

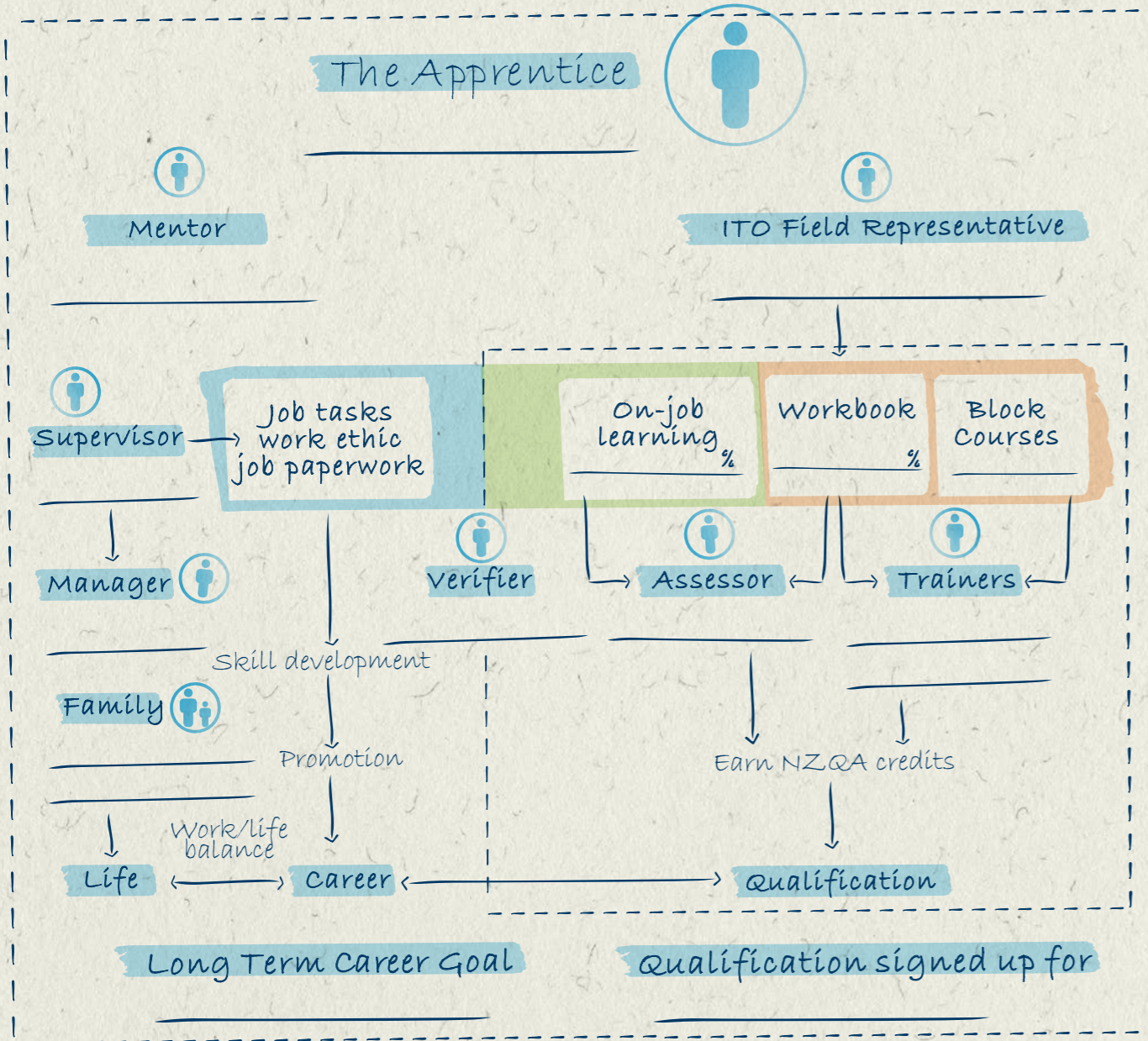


Mentoring at Downer:

# Workbook



# Apprentice support framework



## Planning the first mentoring session

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

# Mentoring observation checklist

Mentor being observed: \_\_\_\_\_ Observers name: \_\_\_\_\_

Date of observation: \_\_\_\_\_

How well did the mentor:

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

# Mentoring observation checklist

Mentor being observed:

Observers name:

Date of observation:

How well did the mentor:

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

# 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.
- 3 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.

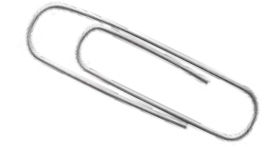


Veronika is a HR Advisor in our Hamilton office.

# 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.

Rate yourself in the following areas:	Rating (1 low – 5 high)				
	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					
<b>Ability to actively listen</b> Stop and listen (7 second rule) Show you are listening Accept what they say					
<b>Use of focused questions</b> Goal (gather ideas about the issue/goal) Reality (encourage the mentee to think realistically) Options (challenge their ideas) Willingness (gain commitment)					
<b>Ability to promote action from your mentee</b> Set a SMART objective					
<b>Ability to build trust</b> Provide positive feedback Encourage independence Respect the mentoring code of ethics					
Ability to separate the role of a mentor from the role of manager					



## Let's take it a little 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





L&D\_MENTOR\_20150917