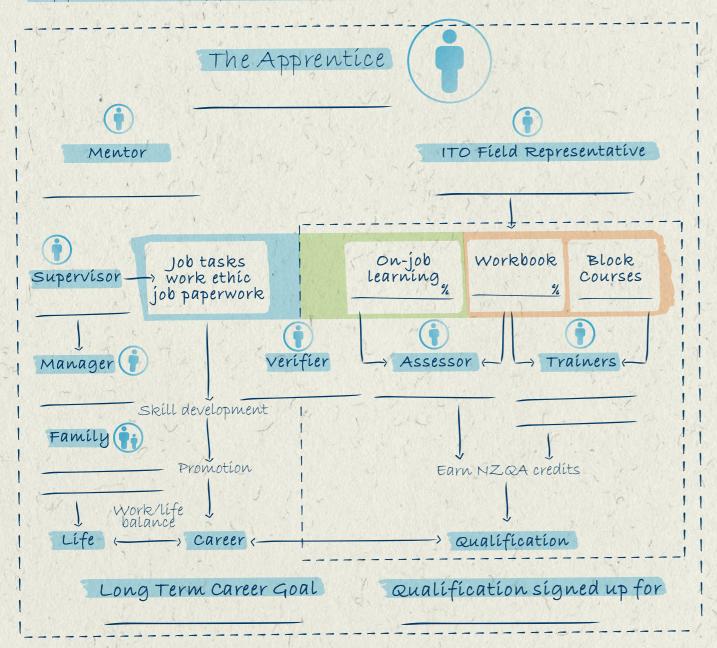


Mentoring at Downer:

Workbook



Apprentice support framework



Planning the first mentoring session

Mentee's name:	Mentor's name:
Meeting place:	Is this space private? Yes/No
Date for first session:	
Start Time:	How long will you allow?:
Introductions?	
What will be the focus?	
What outcomes should there be?	
What if it all goes to custard?	
(What should I do if the meeting doesn't go well?)	
Any unanswered questions?	

Mentoring observation checklist

Mentor being observed:	Observers name:
Date of observation:	

How well did the mentor:

Mentoring action	Tally of times observed	Comment
Actively listen Stop and listen (7 second rule) Show you are listening Accept what they say		
Ask focused questions Goal (gather ideas about the issue/goal) Reality (encourage the mentee to think realistically) Options (challenge their ideas) Willingness (gain commitment)		
Promote action Set a SMART objective Specific Measurable Action oriented Realistic and relevant Time based		
Build trust Provide positive feedback Encourage independence Respect the mentoring code of ethics		
General feedback on how the session went	I	

Mentoring observation checklist

Mentor being observed:	Observers name:
Date of observation:	

How well did the mentor:

Mentoring action	Tally of times observed	Comment
Actively listen Stop and listen (7 second rule) Show you are listening Accept what they say		
Ask focused questions Goal (gather ideas about the issue/goal) Reality (encourage the mentee to think realistically) Options (challenge their ideas) Willingness (gain commitment)		
Promote action Set a SMART objective Specific Measurable Action oriented Realistic and relevant Time based		
Build trust Provide positive feedback Encourage independence Respect the mentoring code of ethics		

General feedback on how the session went

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Mentoring observation checklist

Mentor being observed:

Observers name:

Date of observation:

How well did the mentor:

Mentoring action	Tally of times observed	Comment
Actively listen Stop and listen (7 second rule) Show you are listening Accept what they say		
Ask focused questions Goal (gather ideas about the issue/goal) Reality (encourage the mentee to think realistically) Options (challenge their ideas) Willingness (gain commitment)		
Promote action Set a SMART objective Specific Measurable Action oriented Realistic and relevant Time based		
Build trust Provide positive feedback Encourage independence Respect the mentoring code of ethics		

General feedback on how the session went

Ten key facts about literacy and numeracy in industry training

- 1 International surveys confirm that 40% of the New Zealand workforce has a literacy or numeracy deficit that prevents them from performing effectively in the workplace.
- 2 The government and Tertiary Education Commission have made it a priority to address this literacy problem.
- Industry Training Organisations (ITOs) legally must improve the literacy and numeracy skills of trainees in the course of their industry training
- 4 On average 10% of the population have dyslexia (which makes dyslexia one quarter of the wider literacy and numeracy problem.)
- 5 It is important to realise that literacy is not English and numeracy is not mathematics.
- 6 All industry trainees taking courses at levels 1 3 must undertake a literacy and numeracy assessment at the beginning and end of training to demonstrate improvement in skill levels.
- 7 The assessment is called the Adult Literacy and

- Numeracy Assessment Tool and drives much of the government's action in the adult literacy and numeracy arena.
- 8 Most trainees who don't finish training or who have difficulties with training have a literacy and/or numeracy problem.
- 9 Literacy and numeracy is not just a school problem. Many people can learn only when there is context to their learning. They need a reason to learn. For many people the school does not provide a reason to learn.
- 10 Maori, Pasifika and people with English as a Second Language (ESOL) may experience more challenges in this area.



Veronika is a HR Advisor in our Hamilton office.

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Mentoring skills questionnaire

This questionnaire is for your own information, to help think through the areas you can best add value as a mentor, and the areas you could develop in yourself.

		Rating (1 low - 5 high)			
Rate yourself in the following areas:	1	2	3	4	5
Motivating people					
Showing respect for your mentee					
Being non-judgemental					
Committed to mentoring					
Knowledgeable (life and technical skills)					
Organised					
Organisational knowledge					
Ability to actively listen Stop and listen (7 second rule) Show you are listening Accept what they say					
Use of focused questions Goal (gather ideas about the issue/goal) Reality (encourage the mentee to think realistically) Options (challenge their ideas) Willingness (gain commitment)					
Ability to promote action from your mentee Set a SMART objective					
Ability to build trust Provide positive feedback Encourage independence Respect the mentoring code of ethics					
Ability to separate the role of a mentor from the role of manager					



	further:

Key strengths you can bring to the mentoring relationship

Areas you could develop further

Areas you will need to seek further help around mentoring in

Te,

Unit Standard 25451: Provide mentoring in an organisation

Level: 5 Credits: 5

Purpose:

Here's what New Zealand Qualification Authority say about this unit standard...

"This unit standard is designed primarily to recognise current competency in people who have experience in mentoring in an organisation in authentic contexts, perhaps as part of their work.

People credited with this unit standard are able to provide mentoring in an organisation."



On job learning, Facilities Management.

Classification:

Business Operations and Development >People Development and Coordination

What you will need to do to achieve this unit standard:

- Attend the Downer Mentoring Workshop.
- Complete a Mentoring Agreement (pg 22 of the Mentoring Guide) with your mentee.
- Hold at least 5 mentoring sessions with your mentor over the next 6 months.
- Record each mentoring session using the Mentor Record (pg 23 of the Mentoring Guide).
- Ensure your mentee provides feedback on each Mentor Record. Their feedback on how things are going is important.
- Provide copies of the above documents to your Learning Administrator as evidence they will arrange for the unit standard to be awarded.





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