



Success Works
Working Together

MENTOR WORKBOOK

The Success Works Mentoring Program

This workbook is for you to keep and covers
everything you need to know about being a
Mentor in the
Success Works Mentoring Program



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What is mentoring?

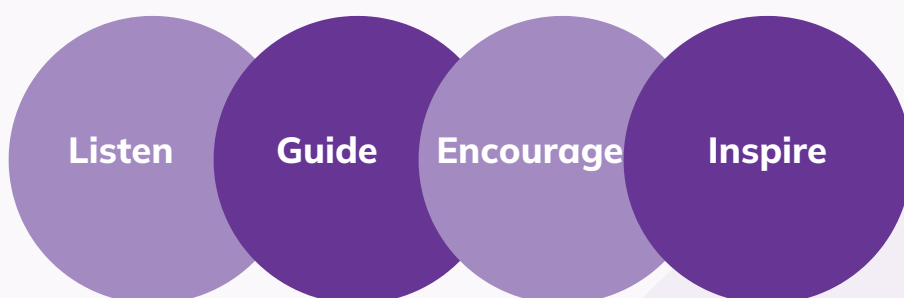
“ Mentoring supports and encourages people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance, and become the person they want to be. ”

The Oxford School of Coaching and Mentoring

A mentoring relationship is...

- An active, learning one.
- A stretching broadening experience for all parties.
- Flexible enough to meet the needs of you and your Mentor.
- Open, but confidential.
- A positive and trusting relationship.

As a Mentor, you will...



Reflection



What might be the benefits for me?

A large, light grey, rounded rectangular area intended for the user to write their reflections on the benefits of the mentoring relationship.

What do I want from the mentoring relationship?

1.

2.

3.

4.

5.

A light grey rectangular area containing a numbered list from 1 to 5. To the right of the list are three decorative diamonds: a grey one at the top right, an orange one in the middle, and a teal one at the bottom right. In the bottom right corner of this section is an illustration of a woman with pink hair, wearing a light green shirt, with her hand to her face in a thoughtful pose.



Reflection

What are my concerns?



How can I make time for my mentee and this program?



What mentors do



Characteristics of great Mentors

- Has a genuine interest in seeing people advance and can relate to their problem/issues/concerns.
- Has a wide range of current skills to pass on.
- Has a good understanding of organizational culture.
- Combines patience with good interpersonal skills and an ability to work in an unstructured program.
- Has sufficient time to devote to the program.
- Can command the Candidate's respect and is aware of the impact her behaviour has on Candidate.
- Is keen to learn.
- Is able to exercise sufficient control of feelings so that any negative ones do not get in the way of building a positive relationship.

What Is important in a mentoring relationship?

Trust

Trust is a two-way street. You and your Candidate should work together to build trust, through communicating, being available, predictability, and loyalty.

Respect

Respect is established when your Candidate recognises your knowledge, skills, and abilities that he or she would like to possess; and when you appreciate the success of your Candidate to date and her desire to develop their capabilities, experiences, and value to the organisation.

Partnership building

Both you and your Candidate are partners during the program. See section below for how successful partnerships develop.

Realistic expectations

You should encourage your Candidate to have realistic expectations of:

- Her capabilities
- Opportunities in terms of present and potential job opportunities
- The energies and actions you will commit to the mentoring relationship
- What your Candidate must demonstrate to earn your support of her career development

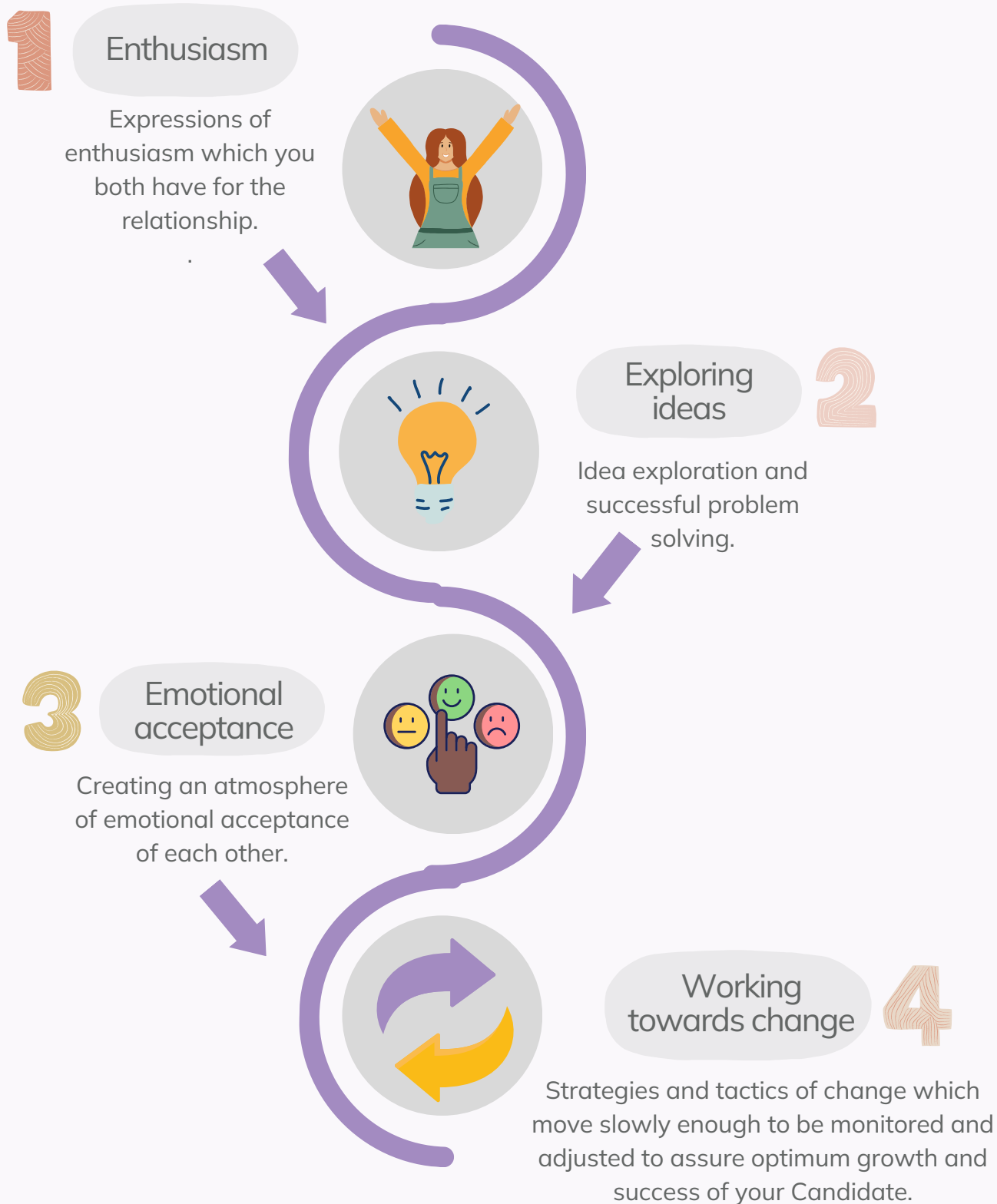
Time

Set aside specific time to meet; do not change times unless absolutely necessary. Meet periodically, and at mutually convenient times when you can control interruptions. Frequently “check in” with each other via informal phone calls, etc. It’s a good idea to schedule even informal activities to assure regular contact.



Partnership building

How successful partnerships develop



Partnership building continued...



Barriers and how to overcome them

Natural barriers that all partnerships face may include miscommunication or uncertainty about each other's expectations.

Activities that can help you overcome these barriers include:



Maintain communication

Fix "obvious" problems



Forecast how decisions could affect goals

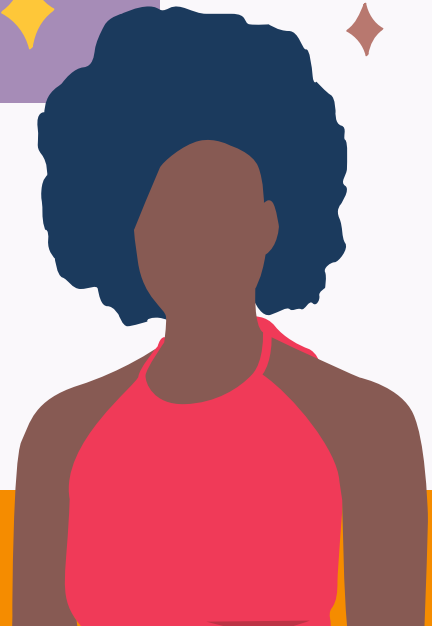
Frequent discussion of progress



Monitor changes



If you and your Candidate are running into challenges that you cannot resolve, contact the Success Works team and we will be happy to help.



Contributing to a positive mentoring relationship

Listen

- Listen actively and work to understand your Candidate.
- Question to help clarify key issues.

Guide

- Offer examples and draw from your own experience.
- Give guidance on possible outcomes.
- Offer access to your network where possible to extend understanding of new areas and provide networking opportunities.

Encourage

- Highlight possible avoidance or negative behaviours or thinking.
- Set challenging but reasonable targets for the Candidate.
- Offer alternatives – different opinions and approaches.
- Encourage your Candidate to set her own challenges.

Inspire

- Be supportive
- Identify and build on strengths.
- Disclose facts, feelings, and opinions to help build rapport and trust.
- Offer help and guidance.

Reflection



Contributing to a positive mentoring relationship

How might I give the Candidate access to my network?

What can I share about myself to build rapport and trust?



How can I contribute to the mentoring relationship in a positive way?



Coaching versus mentoring

Although coaching and mentoring share some tools and approaches, coaching is primarily focused on performance within a current job and emphasises the development of skills.

Mentoring is primarily focused on longer term goals and on developing capability.

Differences between coaching and mentoring:

 <h2>Coaching (the how)</h2>	 <h2>Mentoring (the why)</h2>
<ul style="list-style-type: none"> <input type="checkbox"/> Concerned with tasks. Focuses on skills and performances. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Concerned with implications beyond task.
<ul style="list-style-type: none"> <input type="checkbox"/> Primarily a line manager role. <input type="checkbox"/> Agenda set by or with coach. <input type="checkbox"/> Emphasises feedback to the learner. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Focuses on capability and potential. <input checked="" type="checkbox"/> Works best offline/offsite. <input checked="" type="checkbox"/> Agenda is set by the Candidate. <input checked="" type="checkbox"/> Emphasises feedback and reflection by the Candidate.
<ul style="list-style-type: none"> <input type="checkbox"/> Typically addresses a short-term need. <input type="checkbox"/> Work on improving what already exists. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Typically a longer-term relationship. <input checked="" type="checkbox"/> Work on 'what can be'.
<ul style="list-style-type: none"> <input type="checkbox"/> Results can be measured objectively. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Results may be subjective and difficult to measure.



Approach to mentoring

There is no “right” way to mentor. The best technique is the one that is right for the individuals involved — that helps you understand your Candidate’s issues and concerns and allows you to mentor effectively and share your knowledge and expertise. To help ensure the mentoring process is as effective as possible for both parties, you should:

1

Set practical goals

Set practical goals: At every stage of the relationship, make sure the goals of the relationship are clear and realistic and include timelines for meeting established benchmarks.

2

Identify potential obstacles

Identify potential obstacles: Identify in advance any obstacles that would prevent the implementation of any proposed recommendations.

3

Be flexible

Be flexible: You should be flexible in your approach and adjust to the needs of your Candidate.

4

Keep it simple

Keep it simple: Don’t assume that your Candidate has a high level of job experience, education, and understanding of organisational issues. Therefore, you should be able to translate complex concepts into plain language.

5

Understand time constraints

Understand time constraints: Both you and your Candidate must have realistic expectations regarding the time spent in the mentoring process.

6

Don't make assumptions

Don’t assume what the Candidate needs: You will be more successful if you listen to the needs of your Candidate versus telling them what you think they need.

7

Be positive

Above all, be positive.

Phases in the mentoring relationship





Phase Starting

Goals

- Define the scope of the relationship.
- Determine broad goals.
- Clarify roles.
- Agree logistics – when, where, and how you'll have conversations.
- Both state commitment to the relationship.



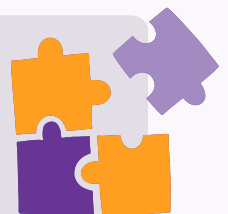
Skills

- Building rapport and trust.
- Reflective listening.
- Questioning.
- Refraining from providing solutions



Strategies

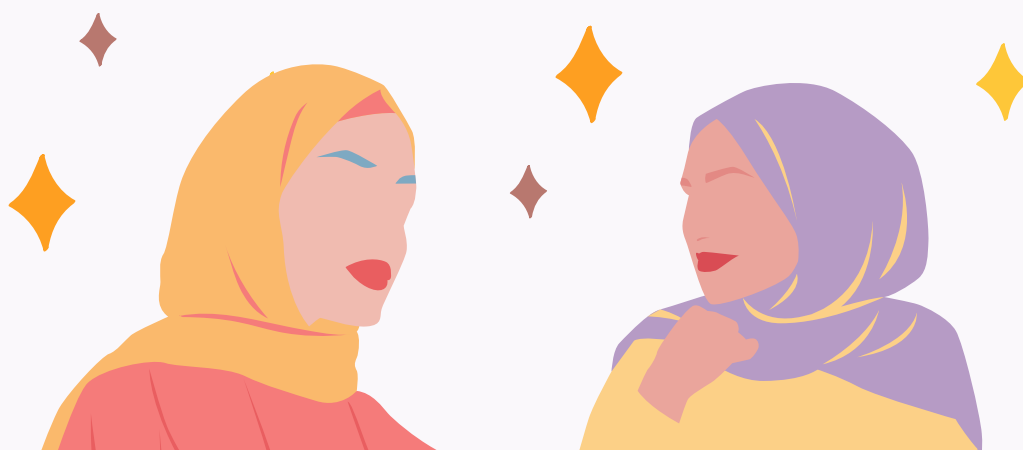
- Provide some personal background.
- Discuss goals and expectations of mentoring.
- Review mentoring roles, responsibilities, guidelines, or code.
- Agree on meeting frequency, duration, and schedule.



The first meeting

The first meeting is an important meeting where you and your Candidate get to know a bit about each other and negotiate the parameters for working together. It is vital at this stage to communicate to each other clearly and honestly.

- 1 Exchange information about your backgrounds, careers, and interests.
- 2 Discuss each other's expectations about the mentoring relationship. (See Mentoring Checklist below)
- 3 Be as clear and specific as possible. If expectations don't match, negotiate a mutually agreeable plan.
- 4 Discuss and agree on the duration of the relationship and an end date, the frequency and length of meetings, and the meeting location.
- 5 Discuss the issue of confidentiality.
- 6 Begin a plan of action by discussing your Candidate's goals..



Mentoring checklist

This checklist provides a basic set of questions for you to discuss with your Candidate..

Are we clear about each other's expectations of:

Each other?

The mentoring relationship?

What we hope to learn from each other?

How closely do our expectations match?

How directive or non-directive the mentor should be in each meeting?

What are the core topics we want to discuss?

What, if any, are the limits to the scope of discussion (i.e. what do we talk about)?

Who will take primary responsibility for:

Deciding how often to meet?

Setting the agenda for meetings?

Ensuring that meetings take place?

Organising where to meet and for how long?

Initiating reviews of progress?

How formal/informal do we want our meetings to be?

Have we agreed that openness and trust are essential? How will we ensure that they happen?

Are we both willing to give honest and timely feedback?

What, if any, are the limits to the confidentiality of this relationship?

What are we prepared to tell others:

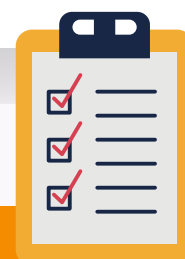
About the relationship?

About our discussions?

Who shall we tell, and how?

What responsibilities do we owe to each other as a result of this relationship (e.g. to line managers, peers, and the program coordinator)?

When and how shall we check if this relationship is 'right' for both of us?




Meeting notes


Notes


Dotted lines for writing notes.

This page is for your notes

My actions









Phase Developing

Goals

- Objectives specified.
- Action plans developed.
- Activities undertaken.
- Regular review of actions and outcomes.



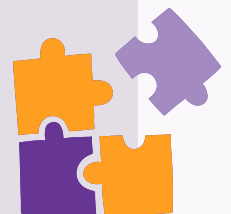
Skills

- Facilitative communication.
- Goals setting and planning.
- Feedback and review.



Strategies

- Discuss the candidate's issues, challenges or goals.
- Reflect on candidate's experience.
- Explore options.
- Gather information.
- Access resources.
- Jointly develop plans that the Candidate can implement.
- Review actions taken, outcomes achieved and next steps.



Subsequent meetings

- 1 Agree on the tasks for the Candidate to complete by the next meeting.
- 2 At the third and subsequent meetings, the Candidate should present the results of the set tasks.
- 3 You and your Candidate should then discuss the progress made (and include obstacles met in trying to achieve desired goals).
- 4 You can then provide feedback and analysis of issues, and offer advice and guidance for future actions.
- 5 You and your Candidate then negotiate the next tasks to be undertaken and decide on the next meeting date.





Meeting notes

Notes 

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This page is for your notes

My actions



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An illustration of a woman with long pink hair, wearing a purple cardigan over a white top. She is resting her chin on her hand, looking thoughtful. Three colorful sparkles (two orange, one yellow) are floating above her head.

Phase Parting



Goals

- Review mentoring agreement and identify outcomes.
- Provide feedback on the benefits and learnings from the mentoring relationship.
- Closure, celebration.



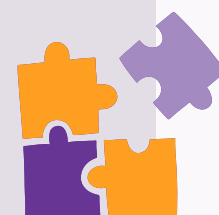
Skills

- Feedback and review.
- Letting go.



Strategies

- Review achievements.
- Recognise each other's contribution.
- A continuing relationship.



The final meeting

It is important to have a process in place for concluding the mentoring relationship. Having worked together 6 months (and beyond) and with the end date approaching, a final meeting should be set.

This meeting marks the formal ending of the relationship and can be used to review the process and outcomes.

You and your Candidate should discuss:

- 1 Were goals initially stated by the Candidate achieved?
- 2 Were goals redefined during the mentoring relationship and were these new goals met?
- 3 What other outcomes were achieved during the relationship?
- 4 Were problem-solving skills enhanced?
- 5 What personal gains were made by Candidate and Mentor?
- 6 What aspects of the mentoring relationship did you appreciate?
- 7 What aspects did you find challenging?

Meeting notes

Notes

Lined area for taking meeting notes.

This page is for your notes

My actions

Area for recording actions, featuring a paperclip icon and decorative sparkles.



Developing a successful mentoring relationship

The following sections contain useful information and guides to use at every phase of the mentoring program 1-3 as well as all of your meetings.

Good mentoring behaviours

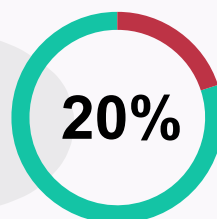
1

Continuously build rapport.



2

Talk less than 20% of the time.



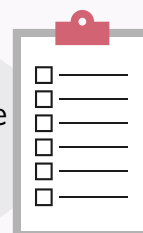
3

Hold back from giving your own opinions until your Candidate has fully explored the issues and you have had a chance to look well under the surface of presented issues.



4

Summarise during the discussion, but ensure that the Candidate summarises at the end of the meeting.



5

Challenge and encourage as the need arises.



6

Make use of very good, penetrating questions.



7

Give considered advice when it is called for.



8

Make use of silence whenever a question strikes home to ensure that the Candidate has sufficient reflective space to consider the implications of an insight.



Developing a successful mentoring relationship cont...

The mentoring relationship will work best when you and your Candidate are clear about what you both want to achieve as a result. The Well-Formed Outcome Framework can help give you and your Candidate get clarity about the end goal.

The Well-Formed Outcome Framework

START

These questions will help your Candidate focus on what he or she specifically want to achieve by the end of the mentoring relationship.

1 What do you want? State your outcome specifically. You can define multiple outcomes by using the word AND. Never, ever, use BUT. Check that your outcome is stated in the positive.



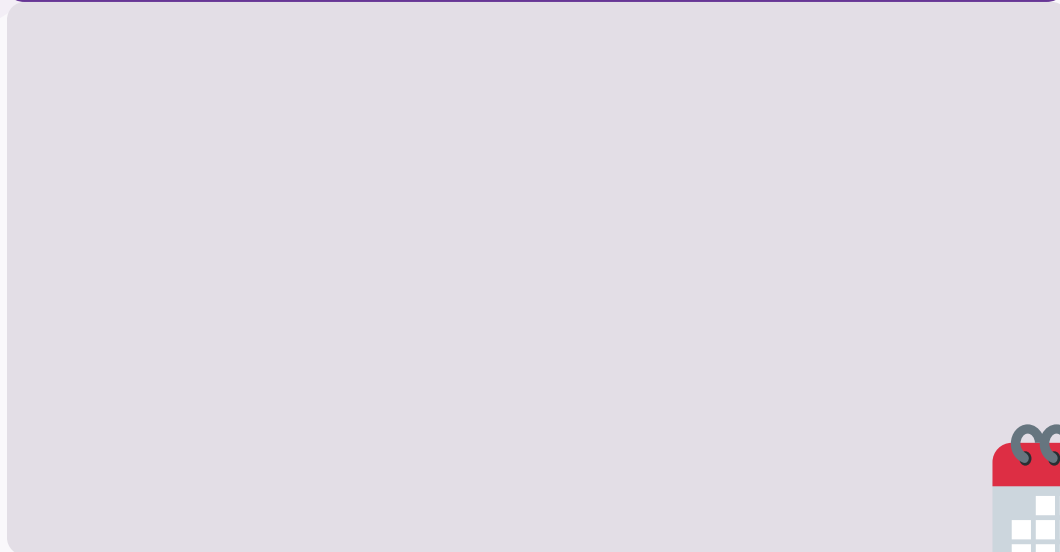
2 Is the achievement of this outcome within your control? What do you need to achieve it?



The Well-Formed Outcome Framework continued...

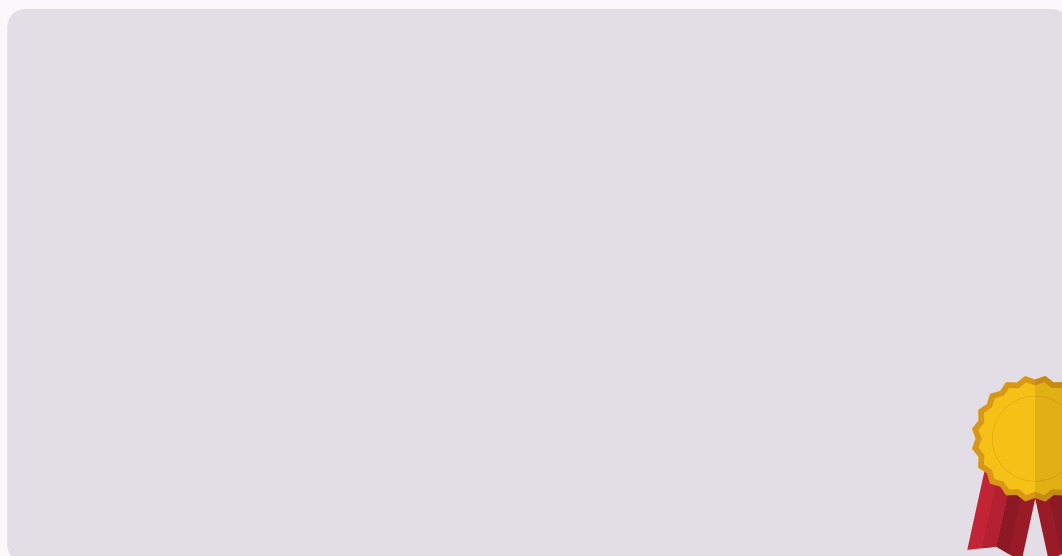
3

When and where do you want this?



4

What will the achievement of this outcome do for you? How will achieving this outcome benefit you?

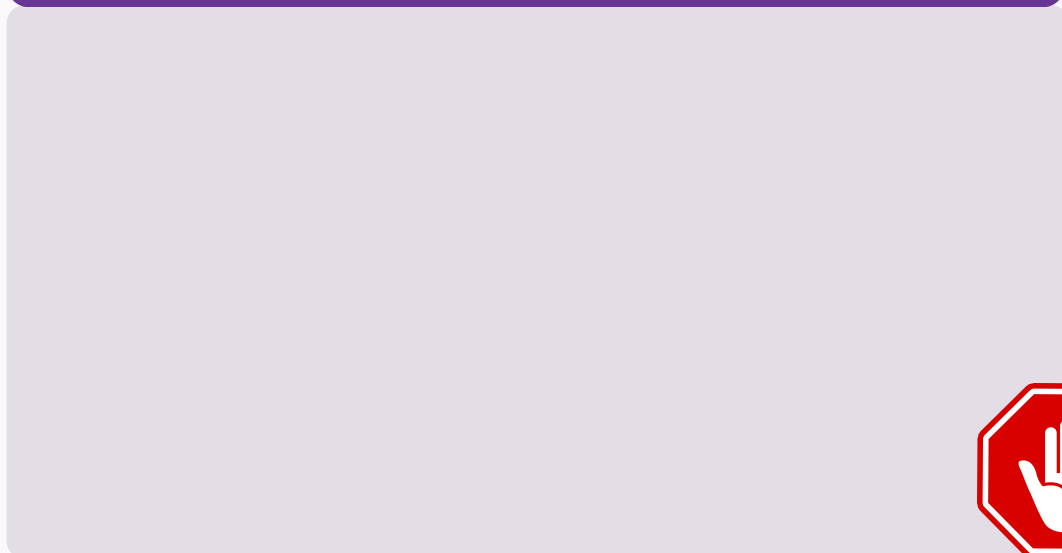


The Well-Formed Outcome Framework continued...



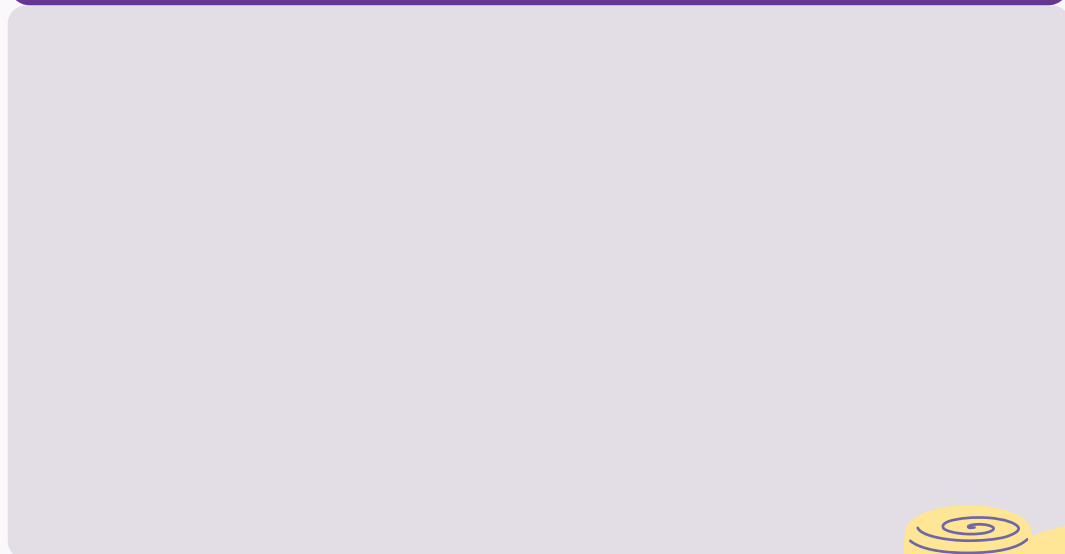
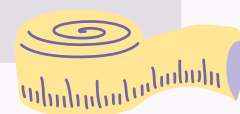
5

What might stop you achieving this outcome? Why have you not already achieved it?
What might be the benefits of not achieving it?

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6

How will you know when you have achieved this outcome? What evidence will you use to let you know that you are achieving this outcome?

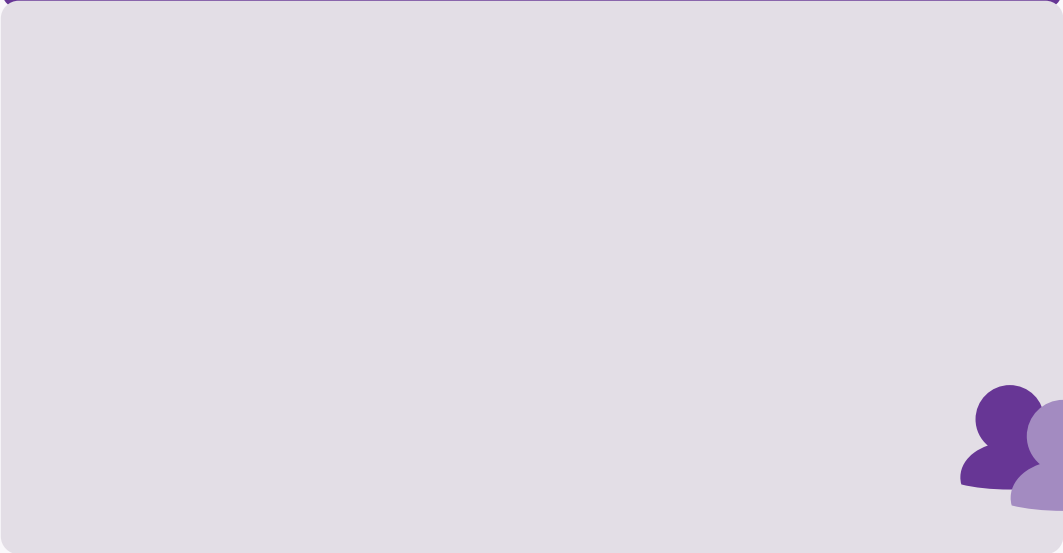
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The Well-Formed Outcome Framework continued...



7

How will achieving this affect other areas of your life? Is this outcome acceptable to you and to other people?



8

What is the first action you must take to achieve this outcome?

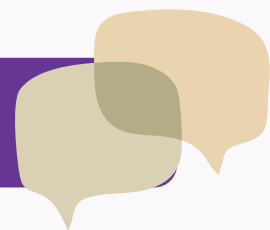


FINISH



Developing a successful mentoring relationship cont...

Possible topics to discuss with your Candidate



The topics you discuss during mentoring sessions should be centred around the specific goals you and your mentor agreed upon for the relationship. The illustrative questions below provide a good basis on which to begin your discussions:



Professional Development

- What successes have you had in your job recently? Why were they successful?
- When you need to persuade or motivate others, what is your strategy?
- Which relationships are particularly difficult for you at work?
- What tough decisions have you had to make in your job recently? What opportunities or challenges do you feel they created for you?
- What decisions are easiest for you to make and which ones are the most difficult? Why?
- How do you solicit feedback regarding your performance?



Career Guidance

- What skills would you like to develop?
- What do you see as the next logical step for your career?
- What doubts do you have around being able to reach the next step?
- What is your long term vision for your career?



Personal Development

- What are your current strengths and development areas?
- What steps are you taking to improve these?
- What individuals, books, experiences, or events have most impacted who you are?
- About what are you passionate (work-related or not)?

Developing a successful mentoring relationship cont...

Essential communication skills for mentoring

To be effective, the mentor must remember that the emphasis is on listening and helping your Candidate to find answers to his or her issues rather than telling and taking over the relationship.

Questioning Approaches

Ask the right questions to help your Candidate:

- Gain fresh insight into their issues.
- Develop different ways of thinking.
- Rise above day to day problems.
- Look at issues from different perspectives.
- Evaluate options.
- Have a vision of the future.

Exploration questions



- What factors are impacting on the situation?
- How do they affect the situation?
- What are the implications?
- Why change?



Open questions

- Could you tell me about ...
- Do you mind if I ask ...
- Perhaps you'd like to talk about ...





Questions to facilitate learning

- What do we know?
- Are these facts or assumptions?
- What else do we need to know?
- What could be different?
- What then, are realistic goals?



Providing support questions

- How is it going?
- Are adjustments needed?
- Are the expected outcomes being produced?
- Are there unexpected outcomes?
- What would be done differently next time?



Information seeking questions

There is often a need to gather facts and perceptions in a mentoring conversation.

- How did you respond to that?
- What did you do about this?
- What options have you considered?



Goal planning questions

- What are the desired outcomes?
- How might these goals be achieved?
- What actions would be needed?
- What might be the consequences of the actions contemplated?
- How will it be done?
- What resources will be needed?
- How will progress be monitored?
- When will action begin?



Diagnostic questions

These are aimed at finding the root of a problem, separating symptoms from causes, probing issues and prompting reflection on experience.

- Why do you think you responded that way?
- What happened immediately before this event?
- What other factors are contributing to this situation?
- How do you feel about that?



Challenging questions

To explore alternate points of view

- What are your reasons for saying that? _____
- What has led you to that conclusion? _____
- Do you think other people would see it that way? _____



Prediction questions

Remaining non-directive can be a challenge. Yet sometimes you may see potential pitfalls in someone else's plan. In big decisions, consideration of possible unforeseen consequences is essential. Therefore prediction questions are good risk management.

- What are your intended outcomes if you take this course of action? _____
- What are the likely consequences of this? _____
- Are there other possible repercussions? _____
- If you do nothing, what will happen? _____



Priority and sequence questions

Sorting out what is to be done and in what order can clarify thinking and break the task into manageable chunks.

- What will you do first? _____
- What will you do next? _____
- Is there a logical order in which to proceed? _____



Hypothetical questions

Thinking and talking through scenarios allows practice in a safe environment and can lead to a rehearsal or role-play of a planned event to build skills.

- What would you do if...? _____
- How would you handle...? _____
- If you had done...what do you think would have happened? _____
- _____



Action questions

- What could be done to improve the situation? _____
- How might you go about achieving that? _____
- What specifically, do you plan to do? _____





Probing - getting a person to talk more

- Can you say a little more about...

- Would you expand on that idea...

- Perhaps you'd like to tell me...



Extension questions

Critical thinking skills are an asset that increases one's ability to learn and grow. The development of such skills can be facilitated by asking such questions as:

- What are the implications of...?

- What insights have you gained as a result of...?

- What have you learned from this incident?



Summarising for understanding

- So what you are saying is...

- What I am hearing is...

- From your point of view,...



Generalisation questions

Current and past experience provides important learning opportunities as long as we take time to reflect and draw useful conclusions. Questions that prompt consideration include:

- Are there some general principles you could apply in other situations?

- What could you do differently next time?

- How is this situation like others you have dealt with?



Cushions - softening a confronting question

Combine these phrases with rapport-building, non-verbal communication to gently preface a confronting question. This reduces the chance of sounding like an interrogator.

- I'm curious...

- I'm wondering...

- Would you like to tell me...



Developing a successful mentoring relationship cont...

12 Active listening tips

The challenge for some mentors is to ensure the right balance of contribution between you and your Candidate. This requires you to be a good listener. If you are a good active listener, you will pick up not only on what your Candidate is saying but also will have insights as to what he or she is thinking and feeling at a deeper level.

1

Spend more time listening than talking.

2

Listening is the major component of rapport.

3

Focus your attention entirely on your Candidate.

4

Be sensitive to non-verbal cues.

5

Have a genuine interest in your Candidate and what they are saying, thinking, and feeling.

6

Maintain good eye contact with your Candidate.

7

Ask good open questions, to encourage your Candidate to want to open up.

8

Ask questions in a way that is non-evaluative and does not make your Candidate feel defensive.

9

Encourage your Candidate to talk by nodding your head and having an open body posture.

10

Summarise back what you have heard using the same words as your Candidate.

11

Encourage your Candidate to find solutions to their own problems.

12

Be sensitive to the needs of your Candidate and find ways of satisfying these needs.

Developing a successful mentoring relationship cont...

The right style of influencing

Effective mentors use a good balance between the push and pull style of influence.



The pull style is used to:

- Encourage your Candidate to think through issues.
- Support your Candidate - be a sounding board.
- Gain a greater understanding of your Candidate.
- Establish common ground.
- Help build trust.

This style makes use of active listening and puts the onus on your Candidate to solve problems or find a way forward.



Example "pull" questions

- What is your next step? _____
- Tell me more about your plans
What do you most enjoy about your current role? _____
- _____



Example "push" questions

- How might you tackle the issue in a different way? _____
- Have you thought of changing how you do.....? _____
- How could you achieve even greater stretch? _____

The push style is used to:

- Challenge your Candidate to think outside the box.
- Provide your Candidate with knowledge and experience.
- Stimulate your Candidate to move out of their comfort zone.
- Make your Candidate aware of what is expected of him or her.



Developing a successful mentoring relationship cont...

Giving and receiving feedback

Observing and following the rules of giving feedback are very important if you are to build a positive mentoring relationship.

Giving good quality feedback is a skill that needs to be handled carefully.



Characteristics of good feedback

- It should be based on behaviour, not the person

It should describe specific behaviour e.g. "I like the report you prepared for our meeting; it is clear, concise, well structured, and you have clearly identified what you have learned", rather than saying 'It was a good report'.

- Feedback is more useful if it focuses on what the person could do differently next time.
- It should be based on observable behaviour rather than opinions.
- Feedback should be well timed – don't wait until final meeting to give Candidate feedback.
- It should be given in small amounts – be sensitive to the non-verbal cues about how the feedback is being received and the way the Candidate is feeling.
- The feedback needs to be of value to the Candidate.
- Positive feedback is even more important than negative feedback as it encourages positive behaviour and enables people to do more of what they do well.





Giving negative feedback



Key rules to increase the level of acceptability of the feedback:

- The relationship between you and your Candidate must be positive, particularly when giving negative/constructive feedback. Take care to give the appropriate levels of feedback in the early meetings.
- Appropriate levels of positive feedback should be given.
- Make it easy for the person to talk about any negative feedback.
- Use positive language when talking about problem issues – it is easier to talk about areas for improvement rather than weaknesses.



Receiving feedback

- When offered positive feedback, the best response is simply to thank the person giving it.
- The more actively a person seeks feedback, the more the person will learn.
- Listen carefully to feedback given and check your understanding if necessary.
- Get clarification on the feedback by asking questions: ask for examples of specific behaviour to support the feedback and what might be done differently.
- Remain assertive when receiving negative feedback and focus attention on the future and what can be done differently next time. This stops the person from becoming emotional and being unable to process the feedback.

Helping your candidate to reflect

A number of questions will help the person to review a situation and, as a consequence, they will be more likely to change.



Suggested questions



- How do I think that went? _____
- How well did I think I did on....? _____
- I liked the way I handled that situation; what did you think? _____
- Why did that not work as well as it might have? _____
- How might I do that differently next time? _____
- What effect do I think that might have? _____



Developing a successful mentoring relationship cont...

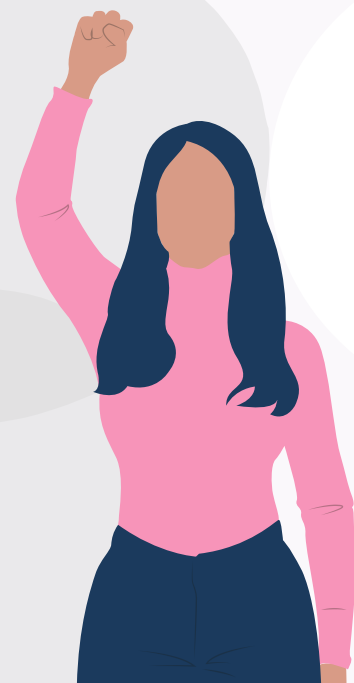
Potential Challenges in the Mentoring Relationship and Prevention Strategies

Establishing Trust and Respect

Building rapport is the most essential element of creating trust and respect. Early meetings are therefore critical to ensure an appropriate level of comfort exists to allow both you and your Candidate to trust one another with personal and sensitive information.

Things to remember for you and your Candidate:

- Careful preparation at the start of the relationship will help build rapport.
- Trust is reciprocal; if you trust your Candidate and vice versa, the relationship is more likely to be built on trust.
- You need to respect that your Candidate is a responsible adult who is able to think, solve problems, and take decisions.
- Once trust is lost, it is very difficult to rebuild.
- Remember the importance of valuing and respecting differences.
- Maintain a mutually professional relationship.



Issues of Confidentiality

- Ground rules should be established early in the relationship and part of the mentoring contract.
- You should not reveal anything to the Candidate's line manager or Human Resources unless your Candidate agrees.



I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.



Maya Angelou

Developing a successful mentoring relationship cont...

Competence and attitude of the Mentor

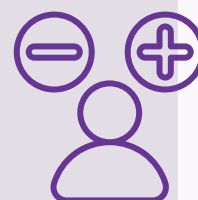
- You need to guard against the desire to give advice to the Candidate or be patronising.
- Establish a mechanism for reviewing the relationship on a continuous basis.
- Be prepared to walk away from the relationship if it is failing to meet the needs of the Candidate and all other options have been explored.



Competence and attitude of your Candidate

The relationship is more likely to be successful if your Candidate:

- Sees the benefits of the mentoring program.
- Gives it the time and energy it deserves.
- Listens.
- Acts on advice.
- Shows a willingness, desire, and commitment to learn and grow.
- Asks for and is open to feedback and criticism.
- Is open minded and willing to change.



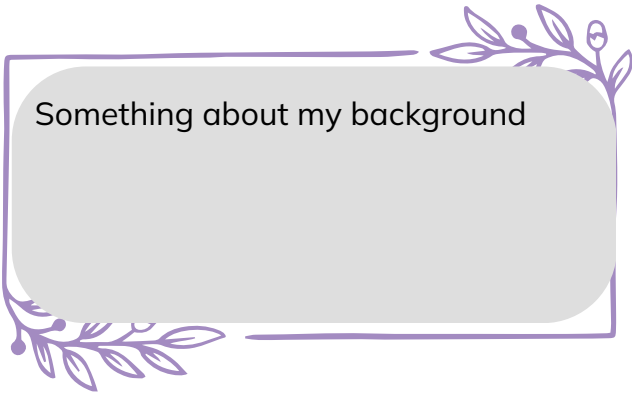
Lack of time for the mentoring relationship

- You need to be clear from the start about the time commitment involved.
- Schedule several meetings in advance so that if a meeting does have to be rescheduled, an alternative date is available.
- Encourage your Candidate to take responsibility for the meeting schedule and be persistent in getting time in their mentor's diary.
- You and your Candidate need to get the commitment of your managers to allow the Candidate time for the mentoring process.




Your personal profile to share with your Candidate

Mentor and Candidate Planning Session




Something about my background



Other things about me:
(Hobbies, Interests,
Experiences, etc.)

Things I would like as a Mentor

Things I don't want as a Mentor



5 words which I feel describe me

- 1.
- 2.
- 3.
- 4.
- 5.



Mentor expectations of Candidate:



Ideas for mentoring meetings



Notes

A large, light gray rectangular area containing 20 horizontal dotted lines for writing notes. A lightbulb icon is placed on the right side of the notes area, and three diamond-shaped icons (one orange, two teal) are located near the bottom right corner of the notes area.



Mentoring report (to be completed after every meeting)



Mentee

Mentor

Date

Activities/Actions

Milestones

[Empty space for recording activities and actions]

[Empty space for recording milestones]



Mentoring report (to be completed after every meeting)



Activities/Actions

Milestones



Evaluating and reviewing after each mentoring meeting



Questions

- What did I notice about my behaviour, thoughts, and emotions in the meeting?

- Was it what I planned? What was my role?

- What did I notice about the Candidate's behaviour, thoughts, and emotions in the meeting?

- How do I feel about the meeting?

- What do I think went less well in the meeting?

- How would I describe the mentoring relationship itself?

- How am I developing as a result of this mentoring relationship?

- Are there any particular problems or barriers being experienced?

My notes

A large vertical rectangular area with a grey background and horizontal dotted lines for writing notes.



Evaluating and reviewing after each mentoring meeting cont...

My notes

Questions

- Do we need to revise the mentoring contract?

- Are we meeting the expectations of Success Works Partners?

- How could the support I am getting from Success Works Partners be improved?

- What do I need to plan to do in the next meeting?

- Is there anything else I need to do as a result of this review?



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About Success Works

Success Works is designed for women affected by the criminal justice system who are committed to securing employment, have stable housing and are actively addressing any health and addiction concerns. The Success Works program will help you to develop a pathway to self-reliance and empowerment through transitional support, professional development workshops, one-on-one support, connection to employers, advocating and mentoring both before and after securing employment. This pathway also includes introduction to employment opportunities offered through our employer partners.

