



MENTEE
HANDBOOK

January 2022

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"Nāku te rourou, nāu te rourou ka ora ai te iwi."

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Introduction

*Talofa lava
Mālō e lelei
Kia orana
Fakaalofa lahi atu
Malo ni
Kam na Mauri
Ni sa bula vinaka
Halo olageta
Noaia
Taloha ni
and Pacific greetings*



Pacific navigators used the practice of “wayfinding” to traverse the vast Pacific Ocean. Master navigators used their knowledge and skill to connect to their environment, to read the sky using the moon, the stars, the sun, the clouds, the sea currents and water colours, and birds to guide their journey.

A navigational guide may appear like a star as a single point, as a group, or even from within those that we lead ourselves. Much like the Pacific navigators, we are guided as we follow our own journeys, like the frigate bird that uses the blue highways of the sky linking the Pacific together.

On our individual journeys we have many sources of information and guides to choose from. Which guide we choose to follow, for how long we choose to follow, and what we choose to ask is entirely up to us.

“The true gift of wayfinding is not arrival at a destination, it is who we become along the way”
— (Spiller, Barclay-Kerr, & Panoho, 2015).

Welcome on board and we look forward to journeying with you.

Empowering Pacific Leaders

The value of people sharing skills, knowledge and experience in the workplace is globally recognised as a dynamic and effective way to support development and growth.

PJSP seeks to assist and enhance the growth of the judiciary and supporting roles by matching mentees with mentors who will empower and maximise skills and performance. The mentoring model is purposefully designed to ensure the lens and cultural integrity of Pacific peoples are embodied within and woven throughout.

“Mentoring is a natural, organic, fit-for-purpose strategy for growing Pacific leaders. All Pacific leaders have a head-start with mentoring.” (Sanga, 2010)

Key Concept

Mentoring is offering advice, information or guidance by a person with useful experience, skills or expertise for another individual or group’s personal and professional development.

Mentoring provides mutually beneficial relationships which are nurturing and helpful, with mentors acting as a steady sounding board to the mentee over the course of the relationship. **The mentoring relationship is useful, caring and promotes the sharing of knowledge.** The mentor invests their time, effort and knows how to enhance the mentee’s growth, knowledge and skills. A successful mentoring relationship will prepare mentees for greater effectiveness in their roles and will increase the mentor’s ability to connect to individuals at different levels.

The mentoring programme is a way to connect people of different judicial forum, skills, cultures and different countries with one another. Mentoring is generally a 1:1 conversation so, learning is tailored, personal and adaptable to whatever is top-of-mind. **It is not prescriptive.** People will have very different reasons for getting involved - from improving on specialist skills, career progression, improving on specialist skills, understanding culture and processes, to developing solely within their own role.

The PJSP mentoring programme:

- enables Pacific judiciary and people in supporting roles to connect and grow in partnered relationships
- helps people realise their own potential
- helps people feel valued, included and supported encourages skill transfer across organisations and across countries.

Purpose of PJSP Mentoring Programme

PJSP is a professional development initiative, designed to promote a stable, prosperous and resilient Pacific through support for the development of accessible, fair, responsive and efficient justice systems.

The mentoring programme is an important part of supporting Pacific judicial officers and others in the justice sector. PJSP's objective is to assist and enhance the growth of the judiciary and supporting roles by matching mentees with mentors who will empower and maximise skills and performance. The mentoring model is purposefully designed to ensure the lens and cultural integrity of Pacific peoples are embodied within and woven throughout.

Mentoring programme objectives

The overarching aim is to improve access to justice by empowering and supporting judicial officers and court staff in their court roles and as part of a wider community. Specific objectives include:



Practicality

Support professional development of judicial officers and registry staff.

Partnership

Create extensive networks and relationships to grow the influence of the mentoring programme.

Pasifika

Provide a programme that incorporates and responds to Pacific Island cultures and world views.

Purpose

Build towards Pacific to Pacific mentoring relationships and involving a wider selection of justice sector participants

Mentoring – A Pacific Context

“Talanoa is a generic term referring to a conversation, chat, sharing of ideas and talking with someone. It is a term that is shared by Tongans, Samoans, and Fijians. Talanoa can be formal, as between chiefs and his or her people, and it can be informal, as between friends in a kava circle. Talanoa is also used for different purposes; to teach a skill, to share ideas, to preach, to resolve problems, to build and maintain relationships, and to gather information.

As Talanoa is context specific, the language and behaviour used in a Talanoa can change with the context and the people that are involved in it. But most importantly, Talanoa is a skill, with associated knowledge about usage, form and purposes. The skill of Talanoa is embedded in the values and the behaviour that are associated with the Talanoa, and it is the context of the particular talanoa that determines the appropriate behaviours and values for it.”

The Kakala Research Framework, Seu'ula Johansson Fua

The underlying principles for mentoring remain the same in any context. From a Pacific perspective, mentoring is a commonly used method to support learning and sharing. It resonates with Pacific people because of its similarity to the Māori tuakana/teina (older/younger) philosophy, which is common across many Pacific cultures.

In the Pacific, relationships built on trust are the bedrock of business. More time may be required from the start to invest in the foundations of a strong relationship. Be cautious about being too direct early and take things slow. In broad terms, a Pacific operating context may involve:

- A Western approach to business
- A strong adherence to and influence from faith and spirituality
- A cultural context based on a village structure

During mentoring, conversations around the topics of gender, age and cultural status may arise. It is important to recognise that not all nations necessarily share the same context or social approaches to these topics – *the mentee is the master of their own context.*

Values

The PJSP Mentoring Programme is guided by the following values that will be reflected throughout the programme:

Community:

recognising the importance of relationships by fostering a sense of connection between participants. By taking part in this programme there is an opportunity to acknowledge important relationships and contribute to positive outcomes for participants and the wider community,

Reciprocity:

understanding that there are opportunities to learn from each other, both mentors and mentees contribute and interact meaningfully with the programme, with mutual appreciation for the programme's aim. Everyone involved has an opportunity to receive value from the programme.

Respect:

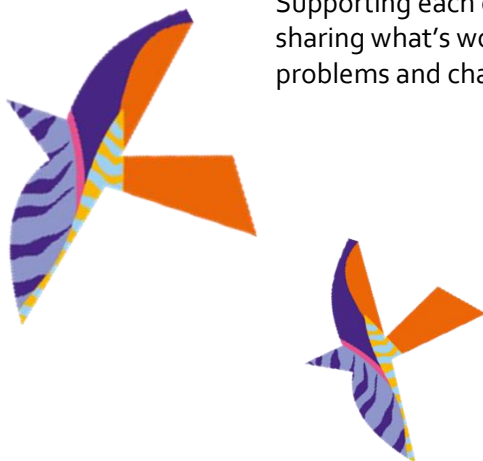
ensuring a positive and inclusive environment where relationships operate with understanding and people feel safe to express their identity, language and cultural values.

A Cohort Approach

The PJSP mentoring programme follows a cohort approach. This means that a group of mentoring relationships will start at the same time as one another.

Cohorts will come together separately as a mentor group and mentee group for training and in communities of practice during the mentoring journey to share experiences.

Supporting each other in the cohort provides the opportunity to sharing what's working well for some, and to help each other with problems and challenges.



Mentoring – what's it for?

What mentoring provides for mentees:

- Provides regular opportunities to reflect on yourselves, your future, and longer-term goals
- Opportunity to enhance or develop new skills and strategies
- Gain greater clarity and new perspectives
- Taps into a rich source of experience, knowledge and networks
- Helps navigate through complexity, conflict, or times of change
- Opportunity to receive feedback on actions, approach and behaviours

What mentoring provides for mentors:

- Gaining fresh perspectives and an expanded network of colleagues from a more diverse range of backgrounds
- Satisfaction of transferring skills, knowledge and expertise
- Developing and practicing a more personal style of leadership
- Opportunity to enhance mentoring and communication skills
- Opportunity to re-examine own practices, attitudes and values
- Understand and apply principles of leadership within a framework of personal ethics and values.
- Build their resiliency to manage change.
- Develop a sense of confidence and belief in themselves and their ideas.

Mentoring Mode

Mentoring may take several forms. Some of the more recognised modes are peer to peer, group and business. These modes have been described in more detail in the final supporting resources.

To begin our journey, we have selected a combination of the peer to peer and corporate models as the initial best fit for you, both mentee and mentor.

In the judicial context, this involves knowledge sharing and a supporting relationship between people within the same role and using the same skill sets. A professional relationship is fostered when an experienced person assists another in developing special skills and knowledge that will enhance the others profession and personal growth.

Both participants are wrapped with support from the PJSP team.

The specific and unique needs of the mentee are always at the centre of the relationship and will dictate the type of mentoring that responds to your needs.

As we learn more about each other's needs and grow our own capacity, we hope to grow and adapt our offerings, tailored to meet those requirements and to source mentors willing and capable to work in that way.

The mentoring partnership

In a mentoring partnership, mutual trust, respect, and confidentiality are vital. You and the mentor need to feel comfortable spending time together and prepared to make a time commitment to the mentoring relationship.

The following toolkit resources provide more detail on how to establish and structure your mentoring session.

At the beginning of any mentoring partnership, it is important that you clarify expectations, establish boundaries, and develop a mutual understanding of how the mentoring partnership will work.

The way this is done in the PJSP mentoring programme is by entering into [a mentoring agreement](#).

A mentoring agreement lets you both know the purpose of the mentoring relationship and what you can expect from each other. This will improve the quality of the development opportunity and help you avoid dissatisfaction due to misaligned expectations.

A mentoring relationship enables the mentor and mentee to:

- strengthen the lessons already learned
- develop new strengths
- be empowered and see their own strengths
- check assumptions
- work with people from different contexts and backgrounds
- increase personal and professional networks; and
- generate workable solutions together in a mutually respectful way.

In cross cultural mentoring relationships, mentoring agreements can also help you to outline and agree on your approaches to any cultural differences. Some examples of such statements in mentoring agreements are:

- '*We identify and celebrate our differences*'. This statement enables conversation about individual differences and how they may affect our mentoring relationship.
- '*Differences are not good or bad, they are just differences*'. This statement enables agreement on, and commitment to, being non-judgemental about individual and group differences.

Together, you might come up with other statements based on specific situations or questions. For example:

- How do you talk about differences without worrying about causing unintentional offence or self-censorship?
- What happens when one says something that the other finds offensive?
- What topics are off-limits?

What makes a good mentee?

Responsibilities:

- Set expectations that you both agree upon
- Make sure the purpose of the mentoring support you are seeking is clear
- Sign the Mentoring Agreement
- Take responsibility for your own development and drive the mentoring meetings
- Be open and honest
- Be willing to listen to advice and the sharing of your mentor's knowledge
- Keep track of your progress and career
- Maintain a positive attitude, be eager to learn and develop your skills
- Provide feedback to your mentor
- Reflects on practice and goal progression
- Work to find your own solutions

Skills and Qualities:

- self-reflective
- proactive
- give and receive constructive and honest feedback
- committed to your own learning and development
- respect confidences

What you may learn as a mentee:

- gain a greater understanding of your leadership style
- understand and apply principles of justice within a framework of personal ethics and values
- identify personal values and implement a professional development plan
- build your resiliency to manage change
- enhance your communication skills to develop positive workplace relationships.
- develop a sense of confidence and belief in yourself and your ideas.

What you may experience as a mentee

Your mentor will support and guide you on your journey, challenge your thinking, and encourage you to set and achieve goals.

There may be times when you may feel uncomfortable with new ideas or you are uncertain about your skills. That's OK!

These are common experiences for mentees and why you have a mentor. Feeling uncomfortable is a sign that you've pushed yourself outside of your comfort zone and into the development zone. That's a great place to be.

Your commitment

As a participant in this programme, you show your commitment by:

- attending a training workshop for mentees
- signing a mentoring agreement at the start of your mentoring partnership and sending a copy to the Programme Coordinator
- attending your agreed mentoring meetings
- coming prepared to each meeting with a focus for the mentoring conversation (for example, reviewing your progress towards goal achievement, exploring options for challenges and problems)
- participating in 3 Community of Practice (CoP) meetings during the 9-month programme time frame
- participating in health check interviews with the Programme Co-ordinator
- completing the exit interview at the end of the 9 months.

Confidentiality

The mentoring partnership is a private relationship between you and mentor. Information about the relationship will not be shared by the mentor outside of the mentoring programme.

It is up to you as the mentee about how much information you wish to share. You may wish to discuss the mentoring experience and goals for your professional development.

You and your mentor will be asked to participate in short evaluation surveys to contribute to continuous improvement of the programme processes and materials.

During the relationship, if you feel that the mentoring agreement has been broken or been breached please talk to the Programme Co-ordinator.

How the PJSP mentoring programme works

The following model illustrates the PJSP mentoring programme processes:



How the PJSP mentoring programme works



Supported application from mentee

PJSP seek applications from judiciary and within the justice sector from the Pacific. Any application must first be discussed and endorsed by the Chief Justice or organisation. This reduces any possible conflicts and provides you with the necessary internal support to engage in the mentoring programme.

You may be able to gain suggestions from your organisation about possible mentoring goals but is not to be used as a performance management tool and is up to you about what and who you share information with.



Mentee interview and induction

You will first meet with the Programme Co-ordinator online via Microsoft Teams or Zoom to begin an administrative relationship for mentoring support.

This will be a one on one 'interview' with the Programme Co-ordinator to explain the process, answer your questions, obtain information to use for mentoring matching and ensure you are ready for your training session.



Mentor-mentee selection and matching

The matching process is managed by the Programme Co-ordinator who compiles the information from your interview to complete the Expression of Interest (EOI) form. The mentees' EOI describes the support they are looking for, which helps in matching them with a 'good fit' mentor.

An EOI is also compiled from mentors detailing the skills and experience they offer and areas they can support a mentee in.

This enables a seamless matching process. As much as possible, the mentors are matched with their equivalent with regard to your work environment and job requirements.

A panel is formed to ensure the matching process is done correctly and that both the needs of the mentees and mentors are considered.

The Programme Co-ordinator then meets with each participant to explain who they have been matched with and why this mentoring partnership is a good fit.

How the PJSP mentoring programme works

You will be supported by the Programme Co-ordinator to contact the mentor and set up the first mentoring meeting.



Mentoring training

A number of training workshop will be facilitated for the participants to attend either one on one or in groups. These will be delivered online via Zoom or using Microsoft Teams platform.

The training will occur after the matching process has been completed and before the mentoring partnerships commence.

A mentoring toolbox of resources is provided to enhance the mentoring conversations and support the participants in their mentoring sessions.

Resources to support you have been created that includes:

- Mentee handbook including training resources
- Reflective journal for the mentee
- Copy of Mentoring Agreement.



Monthly mentoring meetings

Required Resources

- Mentoring Agreement
- Mentee Journal
- Mentor and Mentee's handbook

The first meeting with your mentor will allow you to establish the relationship and exchange background information with your mentor. Discuss arrangements for meeting, finalise the mentoring agreement and start to set your goals. This may take more than one session.

Possible additional topics for discussion

- How will you measure progress?
- When and how will you check if the relationship is right?
- Are you agreed that openness and trust is essential? How will we ensure that this happens?

How the PJSP mentoring programme works



Community of Practice meetings

Communities of Practice (CoP) enable participants to take collective responsibility for managing and building the knowledge they need.

In the PJSP Mentoring Programme, the mentors and the mentees will form CoP groups respectively and meet three times during the programme time frame, for a minimum of one hour each. This will be via an online platform such as Zoom, or Microsoft Teams arranged by the Programme Co-ordinator.

The CoP meetings will provide opportunities for mentors and mentees to share their mentoring experiences, explore strategies which you can trial or implement in your mentoring practice, and talk through any issues and challenges you are experiencing in the mentoring partnership and/or the programme.

You will be expected to use the time between the CoP meetings to work on achieving your goals.



Health Checks

The Programme Co-ordinator will check in and follow up with the participants individually at monthly intervals to make sure the relationship is working to its best potential.

These health checks will allow you to share any concerns independent of the mentoring relationship and to seek additional support if required.



Formal mentoring partnerships concluded

At the conclusion of the formal 9-month programme time frame, you may agree to continue meeting in your mentoring partnership. The mentee should contact the programme co-ordinator to inform them about this decision.

The mentee may decide that they would benefit from further mentoring support from another mentor.

Sometimes the mentoring relationship ends sooner than the expected programme period. This can be for several reasons, such as:

How the PJSP mentoring programme works

- When the objectives of the mentoring support have been achieved it is usually time for the partnership to end. For example, you have achieved your targeted skill development or career goals.
- If either the mentor or you feel the results and/or the mentoring partnership is no longer productive.
- Your situation may change where you shift roles and no longer need the mentoring support that was originally sought.
- You may need a new mentor as your needs have changed and your current mentor can no longer offer the support and guidance required.

If the mentor or you think the partnership needs to end before the 9-month programme time frame, the Programme Co-ordinator needs to be informed of this. They will work with you both to decide what the next steps are.



Exit Interview

At the conclusion of the 9-month programme, the Programme Co-ordinator will arrange a one-on-one interview with both you and the mentor.

We will gather your feedback and reflections on your experience as a mentee and your perceptions of its effectiveness and success. We want your views on what could be changed or improved in the programme. Your feedback is vital to help PJSP ensure the effectiveness and sustainability of the mentoring programme in the future.



Programme Evaluation

Regularly evaluating the progress and outcomes of the mentoring support and activities is a critical part of this mentoring programme. There are several evaluations the mentor and the mentee can complete to track the progress and effectiveness of their mentoring partnership. These evaluations will ensure that the purpose and benefits of the mentoring are being achieved.

Self-Evaluation

As a mentee, reflecting on your progress and evaluating how the mentoring is supporting you in achieving your goals will ensure you are gaining maximum value from the mentoring, and developing your career capabilities. Self-evaluation prompts you to ask yourself questions such as:

How the PJSP mentoring programme works

- What benefits am I gaining from the mentoring?
- What changes am I making?
- How do I know the mentoring is supporting me in achieving my goals and improving my practice?

Monitoring Evaluation

Tracking the progress of the mentoring partnerships will involve the following evaluation methods:

- Informal check-ins conducted by the Programme Co-ordinator with the you and the mentors at three and six-month points following commencement of the mentoring partnerships.

Regular self-evaluations undertaken yourselves.



Mentoring beginnings are crucial: the first meeting

The first meeting sets the Purpose, Outcome and Process

Required Resources:

- Mentoring Agreement
- Mentee Journal
- Mentee's Toolbox

Establish the relationship

- Build rapport
- Start the way you intend to progress the relationship

Exchange background information

- Mentor: experience mentoring, professional experience, background, areas of interest and expertise
- Mentee: role, organisation, work history, learning needs, strengths, hopes and dreams

Agree on the length of the relationship: Months? Open ended? Review after a set period?

Discuss arrangements for meeting

- How often, how long, where, changing times or arrangements, priority, records, how formal or informal?
- Contracting issues: confidentiality, conflict of interest, no-go areas, limits and boundaries to the relationship. How available will the mentor be?

Required Action

Finalise the mentoring agreement

- Does anyone else beyond the programme co-ordinator need to be informed?

Possible additional topics for discussion

- How will we measure progress?
- When and how will we check if the relationship is right?
- Are we agreed that openness and trust is essential? How will we ensure that this happens?

Getting the purpose clear

At the first meeting you need to brief your mentor on your learning needs and development goals, and what you'd like to accomplish from your mentoring relationship.

What do I want to work on?

Firstly, consider the big picture for yourself.

Invest in some reflection time to identify what your needs, hopes, goals and aspirations are right now, and in the next year and beyond.

Some self-analysis will help you with framing up your goals so consider:

- your areas of strength
- areas for development
- aspects of work that give you satisfaction
- aspects of work that do not bring satisfaction.

You may seek outside input to complete the picture of yourself. Talk to your manager, your peers, other staff, friends, and family.

Secondly, sharpen the focus for your mentoring sessions.

Clarify your intentions by breaking your big goals into specific goals and write these down. These specific goals provide a foundation for strategies and pathways forward and create a framework for you and your mentor to operate within.

Provide yourself with steppingstones on your journey to achieving your goals. Identify desired objectives that contain an action and are linked to your specific goals.

Create a written list to act as a motivator and support your commitment. If appropriate, add this to your mentoring agreement.

These objectives may include benchmarks you can evaluate progress against. You may also have specific goals for aspects of work and life where the objectives are not easily quantifiable. For these, identifying milestones may be more appropriate.

Can I use my mentor to help me with goal setting?

Your mentor is the perfect person to help you identify and refine your initial learning goals. The reality is that goals and objectives can be dynamic and emergent, and they often become clearer for you as a result of mentoring. Work together on goals and objectives so your mentor understands what you want to accomplish, and you can decide together how you can get to where you'd like to be.

Your mentor can check that you set 'stretch' goals for yourself and help you to tackle difficult issues. Your mentor can also help you identify and create strategies (potential steps, activities, and actions) that can support the achievement of your goals.

For your mentor to be in a good position to help you, it is important to be clear on what you want from them.

- What do I think a mentor can do for me?
- What are the most important things that my mentor can help me with?
- What would I like to know from my mentor?
- What do I expect to contribute to the mentoring process?

Three key areas to think about when setting mentoring goals

1. Current situation

- What do you like most about your current situation?
- What would you like to do more of?
- What do you like the least?
- What would help you obtain more satisfaction?
- What skills does your current job require? To what degree does this make use of your full potential?
- How could mentoring help you fulfil your potential?

2. Short to medium term goals

- Two or three years from now, where would you like to be?
- What would you need to achieve now to accomplish this?
- What new responsibilities or challenges would you like to have taken on?
- What areas will you need to develop yourself in to fulfil these aspirations?
- What areas in the career development pathways have attracted your interest?
- How could mentoring support you in clarifying or preparing for your next venture or career move?

3. Long term goals

- What are your thoughts on longer term goals? In five to seven years' time, where would you like to see yourself?
- How could you make a greater contribution to the organisation?

- What new roles would make better use of your talents?
- What additional value could you provide? What would it take to 'release' this?
- What are you not 'allowed' to do that you could do and would like to do?
- What challenges would you like to face that might help you grow?
- How could mentoring help you get clearer on your longer-term goals?

Additional questions

- What is the one biggest thing that gets in the way of you operating at your full potential?
- What wise advice would you give to yourself?
- What would you do if you knew you could not fail?
- What stops you from acting on this right now?
- What would your (manager, colleagues, family, stakeholders...) say you should be doing in five to seven years' time?
- What help do you need from your mentor

The mentoring session

This is an outline of a typical mentoring session. Your mentor may follow this outline to help guide your discussions.

'Check in' and catch up

Identifying a focus for the session - setting an agenda and establishing timing.

What?

Clarifying the issue and a goal for the session

So what?

Exploring the issue to gain new understandings, stimulate analysis and reflective learning.

Now what?

Determining future actions

'Check out' and review

Feedback as a catalyst for change

The purpose of feedback is to help you to develop your personal and professional effectiveness by learning about your development needs and understanding your strengths. Feedback can reinforce desired behaviours; communicate discrepancies between expectations, intentions and reality; and develop new capacities.

Ask yourself the following questions:

- Which aspects of your performance, ideas, or development progress would you like specific feedback on from your mentor? Are they able to give this?
- From what other sources might you gather feedback on your performance, ideas, or development progress to share with your mentor?

Ways to encourage feedback from your mentor

Present a sincere rationale for wanting your mentor's feedback

"I'm serious about improving _ and you could really help me by _."

Be specific about the feedback you're seeking

"Would you please tell me when you notice me interrupting you?"

Give your mentor time to prepare

"I'd really like your feedback about how I handled the situation I am about to tell you about. Would you be willing to give me your thoughts?"

Self-assess to start the process

"I thought I was pretty patient with John's objections, but I'm not sure I did a very good job supporting the views of the other team members. What did it sound like to you?"

Suggestions only

"Here's an area I have been having difficulty with. Do you have any suggestions for me?"

Mentors help you improve by either giving feedback directly or helping you generate your own feedback by observing you.



Receiving feedback in mentoring

Guidelines for receiving feedback

- Try not to explain away positive feedback. When you receive praise or a compliment, say thank you and try not to minimise the statement.
- Avoid being defensive. Listen to the feedback all the way through without judging it. Jumping to the defensive can mean that the feedback is misunderstood.
- If you know the feedback is accurate and helpful, say something like "I'd like to work on that. Can I count on you to assist me as I'm working on it?"
- If you don't agree with it say something like "Let me think about that for a couple of days as it doesn't quite fit with my perception."
- Try to hear the feedback as that person's experience of you. Seek to clarify what the person means. "I'd appreciate you pointing out exactly what you're seeing/hearing."
- What is done with feedback is entirely up to the receiver. Enlist your mentor's assistance in deciding how you can use the feedback in relation to your development.

Keep the relationship under regular review

In the spirit of building competencies and strengthening your relationship, you and your mentor can share and hear feedback from each other.

The most successful mentoring relationships are the ones that both parties review regularly. Incorporate an opportunity for open and honest discussion to review your relationship. These discussions will also provide space to ensure that everything is on track regarding the mentoring process.

At the end of each session both consider the following questions

- How effective has this session been for me?
- Is there anything we could do differently next time that would improve our effectiveness?

Give your mentor feedback from time to time

- Acknowledge your mentor when they provide you with feedback. Mentors often say that they continually struggle with giving a balance of positive and challenging feedback, so encourage yours in their efforts.
- Speak up tactfully when you're uncomfortable or otherwise dissatisfied.
- Check in with your mentor to be sure they are satisfied with the frequency of meetings, your preparedness and other factors.
- Recount examples of input that has been particularly useful.
- Signal to your mentor what you would like more or less of.
- Share indications to reveal if the work you are doing together is on track and heading in the right direction for you.
- If meetings are not working well for either of you, stop and renegotiate. "I would prefer it if we could.....next time we meet. Would that be OK with you?"

Getting the best from your mentoring relationship

Get clear on expectations

The secret to success is to discuss and agree on the expectations each of you has and to keep the commitments you make. Communicate well in advance if there are problems (such as keeping appointments).

As a mentee, take responsibility for your learning and development

You need to take care to ensure you are not becoming too dependent on your mentor's advice. They are not perfect and don't always know the correct answer to everything you might ask. Consequently, you must decide yourself whether to take a mentor's advice or not. In the longer term, you need to build and further enhance your own judgment, skills, and knowledge for career success.

Negotiate an agreement at the beginning

Spend enough time at the beginning of your relationship building rapport and trust, understanding of your mentor's background history and expertise, and your career and future needs. This should help speed up the process of you both being comfortable in discussing important topics freely.

Be honest about differences and work through them

Some problems can be due to differences between mentors and mentees based on age, gender, background, lifestyle, and values. It is important to be open with each other and talk about these differences. Be aware of how differences in perspective may affect the way problems are solved and what options are considered.

Avoid misunderstandings from other people

Make sure both you and your mentor consider who to tell about your involvement at the beginning of your new mentoring relationship. To avoid any future misunderstandings, let these people know the relevant details of the mentoring. Honesty and openness usually help to prevent misunderstandings. Do check with your mentor if they are comfortable with your colleagues knowing their name and role.

Maintain confidentiality

Any mentoring scheme relies on the integrity of all those involved to maintain the confidentiality of any information discussed. It is important that each of you specifically informs the other if you're discussing any sensitive or confidential issues during your sessions.

Maintaining quality over time

Mentoring can start off with energy and enthusiasm but fizzle out over time. The secret to sustaining the relationship is to make sure that every meeting provides excellent value for both parties. It is your job to:

- ensure that you identify one or two key issues or problems to explore at each meeting
- ensure that your sessions are focussed, remain on track and aligned with your goals

Keep the relationship under regular review

There is no blueprint for the ideal mentoring relationship, and it will change over time. The most successful ones are those where both parties review the relationship regularly. At the end of each session both consider these questions:

- How effective has this session been for me?
- Is there anything we could do differently next time that would improve our effectiveness?

After a set period:

- Let's spend some time talking about our mentoring relationship as we agreed to review it after three sessions.

If meetings are not working well for either party – stop and renegotiate:

- I would prefer it if we could.....next time we meet. Would that be ok with you?



Forethought and afterthought

Best mentoring practice suggests that mentees who take 'thinking time' (reflection for 10–15 minutes) before – **Forethought** – and after – **Afterthought** – mentoring sessions, get the most value from their mentoring experience.

Forethought – getting into the 'right head space' for learning

As preparation for each mentoring session take some time to:

- Clear away other issues not relevant to what you want to focus on
- Read over any notes from the last session
- Review your goals, intentions, or prompt list you've kept along the way
- Recall thoughts and feelings about what has been happening since your last session
- Review changes and progress since your last session
- Decide what issues, topics, or themes you want to discuss and what you want to accomplish from the session coming up.

Keep an ongoing prompt list informed by your mentoring sessions. As issues, situations, and incidents occur or come to front of mind, write them down as prompts for what to take to your next session.

Afterthought – recognise, seize, and retain learnings

Take some time at the end of each mentoring session to:

- Allow thoughts, feelings, and reactions to come to the surface
- Summarise points discussed – what you learned and what you will do differently as a result
- Translate ideas and learnings into commitment – what you are going to do about it
- Decide what you will focus on between now and the next session
- Think about your interaction with your mentor – what was good and what didn't work or wasn't good
- Review your action plan

Forethought: Mentoring reflection

Once you have decided what issues or themes you want to discuss and what you want to accomplish from the session, it can be useful to consider the following questions:

- What thinking have I done around this issue so far?
- What is my motivation for bringing it to the mentoring conversation?
- How does this issue link with the 'big themes' of my life and work?
- What do I know and not know about this issue and how it affects me emotionally and intellectually?
- What information will help my mentor understand succinctly what is going on here?
- Is this actually one issue, or several mixed together? If the latter, can I separate them, or do I want my mentor to help me do so?

Afterthought: Mentoring reflection

After your session, reflect on:

- What did I learn? What will I do differently as a result?
- What am I going to do about it? What will I focus on between now and the next session?
- What was good about the mentoring session? What didn't work or wasn't good about the mentoring session?

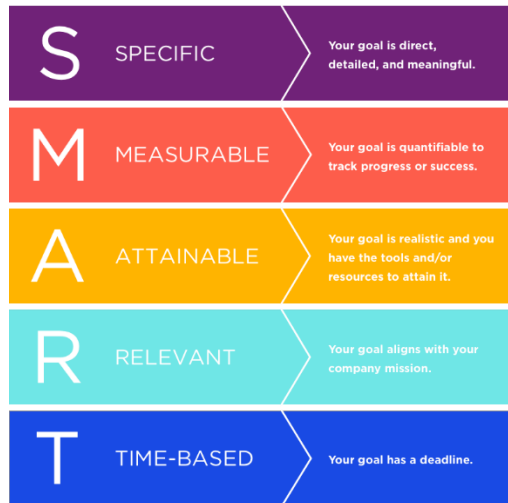
Formal mentoring partnerships concluded

At the conclusion of the formal 9-month programme time frame, you may agree to continue meeting in your mentoring partnership. The mentee should contact the programme co-ordinator to inform them about this decision.

The mentee may decide that they would benefit from further mentoring support from another mentor. Sometimes the mentoring relationship ends sooner than the expected programme period. This can be for several reasons, such as:

- When the objectives of the mentoring support have been achieved it is usually time for the partnership to end. For example, the mentee has achieved their targeted skill development or career goals.
- If either the mentor or mentee feel the results and/or the mentoring partnership is no longer productive.
- The mentee's situation may change where they shift roles and no longer need the mentoring support that was originally sought.
- The mentee may need a new mentor as their needs have changed and their current mentor can no longer offer the support and guidance required.

If the mentor or mentee think the partnership needs to end before the 9-month programme time frame, the Programme Co-ordinator needs to be informed of this. They will work with the partners to decide what the next steps are.



<p>What is a SMART goal?</p>	<p>A SMART goal is a goal-setting method first introduced in 1981 by George Doran, Arthur Miller, and James Cunningham. In the article, "There's a S.M.A.R.T. Way to Write Management Goals and Objectives,"</p> <p>Goals that are set in a SMART format are clear, provide motivation and are far likelier to be achieved.</p>
	<p>The purpose of a SMART goal is to provide a template to help you write actionable, achievable goals in an organised fashion. SMART goals are set using the following headings:</p> <ul style="list-style-type: none"> • Specific goals are direct, detailed, and meaningful. • Measurable goals are quantifiable and can be tracked to monitor progress or success. • Attainable goals are realistic and require you to have the tools or resources to achieve them. • Relevant goals align with your leadership development journey. • Time-based goals provide motivation and accountability by having a definite time frame and a completion date.
<p>How to set a SMART goal</p>	<p>Be as specific as possible with your goal against each of the headings. Use the 5 Ws. Ask yourself questions that start with: why, what, when, who, where.</p> <p>For example:</p> <ul style="list-style-type: none"> • What do I want to achieve? • When do I want to accomplish this goal? • Who needs to be included to complete this goal?

SMART Goal Example

Here is an example of a SMART goal:

- **Specific:** I'm going to start running and complete a marathon.
- **Measurable:** I will follow the My Fitness app training program which sets distances I have to run over time as I build towards running a marathon without stopping.
- **Achievable:** I have done some running before, my body is reasonably healthy, and the marathon is 6 months from now.
- **Relevant:** I want to become a fit, healthy, and strong person, and I have always wanted to run a marathon.
- **Time-bound:** I have signed up for my local marathon which is on the 12 November of this year.

Types of Mentoring

Mentoring may take several forms, some of the more recognised modes are:

Basic Mentoring

Offering of advice, information or guidance by a person with useful experience, skills or expertise for another individual's personal and professional development

Peer to Peer Mentoring

Peer mentoring involves knowledge sharing and supportive relationships between people of the same level.

Group Mentoring

Involves a group who engage in mentoring relationships to achieve specific outcomes or goals.

Reverse Mentoring

A relationship in which a senior person seeks to gain business insights from a less experienced, often younger person.

Corporate Mentoring

A professional relationship in which an experienced person assists another in developing special skills and knowledge that will enhance the less-experienced personnel's profession and personal growth. A synonym is business mentoring.

Speed Mentoring

The mentee presents a specific situation or set of questions to place before a panel of mentors to obtain their individual feedback and insights. The mentoring relationship is immediate and brief.

