

Mentoring in Music

A DIY Guide



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Introduction

There are currently several existing mentoring schemes that cover a range of ages, backgrounds and career paths. You can find most of them in the UK's first Music Mentorship Directory – here.

If one of these schemes is a good fit for you then you should consider applying, but don't get your hopes up. The reality is that many of them are over-subscribed and under-resourced...

And that's exactly why we made this guide!

To make it easy for anyone, anywhere – individual or small organisation – to bypass the red-tape and empower themselves to make their own mentoring arrangements happen with minimal fuss.

The following pages are designed with practical use in mind and contain a brief explanation on what mentoring is, the many benefits and most importantly a step-by-step guide on how to go about it.



Note from the Author

Hi there, my name's Frank and I've been a recording artist for over a decade. I've done pretty well all things considered, selling tens of thousands of albums and having tens of millions of streams – all on my own award-nominated record label, Bedroom Indie. I've played shows and written songs with some of the biggest artists on the planet and toured with bands I used to listen to at school.

“I've always wanted a mentor. Someone to look up to and someone to guide me. Someone to learn from and to help me make sense of this confusing, unforgiving industry.”

17 year-old me would be well impressed, but he also had no idea how tough it would be to forge and maintain a career in music.

I've always wanted a mentor. Someone to look up to and someone to guide me. Someone to learn from and to help me make sense of this confusing, unforgiving industry. Someone to help me avoid making so many mistakes or maybe just to help me learn from them. It hasn't been for want of trying – I've applied dozens of times to a number of schemes and each time I've been rejected, which is sadly all too common. Demand for mentoring is at an all-time high, but supply remains low.

So I'm really proud to present this document – a DIY blueprint for mentoring in the UK Music industry. Take it and use it. You can also tweak it and change bits – make it work for you. I wanted to get this out there to empower anyone and everyone to take action and help themselves. You don't have to be an artist to make use of this – you might be an aspiring producer, a young A&R working at a tiny record label, a classical piano player or the CEO of a small business – the possibilities are endless. This is a blueprint for mentoring that, I hope, gives you all the information and impetus you need to go out and make something happen for yourself.

Thanks to; UK Music and its Futures group for entertaining the idea and facilitating its release, the Association of Independent Music, Featured Artists Coalition and Ivors Academy for their help and support, Tim Keehner from Two Bald Blokes for being my unofficial mentor throughout the process, Holly Manners and Amanda Maxwell from SheSaidSo for their continued inspiration, Flo Slater for making it look presentable and everyone else who's helped in some small way... and thanks to you for using it!

I'd love to hear how you get on, and if you have any thoughts about how we can improve this document. Feel free to email me at mentoring@bedroomindie.com or find me on the interwebs.

Most of all, be kind – to yourself and others – and don't ever give up. Where there's a will, there's always a way. **Make it happen.**

Frank Hamilton



shesaid.so at the UN Women panel

What is Mentoring?

Successful mentoring partnerships can, have and will continue to change lives. They provide the structure and impetus needed for (both) participants to achieve continued growth and learning.

While roles and responsibilities will differ, mentoring is a two-way relationship involving help, support, role modelling, specialist advice and guidance – usually on the part of the mentor, in order to facilitate the achievement of the mentees' goals and to help them grow professionally.

There are many types of mentoring arrangement – **here are just a few that you might find useful:**

Types of Mentoring



Developmental Mentoring

The most common model, where **one mentor and one mentee** agree to enter a mentoring relationship to help the mentee develop, improve and achieve their goals. In this type of mentoring, the mentor has more experience and tends to act as an advisor and guide, but this isn't always the case. Mentoring relationships provide both parties with opportunities for learning and growth.



Group Mentoring

Group mentoring involves **one mentor** working with **several mentees** in a group, providing a very different experience to one-on-one mentoring. The mentor can impact more mentees in a short amount of time and the nature of a **group discussion** allows participants to share ideas, while promoting a culture of community and inclusion.



Peer Mentoring

Peer mentoring involves colleagues, usually of a similar age and experience level mentoring each other. They may **take turns** acting as 'mentor' and 'mentee', but overall, peer mentoring is about creating a support structure, **learning together**, and encouraging accountability.



Reverse Mentoring

Exactly as it sounds, reverse mentoring is when a more junior, typically less experienced person mentors a more senior person. While all mentoring relationships have the potential to utilise reverse mentoring (**we can all learn from one another**), reverse mentoring makes this process more focused.

Successful Mentoring Usually Requires...



A high level of **trust and openness**, which allows mentor and mentee to address difficult issues.



Impartiality. The mentor should have little or no direct interest in the mentee's success. e.g: the mentor is not the manager of the mentee.



Generosity on the part of the mentor in their time, energy and interest in the development of someone else.



A need by the mentee to achieve some form of **change** – for example, in their ability, their understanding, or their circumstances.



Recognition of the value of **shared experience** and learning together, even though mentor and mentee may be at very different stages of their career.



**“Mentoring is a two-way street.
You get out what you put in”
– Steve Washington**

Kris Halpin and Imogen Heap rehearsing with Mi.Mu gloves

Benefits of being a Mentee



Gain practical advice, encouragement and **support**.



Identify goals and establish a sense of **direction** and momentum.



Learn from the lived **experiences** of others.



Become more **empowered** to make decisions.



Develop your communication skills and **expand your network**.



Develop strategies for **dealing with setbacks**.



Gain valuable **insight** into the next stage of your career

“Be smart enough to know when you need help, and brave enough to ask for it”
– Ziad K. Abdelnour

Benefits of being a Mentor



Increase **self-reflection** and encourage **professional growth**.



Reinforce your own skillset and **knowledge** of your subject.



Gain **recognition** for your skills and experience.



Improve **communication, leadership** and **management skills**.



Benefit from a sense of **fulfilment** and personal growth.



Increase your confidence and **motivation**.



Expand your network with new people and new ideas.

Liam Thorne, Cam Blackwood and George Ezra in the studio, taken by Rob Blackham



“If you light a lamp for somebody, it will also brighten your path” – Buddha

Role of the Mentee

As a mentee, you will play many different roles during the course of your mentoring relationship. Here are some important things to keep in mind in order to make the most of the opportunity.

Where do you want to be?

Identify the skills, knowledge, and/or goals that you want to achieve. Setting **goals** is essential to continued progress (see SMARTER goals resource on page 20). These may evolve, often with the input of your mentor, but be prepared to take the initiative.

How do you plan to get there?

Develop and maintain a **mentoring action plan** to suit you and your goals. Different personalities work in different ways, and knowing what works for you will save time and energy on both sides of the relationship. Collaborate with your mentor in the early stages to establish best practices and continue to evaluate these throughout the process.

Ask for help.

Don't be put off if you find it hard to define specific goals and/or ways of working – it can be overwhelming and your mentor should be able to help. Don't forget, they're on your side! **Honesty and communication** are key to a successful mentoring relationship.

Return the favour.

Mentoring isn't a one-way street. There will be opportunities for you to return the favour in a variety of ways. It's up to you to spot them and **help out where you can**, or simply ask!

Make the most of it!

Take full advantage of the opportunity to learn from someone you admire and respect. Always be on time, be respectful and be motivated. There is no better way to thank a mentor for their time and effort than by taking the relationship seriously and working hard towards your goals and the **pursuit of growth**.

**“Things do not happen,
things are made to happen”
– John F Kennedy**

Arlo Parks, taken by Alex Kurunis

Role of the Mentor

Being a mentor is more than simply telling someone what to do. Successful mentors are able to play multiple roles in order to help the mentee achieve their objective. Many of these roles are encapsulated within the three C's – Consult, Counsel and Cheerlead.

Role 1: Consultant

Just as consultants are hired to provide specialised advice based on a wealth of knowledge, mentors are responsible for **sharing their own insights** gained through years of real-world experience.

Role 2: Counsellor

Listen and guide, but don't give away all of the answers all of the time. It can be easy for a mentor to help their mentee avoid mistakes, but there are often valuable lessons to be learned in making them. A good mentor will know when to take a step back and enable their mentee to figure out the right course of action, while still **providing support and counsel**.

Role 3: Cheerleader

Provide support and **enthusiasm** as well as **constructive feedback** and advice. The music business is a rollercoaster ride with many ups and just as many downs – it can be hugely encouraging to know that your mentor is rooting for you.

Summary

With time and experience most mentors will know when it is appropriate to play each role, but that doesn't mean mentees should just let their mentor figure it out. A lot depends on the relationship dynamic and the mentees preferred learning style and as such, mentees should be open and honest about what they need and expect from their mentor. Whether the mentor is being a consultant, a counsellor or a cheerleader, transparency and communication are key to success.

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction” – John Crosby



Daniel Moyler in the studio, taken by Layton Thompson

Traits of a Great Mentor



Listen Actively

While it may seem obvious, listening is essential to a successful, fruitful mentoring relationship. Active listening not only establishes rapport but also creates a positive, accepting environment that permits **open communication** and honesty on both sides. **Show interest** in what your mentee is saying and reflect back important aspects to show that you've heard them, that you understand and that you're on their team.

"Listening is about being present, not just about being quiet." – Krista Tippett



Share your Strategies

As a mentor, it's likely that you will have experience with goal-setting and you should be willing to share this when appropriate. **Using yourself as case study** and referencing your own successes and failures will provide a valuable learning resource for your mentee, as well as building trust and rapport. It will also enable you to assist your mentee in identifying and refining their own goals before taking sensible steps towards them.

"If you don't know where you are going, you will probably end up somewhere else."
– Lawrence J. Peter



Build Trust

Trust is also crucial to a successful mentoring relationship and tends to come naturally with clear, honest communication, dependability and consistency. There is a simple 'trust equation' that uses four objective variables to measure trust in a professional setting; **Credibility, Reliability, Intimacy and Self-Orientation**. For more on this, see the Trust Equation resource on page 21.

"Trust is the glue of life. It's the most essential ingredient in effective communication."
– Stephen R Covey



Encourage & Inspire

According to research, encouragement is the most valuable gift you can give your mentee. Communicate your belief in their capacity to grow and achieve their goals. Respond to frustrations and challenges with **words of support, understanding and encouragement**. Don't feel like you, alone, must be the sole source of inspiration and encouragement – it can be just as helpful to point towards other people or resources that have helped and inspired you.

"A word of encouragement during failure is worth more than an hour of praise after success."
– Unknown



A Step by Step Guide

Now that you have a clear understanding of what mentoring is, what to expect and a sense of what you'd like to achieve, it's time to make things happen!

The 'how' is a little simpler – ask them! If it helps, send them this guide and let them know that you're keen to make such an arrangement happen and they would be your first choice. Better still, show them how much you want this by being open and honest about how much of a privilege it would be to learn from them within the structure of a simple mentoring arrangement.

Don't ever underestimate people's willingness to provide help and support to someone who shows talent and initiative – but never, ever expect it. In the event your potential mentor declines the opportunity, you should remain positive, professional and accept the reality that sometimes, even when people want to help, their circumstances don't always allow it.

Lastly, and most importantly, be pro-active! Finding a mentor isn't necessarily complicated, but it won't happen by itself. Be prepared to work hard for it, just like you would work towards a goal.

AIM Feedback Centre at BBC Introducing Live

1

Finding a Mentor

So you'd like to find yourself a mentor, but who? And more importantly, how?! Let's start with the 'who'. Who inspires you? Can they help you achieve your goals? Do you respect them enough to listen and learn from them? Your choice of mentor, much like your goals, should be realistic, but don't let that stop you from aiming high and striving for greatness.

2

Outline and Refine SMARTER Goals

Setting goals should be carefully considered prior to forming an agreement and taking any action, since the nature of these goals will impact the agreement in a number of ways (timescale, frequency and so on). You'll find a full breakdown of what SMARTER goals are in the resources section of this guide (page 20), but don't be daunted if you're not 100% sure about them. Your mentor should be able to help you refine them in the early stages, and part of the mentoring process itself is the regular re-evaluation of both goals and actions taken towards them.

3

The Agreement

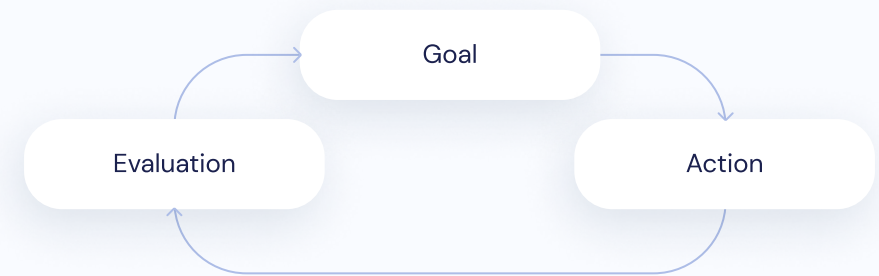
The mentoring agreement sets out your commitment to one another, outlining rules and expectations, the frequency of meetings, methods of communication and timescale of the relationship. While these can change over time with the consent of both parties, it is advisable to be specific in the early stages in order to manage expectations and commitment on both sides.

There are an infinite number of variables when it comes to forming an agreement for a mentoring relationship. Every situation is different and certain factors will depict the type of arrangement that that will work best for both parties. The mentee's goals, the mentors availability, whether meetings are to take place in-person or remotely, and so on. To help you understand the types of agreements that might suit you, there are a number of examples on Page 22.

4

The Mentoring Process

Once you've found a mentor, outlined your goals and formed an agreement on which to proceed, it's time to take action using a three stage loop. Much like the agreement, your action plan will be specific to your situation and your goals - but the concept and structure of the loop is the same regardless of who you are or what you're trying to achieve.



Goal(s)

Are your goals still accurate? Could they be refined to improve the desired outcome?

Action(s)

Are you taking the appropriate actions to achieve your goals? Could these be refined?

Evaluation

How are things progressing? What could be done different to improve results?

5

Existing Agreement Ends: Reflection & Next Steps

When you've reached the end of the timescale stipulated in your mentoring agreement, it's time to reflect upon the process both as individuals and a collective, before deciding upon next steps.

Firstly, evaluate your progress as an individual – not only in relation to your goals but in relation to the working relationship. Did you meet your goals? Have you enjoyed working together? Ask your mentor to do the same.

Secondly, discuss your evaluation and get feedback from your mentor. Does their feedback align with your own assessment of the situation? Is it very different? Did anything surprise you?

Lastly, plan the next steps. Has the mentoring relationship run its course and should you part ways as planned? Or are things progressing well? Is there value in continuing the relationship?

It can be hard to think about saying goodbye to a good mentor, but it can also be detrimental to push things beyond a natural stopping point. As mentioned before, circumstances change and saying goodbye for now doesn't mean it's goodbye forever. By knowing when to move forward together or separately, and maintaining a positive, grateful attitude, you leave the door open for a future relationship, whether it be inside and outside of the

structure of a mentoring agreement. To make things easier we've included an 'End of Mentoring Evaluation Form' in the resources section.

CoMusic Club at their weekly meet-up



“If you cannot see where you are going, ask someone who has been there before.” – J Loren Norris



Examples of Mentoring Agreements

When it comes to mentoring arrangements – the frequency of meetings, timescale of the relationship, rules, expectations and so on – there is a great degree of flexibility. It's up to the mentee and mentor to establish a realistic structure that will not only serve the mentee's goals but also ensure a productive, manageable relationship. Here are some examples and case studies that will help you understand the varying options and decide what's best for you.

Before we start, nothing is set in stone. You could, for example, have a long-term approach with more frequent, shorter meetings or a medium term approach with less frequent, longer meetings. You can meet remotely, in person, for as long or short a time as you both agree. You can have one goal, three goals, five goals – as many as you like as long as they're realistic and achievable. Same goes for the agreement itself – keep all decisions realistic and achievable for best results.

Developmental Mentoring

Short Term, Intensive Mentoring

- 5 consecutive days of mentoring for 4 hours per day. In person.
- The mentee has one goal that is best achieved with a hands-on, practical approach.
- The Mentor is busy, but can be shadowed while the mentee observes and asks questions

Eg. Steve was a music producer who worked mostly on his laptop, at home. His goal was to become a competent recording engineer and find work in large studios, recording live musicians. He managed to find a mentor who was already doing this and asked for a short-term, intensive mentoring arrangement that allowed him to progress towards his goals in a short space of time.

Medium Term Mentoring

- 12 weeks of mentoring with a 30 min session every week (12 in total). Remotely, via video call.
- The Mentee has 3 goals, with the aim of achieving one per month (1 every 4 sessions).
- The Mentor has time to commit an hour every week to help the mentee achieve their goals.

Eg. Anushka was an aspiring guitarist whose goals were to improve her improvisation skills, perform at a variety of jam nights and secure well paid, high profile session work. She managed to find a mentor who played guitar in the house band at Ronnie Scotts and arranged a 12 week mentoring programme that allowed her to move forward in stages. By week 4 she was performing at her local jam night, by week 8 she joined her mentor on stage for a song at Ronnie Scotts and by week 12 she'd been offered a well-paid session gig for an emerging artist.

Long Term, Sporadic Mentoring

- 1 year of mentoring with a 2 hour session every quarter (4 in total). In person.
- The Mentee has 1 big, long term goal, broken down into multiple smaller goals.
- The Mentor is incredibly busy but happy to find a few hours every 3 months to assist.

Eg. Charlie was a university student who studied music business and managed a few local bands. Their goal was to form a management company and seek funding to develop the business and the artists they represented. Charlie approached a well known music manager with prior experience and asked if they would consider mentoring them under a long term, sporadic mentoring agreement that would allow Charlie to work towards their goals with confidence.

Other Mentoring Examples

Peer-to-Peer Mentoring

- 8 weeks of mentoring with a 1 hour session every week. In person.
- 8 peers who share similar goals arrange a programme that sees them take on both roles.
- Each peer plays the role of mentor for one week, on rotation. The other 7 are the mentee.

Eg. Jake ran a co-working group of independent musicians who met every Monday in a local coffee shop. It became apparent that several of the group were looking to improve their knowledge of sync and music supervision in order to get their songs placed in films, TV shows, adverts. The 8 participants took turns in playing the role of mentor to ensure the remaining 7 mentees were kept on track and taking sensible steps each week towards pursuing their goals.

Group Mentoring

- 6 months of mentoring with a 2 hour session each month (6 in total). Remotely, via video call.
- 10 mentees who share one similar goal between them meet together with a mentor each month.
- The mentor is able to guide the group and the mentees are able to share ideas and experiences.

Eg. Tarek was a top A&R executive at a major label, having worked there for over a decade. His company hired 10 junior A&R consultants, most of whom were new to the industry. Tarek took it upon himself to organise an optional group mentoring program for the juniors, to guide them through their first 6 months in a new role and help them work towards their shared goal of permanent employment. Not only were they able to ask difficult questions, share ideas and foster a strong culture of community and inclusion, Tarek found the process gave him a renewed excitement for the role he'd held for several years.

Reverse Mentoring

Instead of providing an example of reverse mentoring, which could itself look like any of the above arrangements, it might be more useful to point out that reverse mentoring often happens by accident within existing arrangements. In fact, it's occurring in many of the examples listed above.

Take Tarek, the leader of the group mentoring scheme for junior A&R's in example #4. Not only has he found a new excitement for a role he's been working in for over 20 years, he's been taught a great deal of useful information by his juniors who, by nature of their age, are much more in tune with modern music consumption and fast-paced, social media driven marketing techniques.

The same could be said for Charlie's mentor in example #3. Mentoring a young, tech-savvy manager in the infancy of their career hasn't only reminded them of their own journey and reinforced how much they know, it's also taught them new techniques and fresh perspectives.

Resources

SMARTER Goals

S **Specific** Your goals should be specific and provide clarity. Ask yourself some of these questions:
What do I want to achieve? How will I achieve it?

M **Measurable** Ensuring goals are measurable makes achieving them easier. Specify the milestones or results that will indicate meaningful progress. Ask yourself: Do I have a timeline? When do I want to achieve this goal? How will I know when I've accomplished it?

A **Achievable** Are your goals realistic? Is it feasible for you to achieve them in the given timeframe?
Make your goals ambitious (big enough to push yourself) but don't make them unachievable.

R **Relevant** Your goals should be relevant and every goal, no matter how small, should have a reason behind it.
Do my goals align with the bigger picture? Is the task worthwhile?

T **Timely** Setting deadlines is key to success – it's harder to achieve timely goals without one.
Consider breaking down large goals into smaller ones and tracking your progress along a timeline. What is my task deadline? Should I create a timeline? If so, what are my smaller goals and deadlines?

E **Evaluate** Continuously evaluating your goals throughout the process will ensure you stay focused and take the best possible steps to achieve them. How are things going? Am I on the right track or should I consider making changes?

R **Readjust** After any evaluation, it's important to take a step back and consider readjusting. This doesn't mean you need to take drastic action, but the final stage in the process allows for that possibility. In light of the evaluation, what actions could I take to help me achieve my goals in the desired timeframe?

The Trust Equation

Credibility

Credibility has to do with our knowledge base and the words that we speak. Are we knowledgeable about our subject? Can we back up our words with underlying knowledge and experience?

We can increase our credibility by increasing our expertise and by sharing it, as well as by limiting our passing of judgement to the areas in which we are capable. Experts have high levels of credibility and we trust them as a result.

$$T = \frac{C + R + I}{S}$$

The diagram illustrates the Trust Equation. On the left, a large blue letter 'T' is labeled 'Trustworthiness'. To its right is an equals sign. Further right is a horizontal line representing a fraction. Above the line are three blue letters: 'C' labeled 'Credibility', 'R' labeled 'Reliability', and 'I' labeled 'Intimacy', each followed by a plus sign. Below the line is a large blue letter 'S' labeled 'Self-Orientation'.

Reliability

Reliability has to do with our actions. Can we be depended on? Do we do what we said we would do in the time we said we would do it?

We can increase our reliability by delivering on our commitments and this can be achieved in two ways – either by increasing our delivery or by adjusting our commitment.

Knowing when to say no to things, so that we only commit to things that we can deliver on, is as important as knowing when to knuckle-down and increase our workload.

Intimacy

Intimacy has to do with how safe and secure we feel when entrusting someone with personal information, particularly about our doubts and insecurities. The more open we are, the more trustworthy we become.

We can increase the level of intimacy we have with others by opening up – by sharing details of our personal lives and by confiding in others about our thoughts, feelings and doubts. Expressing vulnerability helps build intimacy with others, which in turn helps build trust.

Self-Orientation

Self-orientation refers to our focus and how much we align to the interests of others. Highly self-oriented people are hard to trust – they are likely more interested in themselves than those they are working with.

Low self-orientation is essential to a fruitful mentoring relationship, but it doesn't always come naturally. It is, however, possible to learn through various aspects of personal development and the understanding that helping others is highly correlated with personal growth, happiness and wellbeing.

Mentoring Agreement Template

We are both voluntarily entering into this mentoring agreement, which we hope will be a rich, rewarding experience for both of us. We have a shared understanding of the commitment we are making and our roles and responsibilities within the process.

We have mutually agreed upon the following terms and conditions:

1. This mentoring agreement will last for _____ [days / weeks / months] and consist of _____ session(s) per [day / week / month].
2. Each session will last for _____ [minutes / hours] on days and times agreed in advance.
3. Each session will take place [remotely via phone / video call / in person] and any logistical arrangements (eg: booking a table, setting up a Zoom link) will be the responsibility of the mentee.
4. The cancelling of a session will not occur without good reason, and in the event this happens we will give as much notice as possible, making suitable efforts to rearrange.
5. We agree to be open, honest and truthful with each other.
6. We agree to respect the sensitive and confidential nature of all information discussed during the session(s). Everything will remain confidential unless agreed by both parties.
7. When appropriate, sessions will include a short evaluation of the relationship so far with a view to refining the process and making it as beneficial as possible for both parties.
8. Contact outside of sessions should be limited, unless otherwise discussed and agreed.
9. Either party reserves the right to terminate this agreement should the relationship prove unproductive or unsafe. In this event, we agree to respect the decision of the individual.

Mentee Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

End of Mentoring Evaluation Form

Please rate yourself on the following, with 1 being the lowest and 5 being the highest:
Before you do, take a moment to think about how far you've come. What if you were filling out this form before you'd taken part in the mentoring process? If you've worked hard and been fully committed you should score higher than you would have before.

	1	2	3	4	5
Ability to identify and approach individuals for mentoring					
Ability to negotiate and maintain a mentoring relationship					
Communication skills					
Organisational skills					
Setting goals and timelines					
Taking action towards goals					
Evaluating goals and actions					
Evaluating the mentoring relationship throughout the process					

And finally, some questions for you to answer in as much detail as possible:

Your Mentoring Partnership

Overall, how did the experience work for you?

Would you change anything?

Personal and Professional Growth

Did you achieve your goals?

Did you achieve anything else, perhaps unexpectedly?

What have you learned from your mentor?

What have you learned from the process?

Moving Forward

Would you work together again? Will you stay in contact?

What's next? Another mentor? Another agreement?

Would you consider becoming a mentor?

Safeguarding

Safeguarding is a term used to denote measures to protect the health, well-being and human rights of individuals, which allow people to live free from abuse, harm and neglect.

The music industry can be a challenging place and certain issues may arise that require professional help and guidance, far beyond that of your mentoring partners' expertise.

These issues may include a range of workplace problems such as sexual harassment or abuse, bullying, discrimination, contractual disagreements, or mental health concerns.

Should you or your mentoring partner experience any such issues, help them find a suitable service that has the professional expertise to assist them.

Acas:

<https://www.acas.org.uk> Telephone: 0300 123 1100

Help Musicians:

<https://www.helpmusicians.org.uk> Telephone: 020 7239 9100

Music Minds Matter:

<https://www.musicmindsmatter.org.uk> Telephone 0808 802 8008

Music Support:

<https://musicsupport.org> Telephone: 0800 030 6789

Musicians' Union's Safe Space:

<https://musiciansunion.org.uk/safespace>

National Bullying:

<https://www.nationalbullyinghelpline.co.uk> Telephone 0300 323 0169

Rape Crisis:

<https://rapecrisis.org.uk/> Telephone: 0808 802 9999

Samaritans:

<https://www.samaritans.org/> Telephone: 116 123

Calm:

<https://www.thecalmzone.net/> Telephone: 0800 58 58 58