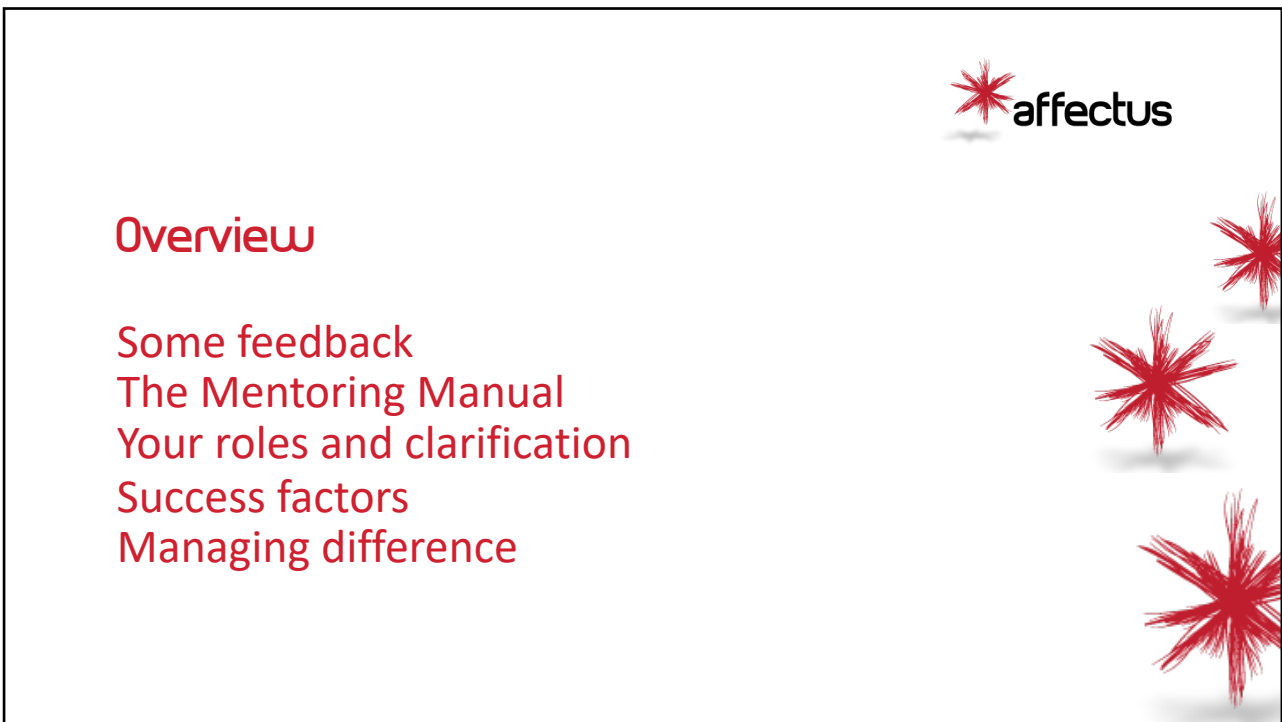



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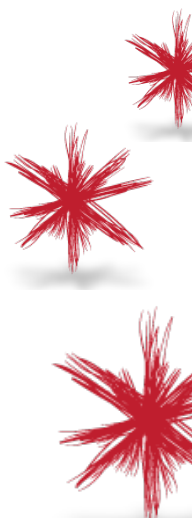


Feedback Discussion

What have been the successes?


What have been the challenges?

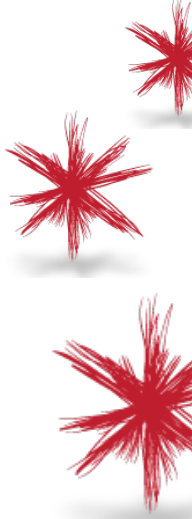
What can the mentor and mentee do about this?



3

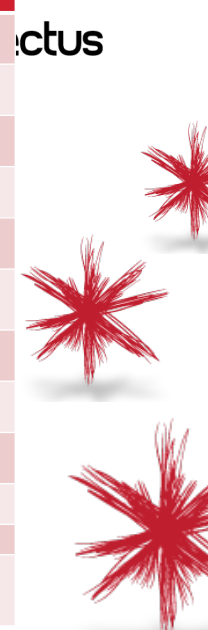
Your Roles





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Element	Role	Function
Assessment	Feedback Provider	Ongoing feedback as mentee works to learn and improve
	Sounding Board	Evaluation of strategies before they are implemented
	Comparison Point	Standards for evaluating own level of skill or performance
	Feedback Interpreter	Assistance in integrating or making sense of feedback from others
Challenge	Dialogue Partner	Perspectives or points of view different from mentee
	Assignment Broker	Access to challenging assignments (new jobs or additions to current roles)
	Accountant	Pressure to deliver commitment to developing goals
	Role Model	Examples of high (or low) competence in areas being developed
Support	Counselor	Examination of what is making learning and development difficult
	Cheerleader	Boost in mentee belief that success is possible
	Reinforcer	Formal rewards for progress towards goals
	Companion	Sense that mentee is not alone in struggles and that mentee can achieve goals

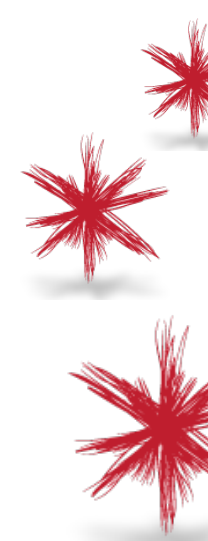


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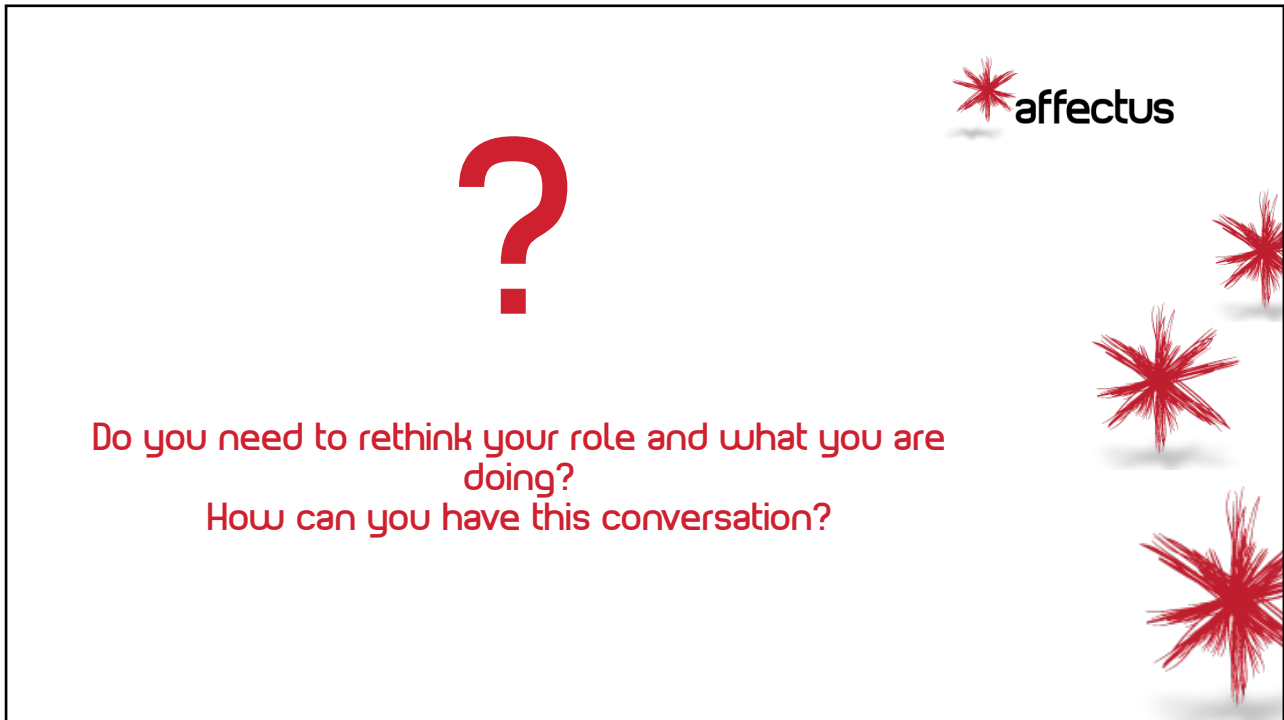


Critical mentoring skills include:

- Being a good listener and knowing how to give effective feedback
- Knowing how to help with goal setting and planning
- Knowing when to give and when not to give advice
- Having the ability to instil confidence and motivate people.



6



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Do you need to rethink your role and what you are doing?
How can you have this conversation?

7



Success Factors - Mentoring Relationships

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Mentor and mentee open to change, willing to explore possibilities, willing to help and learn from each other.

Both make a commitment to advancing the development of the mentee. The relationship is a healthy both individuals gain satisfaction.

Both are capable of resolving conflicts.

Mentees recognise the mentor's effect.

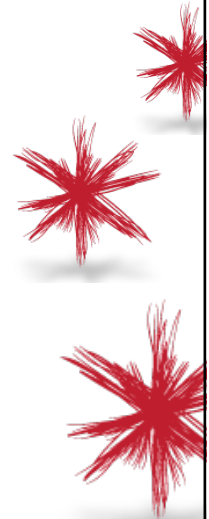
The relationship evolves and changes.

8

Achieving Specific Outcomes



Focus	Activity Descriptor
Leadership Development	The mentee may have written a commitment of self-development – to encourage the participant to deliver on their commitments.
Communication	Communication is the fundamental skill for leadership therefore how is communication being personally managed by the mentee to continue his/her leadership journey?

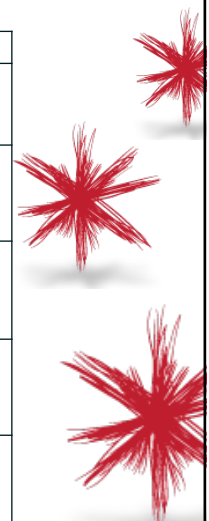


9

The Mentoring Process Framework for a mentoring meeting



PART	DESCRIPTOR
Reaffirmation	Mentor and mentee spend time at the beginning re-establishing the personal connection, before getting down to business.
Identifying the issue	Mentor and mentee spend time articulating what the issue for discussion is, why it is important (and why now) and what outcome the mentee is looking for from the dialogue to come.
Building mutual understanding	The mentor encourages the mentee to explore the issue in depth.
Exploring alternative solutions	The mentor and mentee allow themselves to be creative about possible ways forward,
Final check	The mentor encourages the mentee to review what he or she is going to do and why, and what the mentee has learned about both the situation in question and about him or herself.



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Response - We haven't met at all or only once

Solution: It is suggested that a conversation must be had in this situation to re-establish the relationship purpose.

**Response - We have met a number of times but just for a chat**

Solution: Initiate a set of goals to be developed.

Response - We have met but we have no structure and are not getting anywhere

Solution: Someone must take the lead here – set a meeting calendar for the next three months

Response - We are meeting but we have no meeting schedule

Solution: Begin to put in place an agenda for each meeting.

Response - Our meetings are enjoyable but our goals are vague and/or difficult to discuss

Solution: Review the above solution.

Response - I don't think this is ever going to work

Solution: If there is no way the relationship is going to work then the next step is to communicate what has happened and close the relationship

Response - Not sure – mentee/mentor seems disengaged

Solution: Communicate and ask the obvious questions

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SECTION 2 – *Coming to Closing.*

1. Be proactive. Don't wait until the end to begin! Agree on how you will come to closure when you first negotiate your mentoring partnership.

2. Look for signals. Keep your antenna up so you can recognise signs that the relationship may be ending.

3. Respect the other person. If he or she wants to end the relationship and you don't, you must honor their wishes.

4. Evaluate the relationship. Periodically, check out the health of the relationship. Make sure your needs and those of the other are both being met.

5. Review your goals. Regularly review your goals and objectives. Take stock and process learning.

6. Integrate. When it is time to come to closure, ask how you can use what you've learned.

7. Never assume. Remember that there are two people in the relationship.

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