that have given rise to the feedback.
- Agree what needs to happen next, what both of you will do and by when

Reflective Practice

It is really important for both the mentor and the mentee to reflect on the mentoring meetings and the actions taken.

It helps a mentee:

- to accept responsibility for their own personal and business growth
- to see a clear link between the effort they put in and the outcome
- to get value from each mentoring experience
- to 'learn how to learn' and add new skills over time

It helps a mentor:

- Develop your analytical skills and creative thinking
- Highlight areas where you need more knowledge
- Leads to greater understanding ability
- Increases the chance of the mentee receiving effective mentoring from you
- Helps your self-awareness and your personal and professional development



[DOWNLOAD - 'Post-meeting reflection: mentee' by David Clutterbuck](#)



[DOWNLOAD - 'Post-meeting reflection: mentor' by David Clutterbuck](#)

Managing the relationship over time

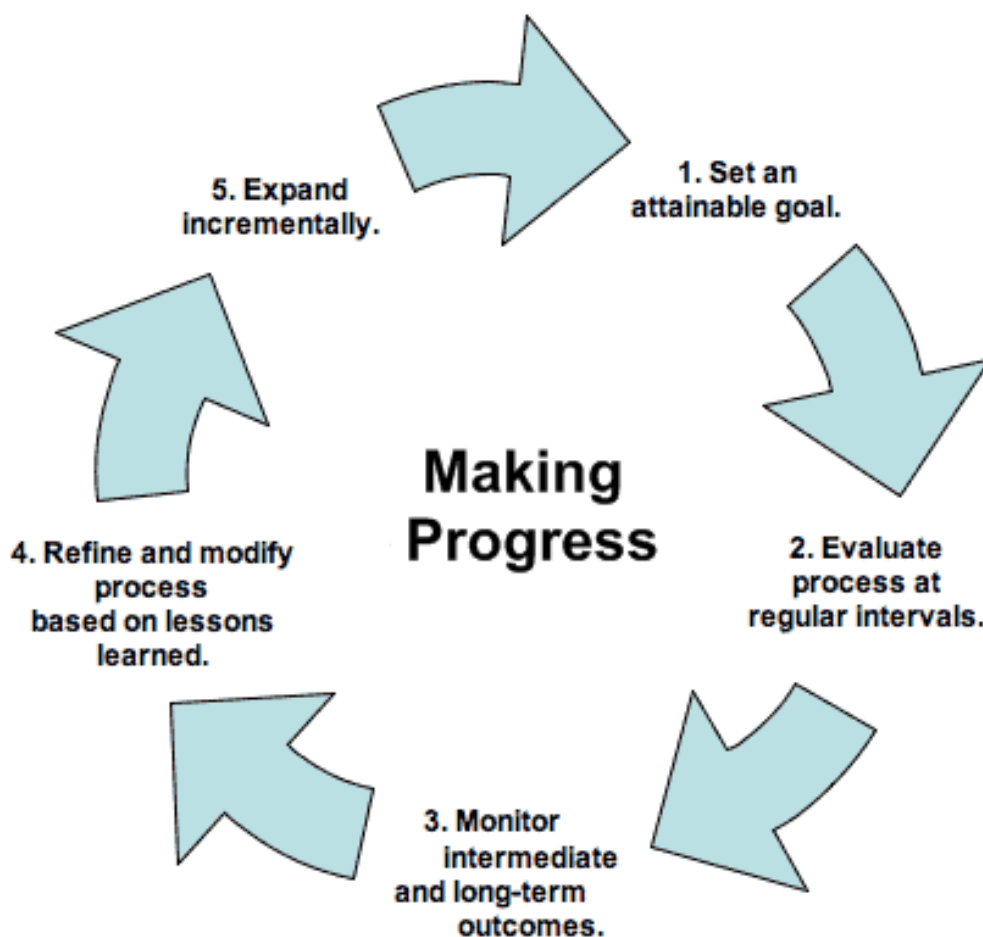
Once you have made initial contact with your mentee, your role as mentor will come into play. It is your responsibility to give frank and honest feedback with regard to progress being made. By

establishing a timetable of regularly spaced out meetings, you will be in a position to review your mentee's success.

We suggest you speak to your mentee on a monthly basis (more often if support is needed). This will need to be agreed by both parties.



[DOWNLOAD - 'Mentoring lifecycle' by David Clutterbuck](#)



Session Overview



FAQs / Meet our Mentors / Success Stories

Contents:

Frequently Asked Questions

Meet our Mentors

Success Stories

Associated Video: Success story

Frequently Asked Questions

What will being a mentor do for me?

Mentoring taps into the human instinct to share knowledge – it makes us feel good to help others grow. However, the main benefit is the learning that you acquire as a mentor, from being challenged by the mentee and from seeing the world from their perspective. Being a mentor allows you to practice in safety developmental approaches you can transfer to how you work with your own team.

When do you need a mentor?

Mentors are most helpful when you have a significant transition to make in your work, career or life. It's common for people to have a series of mentors over their careers – most successful leaders still have at least one mentor.

What will having a mentor do for me?

Mentors use their experience and wisdom to help you grow your own. They open up horizons, making you aware of new possibilities. They also help you build your self-confidence and self-insight. And they help you enlarge and make better use of your networks.

Do I have want to takes to be a mentor?

As long as you have experience that you can use to help someone else develop, you can be a mentor to them.

Does a mentor always have to be someone more senior?

No. Much mentoring occurs between peers, who have different experiences to share.

How often should mentors and mentees meet?

Most mentoring pairs meet between once a month and once a quarter. Less frequently than that and there isn't really a relationship. More frequently and there is a danger of getting too involved in the detail of the mentee's work or issues.

How will we know if the mentoring relationship is working?

Some simple tests are:

- Does the mentee feel positively challenged and energized by the mentoring sessions?
- Does the mentee come away with greater clarity about what you want and what you are going to do?
- Does the mentee feel more in charge of their life and career?

What can I expect the mentor to do for me?

The role of the mentor is to help the mentee in thinking about issues which are important to you and come to your own decisions about what you want to do. The mentor is not there to oversee the mentee's career or to be their sponsor.

How do I find a mentor?

To find a mentor is simple. Use the searchable database and put a tick in the mentor box and click search. This will show you all the IAgrE mentors. You can continue to refine this by searching via area, registration etc.

Alternatively, you can contact the IAgrE Office – projects@iagre.org and they will happily find a mentor for you.

Meet some of our Mentors

Peter Leech

Peter has worked for 42 years with John Deere in various roles in the UK and areas. He is an active member of IAgrE for 25 years serving on many different committees and was President from 2010 to 2012. He is an Incorporated Engineer and an Honorary Fellow.

Bob Jones

Bob graduated from Harper Adams in 2000 with a BEng (Hons) in Agricultural Engineering. He worked at Caterpillar Building Constructions Projects in 2001. In 2005, he got the opportunity to move to the US. After 5 years he moved back to the UK and worked for Perkins Engines. I became a Chartered Engineer in 2006 and am currently a mentor to graduates on the Caterpillar graduate scheme

John Gittins

John attended Harper Adams University to study a BEng (Hons) in Agricultural Engineering and then went on to take an MSc in Agricultural Engineering. As Engineering Manager at Turfmech Machinery Ltd/Allett Mowers my interests are based around New Product Introduction processes and Hand-arm vibration. I became a Chartered Engineer in 2014 and am an active committee member of the Wrekin Branch.

Geoff Freedman

Over the last 30 years Geoff has provided, via the Forestry Commission, a consultancy service to private forestry, local authorities and major land owners – indeed anyone who owns rural bridges. He is a Chartered Environmentalist. More information on Geoff can be found at:

www.geofffreeman.co.uk

Matt Ingram

Matt is an ex Harper Adams Ag Eng graduate, who began his professional career in the process engineering side of the land remediation industry. 5 years later he moved to Malawi to head up the engineering of a Tea plantation. He moved back to the UK in early 2015, to set up a small fabrication workshop. Recently he began working in water and wastewater treatment, heading up a new diversification of an existing company to specialize in water filtration and treatment.

Nick Handy

Nick is a Chartered Engineer who has been a member since his student days at Lackham College. Nick began his career as an apprentice Agricultural Engineer studying for his City & Guilds and then returned for full-time study to complete his ND and HND in Agricultural Engineering. Nick began working as a design engineer specialising in stress analysis of subframes for trucks to facilitate the mounting of hydraulic cranes. During this, he was sponsored for part-time study at UWE Bristol where he gained a first class Mechanical Engineering degree. For the last 11 years, he has worked at the UK headquarters of one of Europe's largest truck manufacturers.

Dick Godwin

Dick holds Emeritus, Honorary and Visiting Professorships from Cranfield University, Czech University of Life Sciences and Harper Adams and Honorary Doctorates from the Slovak University of Agriculture and Harper Adams. In this capacity he supervises research programmes and provides academic leadership. This follows a career as a researcher/teacher/trainer in the field of agricultural engineering, soil management and precision agriculture. His contributions have resulted in an improved fundamental understanding of soil.

Success Stories

If you have a mentoring success story you would like to share, please contact [Sally](#) who will be happy to add to this section.