



Mentoring Training Manual

TAEDEL414 Mentor in the workplace

TAE40122 Certificate IV in Training and Assessment



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This Learner Guide

TAEDEL414 - Mentor in the workplace (Release 1)

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace. It includes the skills and knowledge to plan and prepare for the mentoring, and implement strategies suited to the mentee, the workplace and the mentoring relationship.

The unit applies to workplace supervisors or other work colleagues who work under limited supervision and have responsibility for mentoring individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/TAEDEL414>

About This Unit of Competency Introduction

As a worker, a trainee, or a future worker, you want to enjoy your work and become known as a valuable team member. This unit of competency will help you acquire the knowledge and skills to work effectively as an individual and in groups. It will give you the basis to contribute to the goals of the organisation which employs you.

It is essential that you begin your training by becoming familiar with the industry standards to which organisations must conform.

Introduction

In the workplace, people with different levels of experience interact daily. For instance, an experienced employee might guide a recruit about office culture. A colleague could teach a new team member how to use a software program. They can also offer advice on effective time management. These are some common examples of sharing knowledge and experiences to guide others in the workplace.

Mentoring is when one person guides another in the workplace. The one providing guidance is referred to as the *mentor*. The one receiving guidance is the *mentee*. A mentor is usually someone with more experience and knowledge in the workplace. A mentor can be a workplace supervisor, a colleague or somebody with expertise outside of the organisation. A mentee can be an employee, an apprentice or a trainee in the organisation.

A mentor in the workplace provides additional support. Newer employees usually undergo training. A training department usually handles these. A mentee could also be undertaking a work placement. As a mentor, you can offer actual workplace experiences and guidance. You will supplement the mentee's formal training with professional mentorship.

This learner guide will teach you about professional mentoring relationships. You need to know about this because it offers many benefits. Mentoring helps the mentee be more confident. The mentor also becomes a better leader in the workplace. Overall, mentoring helps everyone develop in the workplace.





Multimedia

In this video, you will see a real-world example of a mentoring program. The video talks about why mentor programs are important in the workplace. It also talks about how mentoring programs apply in a business setting.

[Mentor Program - Straightshot Transport and TNT Australia](#)

Your role as a mentor is to provide a professional mentoring relationship. For this, there are two requirements:



The first is to set out clear objectives for the mentoring relationship. An *objective* is what you seek to achieve at the end of the mentoring. A common objective of mentoring relationships is to improve the workplace performance of the mentee. Setting out objectives will be discussed in detail in Chapter 1.

The second is to establish a clear timeframe. A *timeframe* is a set of dates for conducting mentoring sessions and checking progress. In short, it is a timeline that your mentoring relationship should follow. These *sessions* are meetings where you provide mentoring, listen to feedback and more. Detailed discussions on facilitating mentoring sessions are found throughout Chapters 2 and 3.

Both requirements must be negotiated with the mentee. Negotiations happen when you talk with another person to reach an agreement. There are negotiations throughout the mentoring relationship. Also, there are many ways to negotiate with the mentee. These will be discussed in detail throughout this learning guide.

Both requirements should also be documented. A *mentoring plan* is a formal document where you write the objectives and timeframe. This formal plan is also what makes the mentoring relationship professional. This unit requires you to produce a mentoring plan. There are detailed discussions on producing a mentoring plan in Chapter 1.

Overall, in this learning guide, you will learn how to:

- Plan and prepare for mentoring relationship
- Facilitate mentoring relationship
- Monitor mentoring relationship
- Review mentoring

I. Plan and Prepare for Mentoring Relationship

Before starting a mentoring relationship, it is essential that you plan and prepare for it. This involves meeting your mentee and identifying what you will mentor them on. It also involves creating a mentoring plan to guide the flow of your mentorship. Finally, you must also establish your mentorship's scope, boundaries, rules and expectations. It is important to decide on these things before the mentorship starts. This ensures that you and your mentee understand your mentorship roles. It also helps determine the goal that you are working towards.

Planning and preparing well for your mentoring relationship sets you up for success. A detailed plan will help you with the following:

It ensures you will cover all the tasks and topics relevant to your mentee's role.

It helps you organise your time and resources for a smooth-sailing mentorship period.

It helps you and your mentee understand what will happen throughout the mentorship.

It helps to ensure that the goals or objectives of the relationship are realistic and measurable.

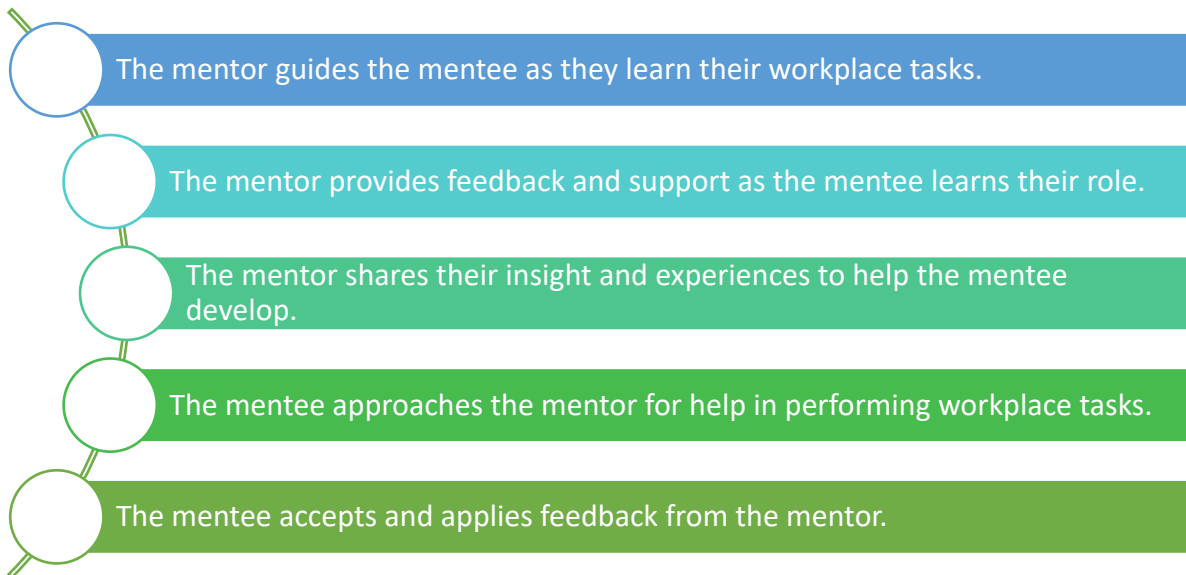
This chapter will discuss how to create a good mentoring relationship plan. It will cover how to set limits and expectations.

In this chapter, you will learn how to:

- Identify scope and boundaries of the mentoring relationship
- Develop and document mentoring plan
- Establish ground rules and negotiate realistic expectations with the mentee
- Establish and maintain confidentiality of the mentoring relationship

1.1 Identify Scope and Boundaries of the Mentoring Relationship

You will establish a mentoring relationship with your mentee as a workplace mentor. A *mentoring relationship* is the interaction and communication between a mentor and a mentee. The mentor supports the mentee's professional development and progress through this relationship. This includes the following aspects:



You must establish your scope and boundaries at the beginning of your mentoring relationship. *Scope* refers to the aspects or topics the mentorship will cover in the workplace. Not all aspects of the mentee's role in the workplace will be part of the mentorship. For example, you may help your mentee in the following:

- Learning how to perform their work tasks
- Understanding the needs of the industry
- Getting familiar with the work processes and procedures
- Helping the mentee enhance their self-confidence and build effective relationships with colleagues

This makes up the scope of your mentoring relationship. Other workplace concerns, such day-to-day task management or formal training, are outside your scope.

Along with the scope, your mentoring relationship will also have its boundaries. *Boundaries* refer to the limitations of the interaction between you and your mentee. These could include limits to the time, resources and support.

Below are some examples of the types of boundaries you may establish:



- **Time boundaries**

This refers to putting a limit on the amount of time spent mentoring. This could mean that the mentee should only contact you within office hours. This could also mean that you must honour your agreed meeting schedules.

- **Professional boundaries**

This refers to maintaining a professional tone with your mentee. You may speak to them in a friendly manner to make them comfortable. However, ensure that your conversations are workplace-appropriate. Avoid talking about your personal lives or getting too familiar with them. It is also crucial that you uphold privacy and confidentiality during the mentoring process. Personal or commercial sensitive topics covered during the mentorship should not be disclosed to other parties aside from you and your mentee.

- **Communication boundaries**

This refers to putting a limit on the ways you and your mentee can contact each other. For example, you may agree to talk primarily in person. You may also agree to communicate through email or a messaging app. This is useful for documenting important conversations or decisions. Having a dedicated communication channel where you can keep track of your correspondence also helps. An e-mail trail or even designated mentoring platforms is beneficial in various ways. Having conversations handy in one place assists in goal tracking, progress monitoring and feedbacking.

- **Expectation boundaries**

This refers to the specific goals of your mentoring relationship. It is important to set these expectations from the beginning. This will guide your decisions for the rest of the mentoring relationship. Setting this boundary means your mentee cannot expect you to help them with things outside the set goals. However, you may still help them with those things if you can. Expectations can also be set by ensuring that you have realistic goals. By having achievable and practical goals, your mentorship process will be more fruitful and beneficial.

The boundaries that you establish will depend on you and your mentee. You can choose to set general or specific boundaries. What is important is that both of you understand these boundaries completely.

Codes of Practice

Part of the scope of your mentoring relationship is working within the codes of practice. A code of practice is a set of guidelines on how to work safely and ethically in a specific industry. In a mentoring relationship,. In Australia, various colleges, organisations and industry group adhere to their own mentoring codes of practice as well. Codes of practice can also be anchored on state legislations that address the aspect to the provision of workplace mentoring. An applicable legislation in this context is the [Anti-Discrimination Act 1977 No 48](#).

As a mentor, it is important that you follow a specific code of practice applicable to the context of your mentorship. Codes of practice specifically applies on the following responsibilities:

- **Equal employment opportunity**

This means giving everyone the same access to work opportunities as long as they have the knowledge and skills for it. These opportunities must be available to any qualified person regardless of race, age, gender or other factors. Equal opportunity is the right of any employee. As a mentor, you must help uphold this right. Below is an example of a provision relevant to your responsibility for equal employment opportunity:

Provision from Anti- Discrimination Act 1977 no.48	Effect on your mentoring relationship
Provide opportunities to develop the mentee's knowledge and skills. These opportunities include fair access to opportunities for promotion, transfer or training or to any other benefits associated with employment.	<ul style="list-style-type: none">▪ You must ensure that all mentees have equal access to mentoring opportunities. This is regardless of their race, gender, religion or other personal characteristics.▪ As a mentor, it is crucial to avoid discrimination and ensure fairness when selecting mentees for mentoring programs.▪ If possible, look for opportunities to encourage the participation of underrepresented groups in mentoring programs. Provide them with guidance and support to help them navigate their careers and overcome barriers in the workplace.

▪ Equity

This means having access to all the resources and support an employee needs to perform their jobs well. Equity recognises that not all employees need the same types of resources or levels of support. The goal is to provide resources and support that meets their specific needs. As a mentor, you must tailor your mentoring to meet the individual needs of your mentee. Of course, your help must be within the scope and boundaries of your mentoring relationship. Below is an example of a provision relevant to your responsibility for equity:

Provision from Anti- Discrimination Act 1977 no.48	Effect on your mentoring relationship
Provide resources and accommodations to help the mentee. These include fair treatment and equal provision of services. Reasonable accommodations for individuals with disabilities to services and facilities are also highlighted. This ensures elimination of barriers that may prevent full participation and inclusion. .	<ul style="list-style-type: none"> ▪ Support mentees that face structural barriers such a limited access to resources. Provide resources accordingly or connect them to support networks. ▪ Establish a learning environment that makes mentees feel at ease in sharing their thoughts. ▪ Refrain making generalisations about mentees based on their demographics or disabilities.

▪ Diversity

This means respecting the individual characteristics of each mentee. You should make your mentee feel safe in all aspects of their identity, including the following:

- Culture
- Gender
- Race
- Religion
- Disability
- Age
- Education background
- Socio-economic status

Below is an example of a provision relevant to your responsibility for diversity:

Provision from Anti- Discrimination Act 1977 no.48	Effect on your mentoring relationship
Construct activities that respect the mentee's identity.	<ul style="list-style-type: none">▪ Respect the different cultural, ethnic and religious backgrounds of the mentees.▪ Demonstrate sensitivity towards the needs of mentees from diverse backgrounds. Whenever feasible, accommodate those needs. For example, aim to provide culturally sensitive and inclusive activities.▪ Foster an environment that honours the individual differences and perspectives of the mentees. Help them feel safe and respected regardless of variations in their identity.

Aside from the above, you must also follow the code of practice on work health and safety (WHS). *Work health and safety* refers to your responsibility to keep the workplace safe. The main goal of WHS is to prevent illnesses and injuries in the workplace. This involves doing the following:

- Identifying and reporting risks and hazards in the workplace
- Attending training on safe work practices
- Following laws and regulations on workplace safety

When it comes to health and safety, most of Australia follow national codes of practice. However, some states like Victoria and Western Australia has their own version of the WHS Code of Practice. These codes list the responsibilities of each worker to maintain the health and wellbeing of people in the workplace.



Further Reading

You may access several codes of practice here. These are codes of conduct applied by universities, industries, or ones that focus on work health and safety.

[Mentor program code of conduct \(vu.edu.au\)](https://vu.edu.au)

[Mentoring Program - Code of Conduct \(cpaaustralia.com.au\)](https://cpaaustralia.com.au)

[Work health and safety](#)

Below are examples of your WHS responsibilities as a mentor. These are based on the Commonwealth WHS Code of Practice.

Provision from Commonwealth WHS Code of Practice	Effect on your mentoring relationship
Identify health and safety risks	<p>You should ensure that the environment is safe for you and your mentee. Identify possible risks and hazards that may affect your mentee. <i>Hazards</i> are objects or situations that can cause harm to the health and safety of the learners. Meanwhile, <i>risks</i> are possible if the hazards are not addressed properly.</p> <p>An example of a hazard you may identify is exposed wiring in your mentee's workspace. This presents a risk of electrocution or failure of the equipment.</p>
Manage health and safety risks	<p>Part of your responsibility as a mentor is to guide your mentee to work safely. This includes sharing with them some helpful tips on how to manage health and safety risks.</p> <p>Assume the same scenario from the example above. You can guide your mentee in managing this hazard by assisting them as they conduct a risk assessment of the exposed wiring. You can also demonstrate to them how to implement control measures such as notifying relevant personnel.</p>

Based on content from the Federal Register of Legislation at 8 May 2023. For the latest information on Australian Government law please go to <https://www.legislation.gov.au>. Work Health and Safety (How to Manage Work Health and Safety Risks) Code of Practice 2015, used under CC BY 4.0.

Organisational Policies and Procedures

Part of the boundaries of your mentoring relationship is that you must work within organisational policies and procedures. Organisational policies and procedures set guidelines and limits on how you can carry out your mentoring tasks. You must learn your organisation's policies and procedures for various aspects of your job.

In the discussion in the previous pages, you read about the codes of practice relevant to the following responsibilities:

- Equal employment opportunities
- Equity
- Diversity
- Work health and safety (WHS)

Along with following the codes of practice, you must also follow the relevant policies and procedures for these items. Doing so protects both you and your mentee from possible issues and complaints. It also ensures that you are working within the limits of what you are allowed to do.

Below are examples of possible policies and procedures your organisation may have:

Equal employment opportunity	
Policies	Procedures
<p>The organisation is committed to providing equal employment opportunities for all qualified persons. To promote this, mentors must:</p> <ul style="list-style-type: none">▪ Understand the mentee's work role and responsibilities.▪ Focus mentoring on helping the mentee progress in their specific field.	<p>To help the mentee access equal employment opportunity, the mentor must:</p> <ol style="list-style-type: none">1. Learn the mentee's job role and possible responsibilities. These will likely be similar to the mentor's own past experiences.2. Identify ways to support the mentee in performing their responsibilities.3. Help advocate for the mentee when applying for promotions.

Equity	
Policies	Procedures
<p>The organisation is committed to promoting equity to meet the needs of all employees. To promote this, mentors must:</p> <ul style="list-style-type: none"> Assess the specific needs of their mentee. Provide support so that mentees can perform their tasks equally as other employees. 	<p>To meet the needs of mentees, the mentor must:</p> <ol style="list-style-type: none"> Consult with the mentee on what kind of assistance they need. These will depend on the mentee's responsibilities. List the possible resources that may help the mentee meet their specific needs. Confirm with the mentee if the listed resources will help them meet their needs.
Diversity	
Policies	Procedures
<p>The organisation is committed to respecting the diversity of the workforce. To promote this, mentors must:</p> <ul style="list-style-type: none"> Understand the cultural and religious backgrounds of their mentees. Learn about safe and non-discriminatory practices that apply to mentorship. 	<p>To meet the needs of mentees, the mentor must:</p> <ol style="list-style-type: none"> Consult with the mentee on whether they have specific cultural or religious needs. These must focus on needs that will affect their work responsibilities. Research on culturally safe and non-discriminatory practices specific to the mentee's characteristics. Apply culturally safe and non-discriminatory practices when mentoring.

Work health and safety	
Policies	Procedures
<p>The organisation is committed to maintaining the health and safety of all employees. To promote this, mentors must:</p> <ul style="list-style-type: none"> Identify and address possible hazards in the work environment. Integrate workplace health and safety practices in the mentorship. 	<p>To ensure health and safety, the mentor must:</p> <ol style="list-style-type: none"> Brief the mentee on organisational WHS practices. Train the mentee on the best practices for performing their work responsibilities. Work with the mentee in identifying possible hazards and risks to their physical and mental health.

1.1.1 Identify Scope of the Mentoring Relationship

As mentioned earlier, the scope refers to the coverage of your mentoring relationship. It is important to establish the scope of your mentoring relationship early on. This ensures that you and your mentee clearly understand what the mentorship will include. This helps prevent unreasonable expectations about the mentoring that you will provide.

You must set your scope according to organisational procedures. Access your organisation's mentorship procedures and follow the steps included there. Below is an example of an organisational procedure for identifying scope:



1. Schedule a consultation with your mentee.

Set up a meeting with your mentee to discuss the scope of your mentorship. You can have this consultation through video call or in person.

2. Discuss your mentee's job responsibilities.

First, go over the responsibilities your mentee must fulfil in their role. Discuss each responsibility. Break these down into specific tasks that you can help your mentee with.

For example, you are mentoring someone in a marketing coordinator role. Below are examples of their job responsibilities and task breakdown:

Responsibilities	Task breakdown
Develop and execute ideas for marketing campaigns	<ul style="list-style-type: none">▪ Work with the marketing team to come up with marketing concepts.▪ Create campaign timelines, budgets and resources.▪ Analyse the effectiveness of a campaign.
Manage marketing communications	<ul style="list-style-type: none">▪ Manage brand messaging across different marketing channels, such as social media.▪ Organise and track the production of marketing materials.
Ensure ethical practices in marketing	<ul style="list-style-type: none">▪ Research on ethical marketing practices.▪ Check whether proposed campaigns work within ethical marketing practices.
Coordinate between members of the marketing team	<ul style="list-style-type: none">▪ Communicate with the marketing team for campaign changes, updates and issues.▪ Mediate between members of the marketing team if issues arise.

3. Discuss which aspects of your mentee's responsibilities you will offer support and guidance.

Once you have identified your mentee's tasks, discuss which of them you will cover in your mentorship. You may guide them in performing all their listed tasks. It is also possible that you will only guide them in some tasks.

Using the same scenario as above, here is an example of a possible scope of your mentorship:

Scope	Details
The mentor will assist the mentee in the general process of developing marketing campaigns.	<ul style="list-style-type: none">▪ The mentor will go over the steps of developing a marketing campaign.▪ The mentor will let the mentee observe a campaign planning session with the marketing team.▪ The mentor will show examples of successful marketing campaigns.
The mentor will assist the mentee in the general process of managing marketing communications.	<ul style="list-style-type: none">▪ The mentor will go over the different marketing channels used by the organisation.▪ The mentor will go over the brand messaging used by the organisation.▪ The mentor will show examples of consistent and inconsistent brand messaging.

As you can see, the last two responsibilities listed in the previous items are not covered here. This means those responsibilities are not within the scope of the mentoring relationship.

4. Confirm an agreement on the coverage of your mentorship.

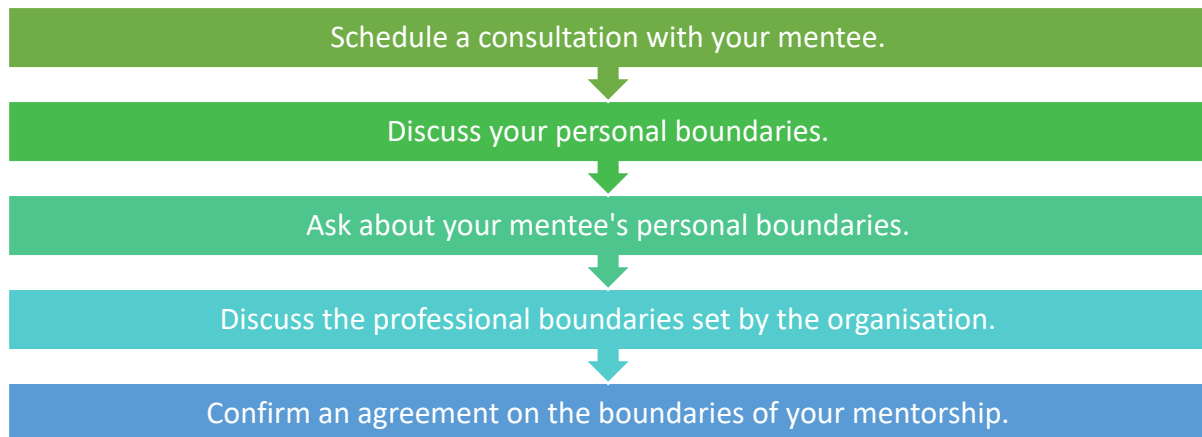
After your discussion, you and your mentee must agree on the identified scope. This sets the expectations that both parties must have throughout the mentorship.

The discussion above is just an example of how you can identify the scope of your mentoring relationship. This process will vary depending on your organisation.

1.1.2 Identify Boundaries of the Mentoring Relationship

Boundaries set the limits to your mentoring relationship. It is important to set boundaries because it helps keep the relationship professional. It also ensures that neither you nor your mentee abuses the relationship. For example, without boundaries, your mentee might message you about work outside of work hours.

You must identify your boundaries according to organisational procedures. Access your organisation's mentorship procedures and follow the steps included there. Below is an example of an organisational procedure for identifying boundaries:



1. Schedule a consultation with your mentee.

Set up a meeting with your mentee to discuss the boundaries of the mentorship. This can happen in the same meeting as the scope discussion.

2. Discuss your personal boundaries.

Present your personal boundaries regarding the mentorship. These boundaries can be about the following:

- **When you would prefer your mentee to contact you**

For example, you may say they can only contact you within a certain time frame. This may allow you to set aside time to work on your tasks.

- **How you would prefer your mentee to contact you**

For example, you may say they can contact you in person or through a specific messaging app.

3. Ask about your mentee's personal boundaries.

After presenting your boundaries, ask if your mentee has their boundaries. For example, they may have a preference on how much help they want you to give.

4. Discuss the professional boundaries set by the organisation.

Your organisation may have rules for professional boundaries in a mentoring relationship. For example, you may be required to keep all consultations within the organisation's messaging app.

5. Confirm an agreement on the boundaries of your mentorship.

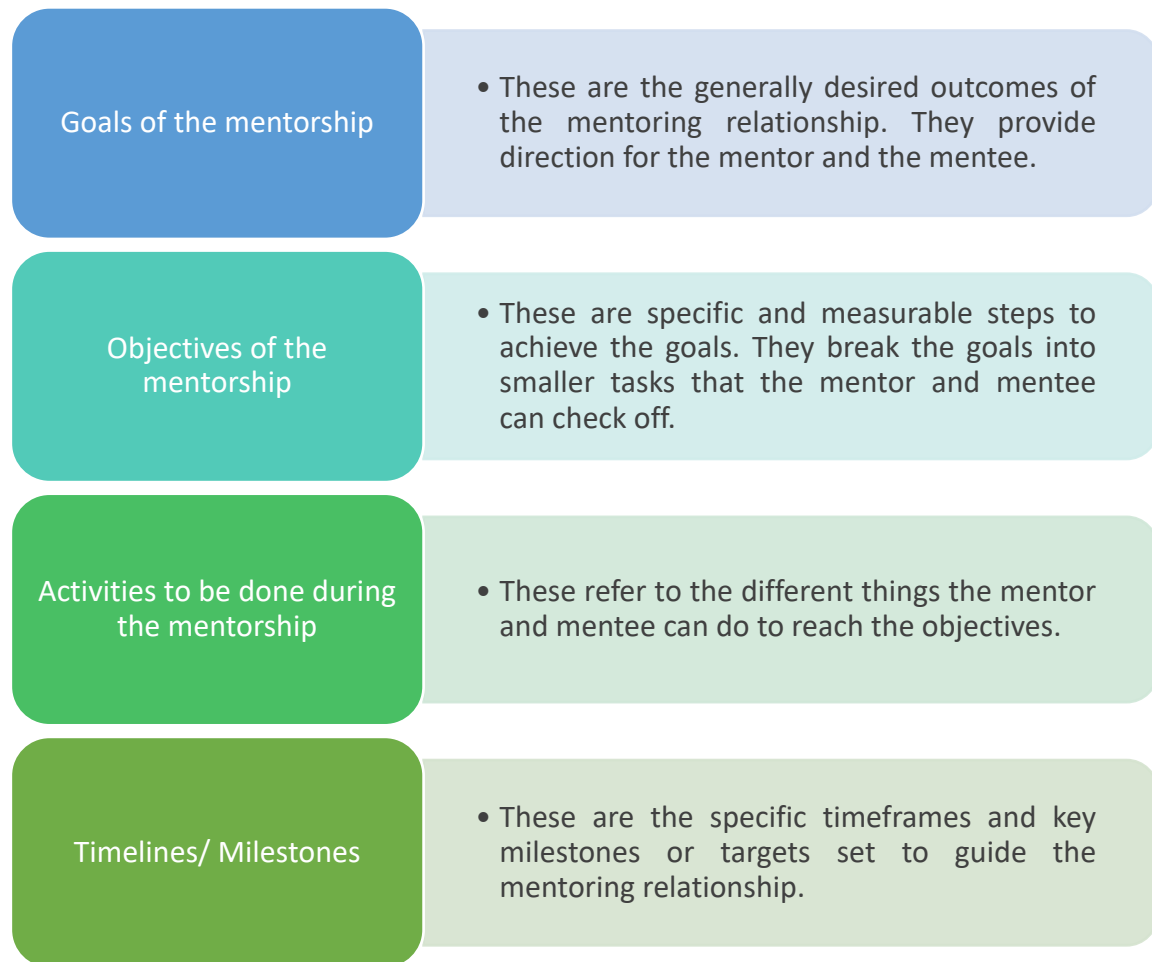
After your discussion, you and your mentee must agree on the identified boundaries. This sets the parameters of your mentoring relationship.

Identifying these ensures that everyone involved understands what the mentorship is about. This will keep the relationship between you and your mentee harmonious and professional.



1.2 Develop and Document Mentoring Plan

In the previous subchapter, you read about identifying scope and boundaries. That is an important step in preparing for a mentoring relationship. Another important step is creating a mentoring plan. A *mentoring plan* is a document that outlines the flow of the mentoring relationship. The outline includes the following:



This subchapter will focus on developing and documenting a mentoring plan. *Developing a mentoring plan* means creating a plan tailored to your mentee's needs. *Documenting a plan* means keeping a physical record of the plan for reference. You will see an example of a mentoring plan at the end of this subchapter.

Organisational Requirements

You must develop and document your mentoring plan according to your organisation's requirements. These requirements will vary depending on where you work. Below are examples of requirements your organisation may have regarding mentoring plans:

Organisational requirements	Details
The mentoring plan must be clear and concise.	You must write the monitoring plan in simple and straightforward language. Do not make the monitoring plan too wordy, as it will become hard to read. The plan must be easy for everyone to understand.
The monitoring plan must cover all areas of the mentorship.	This means that the monitoring plan must be comprehensive. It must include all details relevant to the scope of the mentorship. This ensures that you considered all aspects of mentoring when developing the plan.
The monitoring plan must be documented in the correct template and format.	This means you must use the organisation's existing template to document the monitoring plan. The organisation may also have preferences on the style and format of the plan.
The monitoring plan must contain the signature of all parties involved.	This ensures that both you and your mentee have read and understood the monitoring plan. The signatures serve as consent from both of you to proceed with the mentorship.

Following your organisation's requirements ensures that you create a comprehensive plan. It also ensures that both you and your mentee have read and agreed to the plan.



1.2.1 Develop Mentoring Plan

Mentoring plans are important because they set the direction for the mentoring relationship. They document the mentorship decisions that you and your mentee have agreed upon. They also guide you as you progress with your mentoring.

In developing a mentoring plan, you must identify the following features:

Features	Details
Goals and objectives	<p>Figure out what the mentoring relationship aims to achieve. These goals and objectives should be relevant to the mentee's role in the organisation. This means you must focus on what they need to learn to do well in their job. Goals should also be realistic and achievable. Mentoring is optimised when you have objectives that are practical and attainable.</p> <p>Setting these goals and objectives helps your mentee focus on their development and progress. It also ensures that your mentoring relationship achieves outcomes relevant to the workplace.</p>
Roles and responsibilities	<p>Clearly outline the roles and responsibilities of both the mentor and mentee.</p> <p>Some examples of mentor roles are:</p> <ul style="list-style-type: none">▪ Guide and advisor▪ Supporter and encourager▪ Networker and connector <p>Some examples of mentee roles are:</p> <ul style="list-style-type: none">▪ Active learner▪ Goal setter▪ Reflective practitioner <p>This aspect of the mentoring plan is vital because clearly defining the role and responsibilities promotes clarity and accountability. It also helps establish boundaries. It ensures that the mentoring relationship is focused.</p>

Features	Details
Developmental Activities	<p>List the activities or tasks you can do to help your mentee. These can include the following:</p> <ul style="list-style-type: none"> ▪ Demonstrating how to do a task ▪ Providing guidance and direction as the mentee performs a task ▪ Having them observe you doing a task in real-time <p>These are important because they will help the mentee advance their skills in their designated roles. You should integrate these tasks into the workplace as much as possible. This means performing real workplace tasks as long as they will not cause harm or damage.</p>
Timeline	<p>Identify the timeline of your mentoring relationship. The timeline may include the following:</p> <ul style="list-style-type: none"> ▪ How long the mentoring relationship will last ▪ How much time you will spend mentoring each day ▪ When you expect to achieve the mentoring goal <p>When planning a timeline, consider the needs of the mentee. In the beginning stages, they may need more time for certain tasks. You can reduce the allotted time as they progress.</p>
Resources	<p>Identify the resources you will need to help your mentee. These may include the following:</p> <ul style="list-style-type: none"> ▪ Equipment, such as computers or laptops, for the mentee to use ▪ Specific items that the mentee will need for their work role <p>For example, your mentee may be a chef. To mentor them properly, you will need cooking utensils and ingredients.</p> <ul style="list-style-type: none"> ▪ Learning resources, such as flow charts or instructional videos <p>Consider your mentee's specific needs when deciding on resources. You may ask your mentee if they need accommodations. You may also ask if they have a preference that matches their learning styles. For example, they may need visual reminders of how to do their tasks at first. You may add these to the resources. You must also ensure that the resources are available in your actual workplace. Not doing so may get them used to a resource they will use.</p>

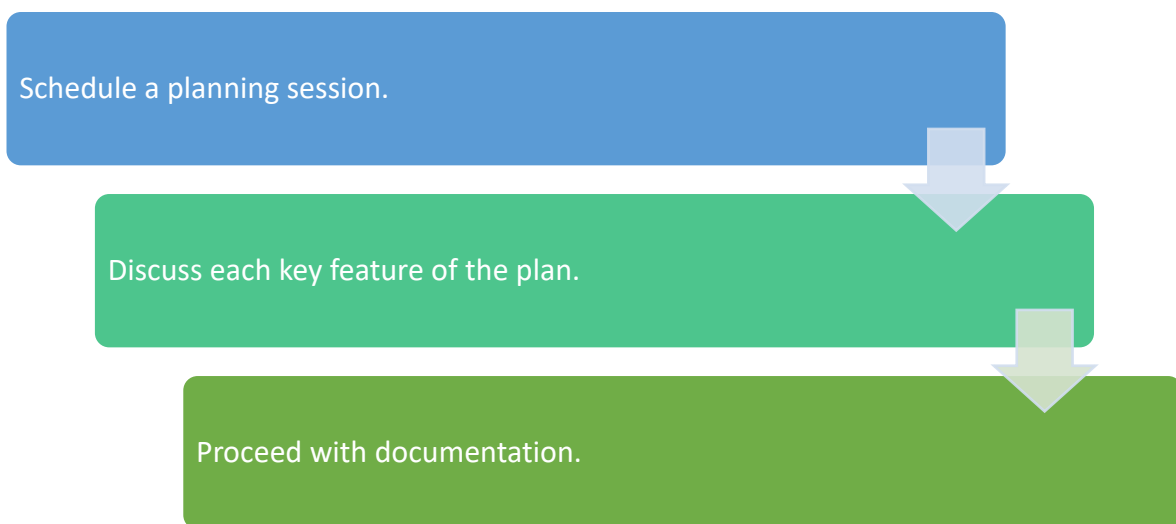
Features	Details
Communication plan	<p>Identify the preferred method and frequency of communication. These methods may include:</p> <ul style="list-style-type: none"> ▪ In-person meetings ▪ Virtual discussions ▪ Email exchanges ▪ Phone calls <p>It is essential to include a communication plan in your mentoring plan. This ensures effective and timely communication between the two parties. Consider your mentee's preference of communicating and their schedule. However, you must also encourage them to commit their time regardless of what communication channel you agreed to use.</p>
Evaluation methods	<p>Identify how you will check if your mentee is progressing towards their goals. You may do this through testing, observation or other methods.</p> <p>This will help you and your mentee keep track of their progress. It will also help identify if they need extra help in certain tasks or skills. As much as possible, use evaluation methods similar to the ones used in your workplace. If your workplace uses key performance indicators, use those with your mentee as well.</p>
Feedback	<p>Establish a feedback mechanism for ongoing assessment and evaluation of your mentee. This can include regular feedback sessions or self-assessment exercises.</p> <p>This will provide the mentee with valuable insights and make necessary adjustments. Timely and comprehensive feedback supports their growth. Further, it fosters an environment of trust, open dialogue and mutual respect.</p>

Including these key features helps ensure that you have a comprehensive plan. It also ensures that your plan is tailored to your mentee's needs and the workplace context. The table below further elaborates on how these key features aid in meeting the mentee's needs and their workplace.

Key features of a mentoring plan	How they help meet mentee needs	How they help meet workplace context
Objectives	<p>Setting up objectives in the mentoring plan provides clear focus and direction to the mentee.</p> <p>Objectives also allow the mentee to prioritise activities and set milestones.</p> <p>Further, clear objectives serve as motivation and brings a sense of purpose.</p>	<p>Setting up objectives in the mentoring plan helps align the mentee's goals with the objectives of the workplace.</p> <p>By aligning objectives within the workplace context. It ensures that the growth of the mentee contributes to the success of the organisation.</p>
Roles and Responsibilities	<p>Defining the roles and responsibilities of both mentor and mentee in the mentoring plan helps establish expectations between the two parties. It also promotes a sense of ownership.</p>	<p>Defining the roles and responsibilities helps establish a clear understanding of the mentee's role within the workplace context.</p>
Timeline	<p>Creating a timeline provides structure to the mentoring plan. It ensures that there is a well-defined timeframe for key milestones. It provides a sense of progression to the mentee.</p>	<p>Establishing a timeline in the mentoring plan ensures that the mentee achieve key milestones in a timely manner. A timeline aligns the mentee's development with the organisation's priorities and timeline.</p>

Key features of a mentoring plan	How they help meet mentee needs	How they help meet workplace context
Developmental activities	Engaging in developmental activities help the mentee develop competencies and expand their perspectives. It allows them to apply learning in real-world context and help boost their confidence.	Aligning developmental activities with the workplace context ensures that the acquired skills and knowledge are applicable to their job requirements.
Evaluation	Providing a section for evaluation in the mentoring plan helps the mentee track their progress and identify their areas for improvement.	Providing a section for evaluation in the mentoring plan helps the mentee in achieving professional development This development in the mentee's performance contribute to the improvement of work quality in the workplace.
Feedback	Feedback provides the mentee with insights, guidance and constructive criticisms. It helps the mentee gain self-awareness.	By receiving feedback aligned with the workplace context, a mentee can make necessary adjustments and enhancement in their work.

When developing a mentoring plan, you may follow these steps:



1. Schedule a planning session.

Set up a meeting with your mentee where you will discuss the mentoring plan. Remember to allow enough time for this discussion. Consider how many items you and your mentee will need to discuss.

2. Discuss each key feature of the plan.

Go through the key features discussed previously and talk about each item. Ensure that the plan's contents are relevant to your mentee's role. You should also take into consideration your and your mentee's needs. For example, plan for more than you need when deciding on a timeline. This helps ensure you are not rushing to finish mentoring tasks to meet the limited time.

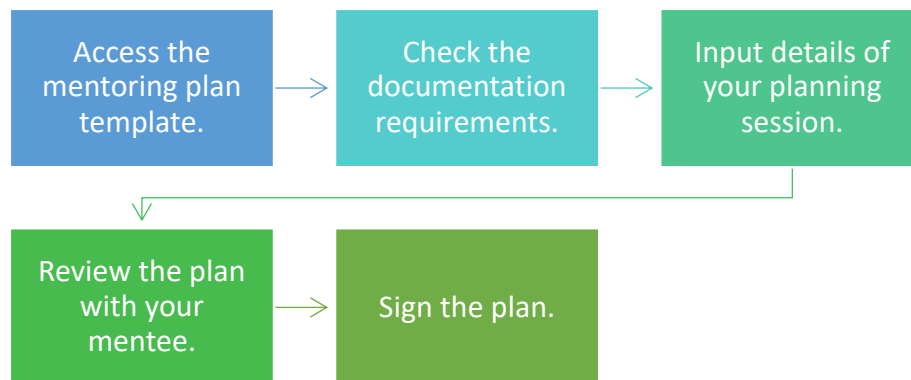
3. Proceed with documentation.

Once you have thoroughly discussed your plan, you must document it. Use your organisation's mentoring plan template.

1.2.2 Document Mentoring Plan

Documenting a mentoring plan ensures that you have proof of the agreement between you and your mentee. It also gives you a quick reference of the goals and outline of your mentorship. The mentoring plan can serve as a basis for evaluating the success of your mentoring relationship. You may also use it as a reference for future mentoring plans.

When documenting a mentoring plan, you may follow these steps:



1. Access the mentoring plan template.

Go to your organisation's template database to access the mentoring plan template. You may download a copy of the template. You may also access a printed physical copy.

2. Check the documentation requirements.

Check your organisation's requirements for mentoring plans. Identify if the plan must be a soft copy, hard copy or both. Identify other instructions you must follow when documenting the plan.

3. Input details of your planning session.

Record what you and your mentee have discussed in the mentoring plan. Make sure to input accurate information following the correct format.

4. Review the plan with your mentee.

Show the draft of the plan to your mentee. Together, review the plan to check for inaccuracies or typographical errors. If there are any last-minute changes, apply them during this step.

5. Sign the plan.

Once you and your mentee have reviewed the plan, place your signature in the template. This indicates that you both agree on the contents of the plan.

On the next page is an example of a mentoring plan. The plan is based on an experienced vocational education assessor mentoring a new assessor.

Mentoring plan			
Mentor name and role:		Start of mentoring:	
Mentee name and role:		End of mentoring:	
Goal	Objectives	Activities or tasks	Timeline
To guide the mentee how to assess a VET candidate's performance accurately	1. To familiarise the mentee with the assessment tools used by the organisation	<ul style="list-style-type: none"> Having a walkthrough with the mentor on the different assessment tools available Shadowing the mentor as they conduct an actual assessment using the different assessment tools 	Week 1: <ul style="list-style-type: none"> Walkthrough – 1 hour Shadowing – 2 hours
	2. To assist the mentee in using assessment strategies adapted to different types of candidates	Shadowing the mentor on at least three occasions for three different candidates	Week 1: Shadowing – 6 hours
	3. To allow the mentee to practise a simulated assessment	Providing a mock assessment scenario where the mentee will assess a volunteer	Week 2: Mock assessment – 2 hours
Date of evaluation	Evaluation method		
	Feedback on mock assessment and scoring based on a rubric		
	Oral assessment on the use of different assessment tools and strategies		

1.3 Establish Ground Rules and Negotiate Realistic Expectations With the Mentee

In the previous subchapter, you learnt how to create a mentoring plan. However, some things must be established before you begin your mentoring relationship.

Part of planning for mentorship is establishing ground rules. *Ground rules* are guidelines that both you and your mentee agree to follow throughout the mentorship. This helps create a respectful and productive relationship. Along with the scope and boundaries, ground rules structure a mentoring relationship.

Another part of planning for mentorship is negotiating realistic expectations. To *negotiate* means to agree with the mentee through compromise. *Realistic expectations* refer to expectations that are achievable within the mentorship time frame. These expectations must align with your ability to help your mentee. For example, the mentee cannot expect you to guide them through a task you do not perform at work.

1.3.1 Establish Ground Rules

Establishing ground rules requires an open and honest conversation about how you want the mentorship. You should discuss this with your mentee to create a harmonious relationship. Both you and your mentee will follow these ground rules for as long as the mentorship is ongoing. As such, you must ensure that you both agree with the established rules. The following qualities are important in establishing ground rules:



- **Mutual respect**

You and your mentee must respect each other's rights, time and effort. This ensures that you agree on ground rules that will not disadvantage either person.

- **Mutual trust**

You and your mentee must trust each other. This makes it easier to establish ground rules. Mutual trust ensures you both believe the other will follow these rules.

- **Cooperation**

You must agree to cooperate and do your part to make the mentoring relationship work. This includes adhering to the established ground rules.

In working with your mentee to establish ground rules, you can follow these steps:

Set up a discussion with your mentee.

Present suggestions for ground rules.

Ask the mentee for their suggestions for ground rules.

Reach an agreement on final ground rules.

1. Set up a discussion with your mentee.

Set aside time to discuss ground rules with your mentee. This could happen in the same meetings from Subchapter 1.1 or 1.2.

2. Present suggestions for ground rules.

Give your suggestions for ground rules that will benefit you and your mentee. These ground rules must consist of acceptable behaviour in a mentoring relationship. Below are some examples:

Suggestions for ground rules or acceptable behaviour	Benefit to the mentoring relationship
Set realistic expectations at the beginning of the mentoring relationship	By having clear expectations both parties are aligned on what they want to achieve during the whole mentoring process. Clarifying expectations reduces misunderstandings and miscommunications.
Encourage accountability by setting clear roles and responsibilities	Establishing clear roles and responsibilities helps the mentor and mentee stay focused on intended goals. It also motivates both parties to actively participate in the mentoring process.
Maintain confidentiality with sensitive information	Upholding confidentiality promotes trust and openness. It also creates a safe psychological space for mentees to discuss personal and professional matters without the fear of being judged.
Come to mentorship sessions on time.	This shows that you and your mentee both respect each other's time. Showing up late or not showing up at all wastes the other person's time. This shows a lack of consideration for the person's other tasks

Suggestions for ground rules or acceptable behaviour	Benefit to the mentoring relationship
Respect diversity of backgrounds and perspectives	This behaviour encourages both parties to learn from each other. It also expands the range of perspectives and ideas of both mentee and mentor. Lastly, it leads to increased empathy and support within the mentoring relationship.
Bring up issues respectfully.	<p>It is important to raise issues as they arise. This prevents the issues from escalating. For example, your mentee may get offended by something you said. They should bring this up with you instead of letting it build up. Built-up resentment can break the trust in a mentorship.</p> <p>Additionally, they must bring it up in a respectful manner. This makes it easier to resolve conflicts. The same rules apply to you if you have issues with the mentee.</p>
Focus on learning tasks during mentoring sessions	During mentoring sessions, you must both focus on the task. You and your mentee should not be distracted. Focusing on the task shows respect to each other's time and effort.
Ask questions and clarifications promptly	If your mentee is confused about something, they should ask about it. They must clarify points as soon as they can. This approach helps develop proactiveness. Also, it keeps an open line of communication.
Give honest feedback	You should give your mentee honest feedback about their progress and performance. This gives your mentee an idea of what they should improve on. Your mentee should also give honest feedback on your mentoring. This helps you become a better mentor.

3. Ask your mentee for their suggestions for ground rules.

Your mentee may have ground rules that they want to establish. It is important to include their input in establishing these ground rules. Doing so tells them that they are not just passive recipients of mentoring.

4. Reach an agreement on final ground rules.

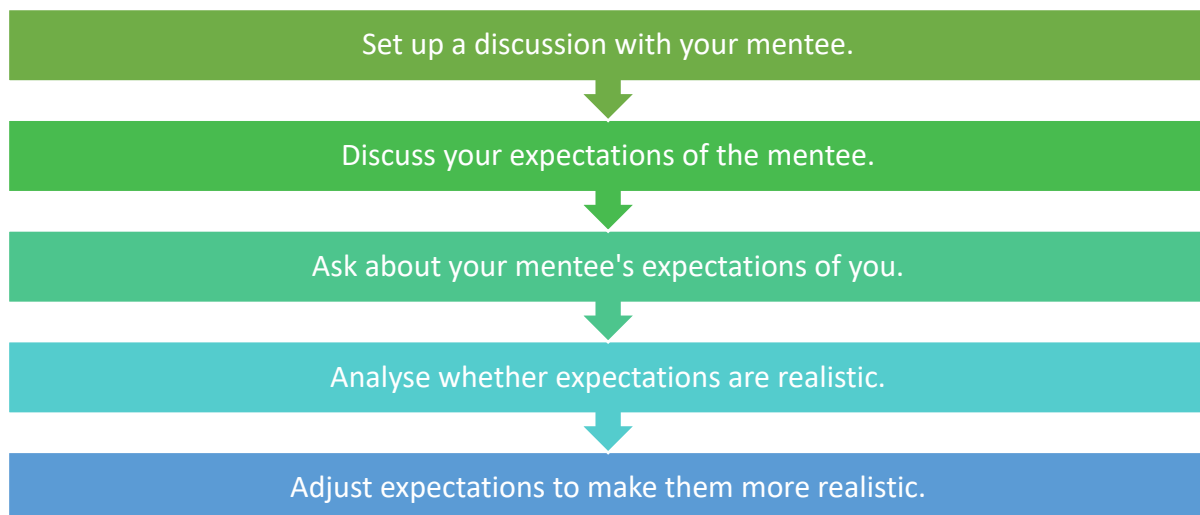
After discussing your suggestions, agree on which ground rules you will keep. These ground rules must make sense in the context of your workplace. They must also benefit both of you and make you both feel comfortable.

1.3.2 Negotiate Realistic Expectations

Negotiating expectations is important in setting the tone of a mentoring relationship. In Subchapter 1.1, you learnt the importance of identifying the scope of your mentorship. Setting realistic expectations is also important for the same reasons. These expectations ensure you and your mentee know what your mentorship is trying to achieve.

As mentioned above, a realistic expectation is something achievable. This means it must not be too difficult or take too long to achieve. It is also reasonable. This means it must not put excessive demand on you or your mentee. For example, your mentee cannot expect you to teach them every aspect of their job. This would not be a realistic expectation. In the same way, you cannot expect your mentee to learn everything all at once.

To negotiate realistic expectations with your mentee, you may follow these steps:



1. Set up a discussion with your mentee.

Set aside time to discuss expectations with your mentee. This could happen in the same meetings as the ground rules discussion.

2. Discuss your expectations of the mentee.

Tell your mentee what you expect from them during the mentorship. Below are some expectations you may give:

- The mentee will show improvement in their performance throughout the mentorship.
- The mentee will participate actively in the mentorship by asking questions.
- The mentee will follow the established ground rules.

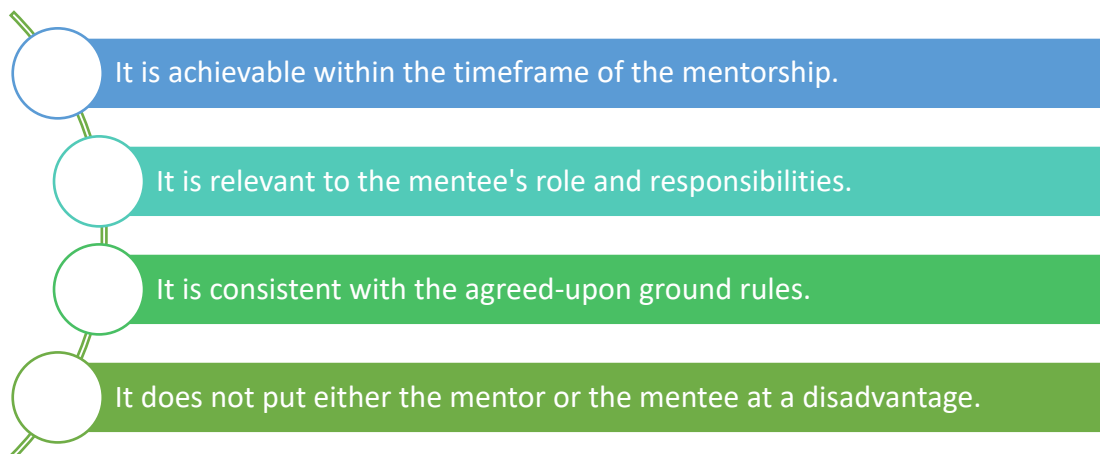
3. Ask about your mentee's expectations of you.

Ask your mentee what they expect from you in the mentoring relationship. Below are some possible expectations that your mentee may give:

- The mentor will provide guidance but allow the mentee to do tasks independently.
- The mentor will give prompt feedback on the mentee's progress.

4. Analyse whether expectations are realistic.

After expressing your expectations, you can figure out which ones are realistic. For each expectation, discuss whether they fit these conditions:



5. Adjust expectations to make them realistic.

If you or your mentee identify an expectation as unrealistic, you can try adjusting it. You may need to narrow it down to more specific details. You may also need to simplify it if it is too complex. Below are some examples of unrealistic expectations and how to adjust them:

Unrealistic expectation	Adjusted expectation
The mentor will solve the work-related problems that the mentee comes across.	The mentor will support and guide the mentee in solving work-related problems.
The mentee will know everything they need about their role by the end of the mentorship.	The mentee will progress in their ability to perform their job tasks by the end of the mentorship.
The mentor will provide the mentee with all the resources needed to meet their goals.	The mentor will teach the mentee to access or find the resources needed to meet their goals.

After negotiating with each other about your expectations, summarise what you have decided on. Confirm that you both agree with the final expectations you have discussed. These expectations will help set the tone of your mentoring relationship.



1.4 Establish and Maintain Confidentiality of the Mentoring Relationship

In a mentoring relationship, it is important to establish trust between you and the mentee. One way to do this is by ensuring confidentiality. *Confidentiality* means keeping any information shared in the mentoring relationship private. This means you should not disclose information from your mentee to others without their consent.

Legislative Requirements

A person's confidentiality in the workplace is protected by Australian law. The primary legislation that protects workers' confidentiality is the Privacy Act 1988. This Act ensures that workers' personal information in any workplace remains confidential. As a mentor, you must comply with the Act in all your dealings with your mentee.

Division 2, Part III of the Privacy Act 1988 outlines the Australian Privacy Principles. These principles summarise the standards for collecting and using employees' personal information. Following these principles, as a mentor, you must do the following:

Requirement	Explanation
Only collect personal information for reasons directly related to your role.	You should only collect information that you need for your mentoring relationship. For example, you may collect information about your mentee's work experiences. You may also ask about their specific needs relevant to performing their role.
Inform your mentee why you are collecting their personal information.	Be transparent with your mentee about what you will use their information for. If you collect information about their needs, explain that it is for adapting your mentorship to meet them.
Only use or disclose the information for your specified reasons to your mentee.	Ensure to use their information for the reasons you gave them. Do not use or share the information with anyone else without telling the mentee.
Take steps to ensure that the information stays confidential.	Protect the information from misuse, loss or unauthorised access. You can do this by using your organisation's security measures.

Requirement	Explanation
Ask for consent from your mentee before disclosing the information to others outside your agreement.	<p>If you need to disclose the mentee's information to another person, ask the mentee first. Explain why you need to share the information. Ask them if they are okay with it. If they disagree, then do not share the information.</p> <p>An exception to this is if the information affects the health and safety of the mentee and others. For example, your mentee accidentally exposes private company information to outsiders. You must disclose this to relevant personnel. This is because your mentee may have compromised the privacy of other employees.</p>

Based on content from the Federal Register of Legislation at 8 May 2023. For the latest information on Australian Government law please go to <https://www.legislation.gov.au>. Privacy Act 1988, used under CC BY 4.0

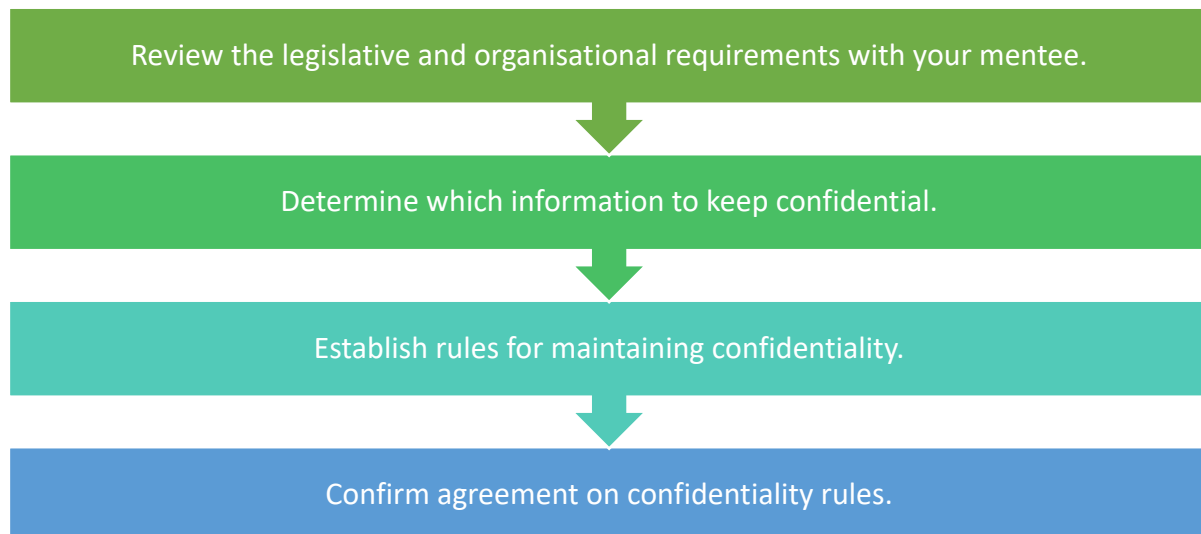
Organisational Policies and Procedures

You must also comply with your organisation's policies and procedures. Check your organisation's policies and procedures document for confidentiality requirements. Below is an example of confidentiality policies and procedures your organisation may have:

Policies	Procedures
<p>The organisation is committed to protecting the confidentiality of all employees. To ensure this, all employees must:</p> <ul style="list-style-type: none"> Keep personal information and correspondence with relevant personnel only. Hold meetings in private rooms or via private video calls. Attend trainings about confidentiality and the importance of safeguarding commercially sensitive information. Educate them of the risks and legal consequences of mishandling such information. 	<p>To ensure confidentiality during mentorship, the mentor must:</p> <ol style="list-style-type: none"> Brief the mentee on the organisation's confidentiality policies. Discuss with the mentee how and where confidential meetings will be held. Safeguard details of discussions with the mentee. The mentor should not disclose any details to anyone else within and outside the organisation without the mentee's consent. Agree to sign a non-disclosure agreement with the mentee. It should outline the obligations of both parties to keep commercially sensitive information confidential.

Establishing Confidentiality

Establishing confidentiality means understanding that information shared between you and your mentee will remain confidential. You must also do this according to legislative and organisational requirements. To establish confidentiality, you may take the following steps:



1. Review the legislative and organisational requirements with your mentee.

Discuss the different legislative requirements on confidentiality with your mentee. Also, discuss your organisation's confidentiality policies and procedures. Ask your mentee to explain the requirements in their own words. This helps ensure that they understand what you have discussed. Answer any clarifications they may have about the matter.

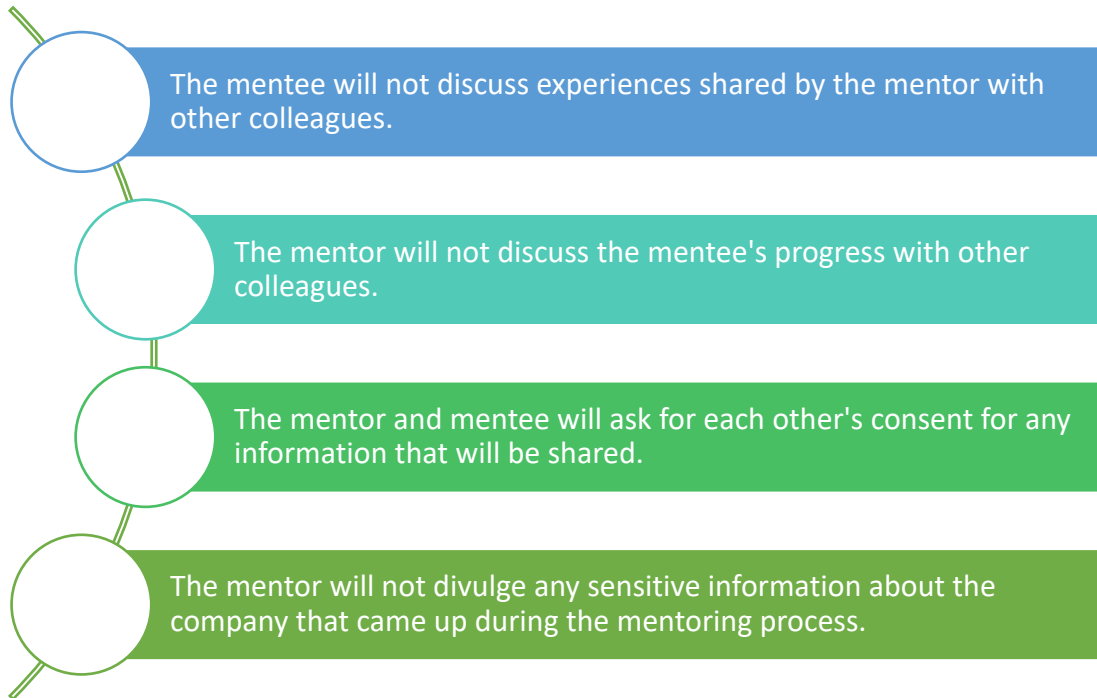
2. Determine which information to keep confidential.

Discuss which information shared between the two of you will remain confidential. Base your discussion on the requirements discussed earlier. Some information is confidential, while others may need to be disclosed. For example, personal information about you or your mentee must be kept confidential. Confidential information also includes any issues you or your mentee bring up with each other.

On the other hand, there are details that you may need to report. These include your mentee's outcomes. These may also include any safety issues you identify that may affect other employees in the organisation.

3. Establish rules for maintaining confidentiality.

In Section 1.3.1, you have learnt about establishing ground rules. Part of these ground rules may include rules for keeping information confidential. You may discuss how you can ensure confidentiality for each others' information. Also, during mentorship, some sensitive company information may be disclosed. It is part of maintaining confidentiality that this commercial sensitive information should be protected. Below are some examples of confidentiality rules you may set:



4. Confirm agreement on confidentiality rules.

You may do this in several ways. First, you may have a verbal agreement at the end of your discussion. You may also include the details of your discussion in the signed mentoring plan.

Maintaining Confidentiality



After establishing confidentiality, you must then take steps to maintain it. Maintaining confidentiality means consistently adhering to the ground rules set by both parties. This is important because it ensures confidentiality throughout the mentoring relationship.

To maintain confidentiality, you may take these steps:

- 1. Periodically review confidentiality rules and requirements.**

Take the time to review the confidentiality rules and requirements you have discussed. Doing so will help both of you remember what you should do to maintain confidentiality. You can do this once a month or as often as you can.

- 2. Store confidential files properly.**

Any file that contains confidential information must be kept secure. For example, your mentoring plan is a confidential file. You must ensure that only relevant personnel have access to that plan. These personnel include you, your mentor and your supervisor if you have one. You can limit access by only providing the link to the file to the relevant personnel. You may also protect the file with a password. If the file has a hard copy, keep it somewhere other people cannot access.



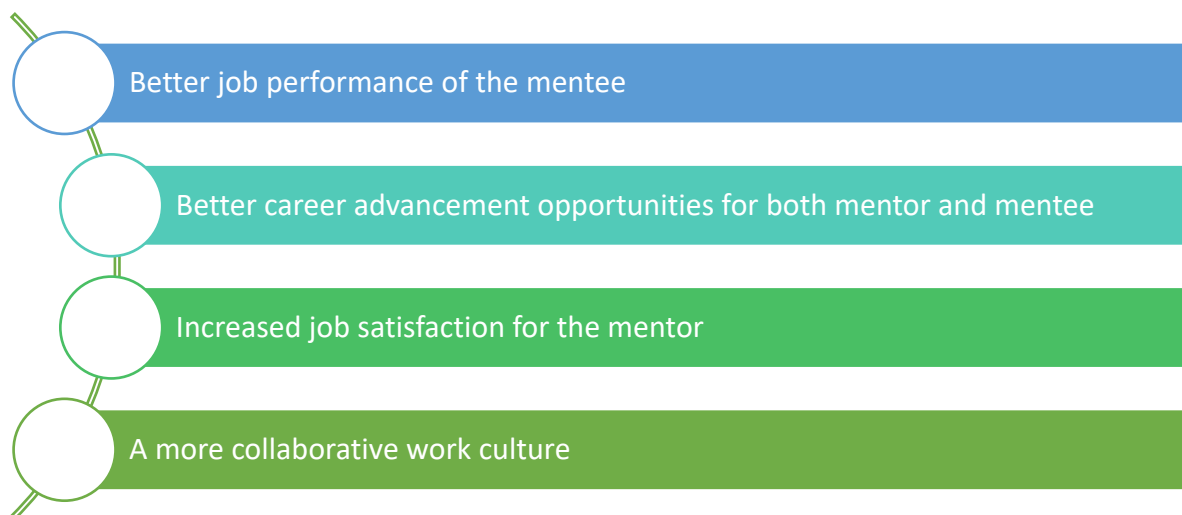
Checkpoint! Let's Review

1. To plan a mentoring relationship, the mentor should set clear timelines and guidelines for the mentee.
2. Asking the mentee for input and requirements will help make a flexible plan. A flexible plan helps the mentor and mentee adapt their relationship to meet their goals.
3. Confidentiality is an important element of a mentoring relationship. This is key to helping the mentee participate in the mentoring.

II. Facilitate Mentoring Relationship

Mentorship is an important resource for a person's growth in the workplace. In the previous chapter, you learnt how to plan and prepare for a mentoring relationship. However, once you establish a plan, it is important to facilitate it properly. This helps ensure success for you and your mentee.

Facilitation refers to supporting and guiding the mentee according to the mentoring plan. Effective facilitation can lead to the following:



This chapter will discuss different techniques for effective facilitation of mentorship. You will learn about putting your mentoring plan into action. You will also learn about developing your mentee's confidence and skills. This helps you become an effective mentor.

In this chapter, you will learn how to:

- Develop mentee's confidence and trust in the mentoring relationship
- Share personal experience and knowledge with mentee
- Support mentee to develop and use skills in problem solving and decision making
- Use personal and professional networks to assist the mentee
- Provide information and guidance to enhance engagement in the workplace
- Resolve differences and obtain assistance according to organisational procedures

2.1 Develop Mentee's Confidence and Trust in the Mentoring Relationship

During the planning stage discussed in Chapter 1, you established rules and expectations with your mentee. These helped in establishing confidence and trust between you. When facilitating mentorship, you must continue to develop this confidence and trust. A mentee who has confidence and trust in the mentoring relationship will:

Be more receptive to instructions, suggestions and feedback

Be more likely to take risks within the mentoring relationship

Feel comfortable asking questions and seeking feedback

Be confident in their role at the end of the mentoring relationship

The mentee's confidence in the mentoring relationship refers to their ability to learn and develop with your support. It means they believe you have the knowledge and skills to help prepare them for their role. They are confident in your ability to guide them in fulfilling their responsibilities. They are also confident in their ability to learn from you.

Some activities you can undertake to develop your mentee's confidence in the relationship include the following:

Activity	Explanation
Feedback sessions	<p>Set aside a specific time each week or each session to provide honest feedback. Your feedback could be about the mentee's performance or progress.</p> <p>During feedback sessions, ensure to point out positive points. Points for improvement are important, but positive feedback helps build confidence. Encourage the mentee to keep up their progress and work towards improvement.</p>
Simulated workplace tasks	<p>Let your mentee perform workplace tasks in a simulated setting. For example, you can ask them to prepare a report based on provided data. For this report, give them randomly generated data instead of real ones.</p> <p>Simulating workplace tasks allows your mentee to practise their skills in a low-stakes manner. This will help build their confidence in the mentorship. You will allow them to perform tasks without the risk of permanently affecting the organisation.</p>

Activity	Explanation
Simulated problem solving	<p>Let your mentee experience solving potential issues relevant to their role. For example, you can present a situation where a client has a complaint against them. You can guide them through solving this issue following organisational procedures.</p> <p>Simulating solving workplace issues helps build their confidence in dealing with these situations. It makes them confident in the mentorship as well. This is because they can see that you are preparing them for future problems they may face.</p>

You may undertake the activities mentioned at any point during your mentorship. While developing their confidence, you must also develop their trust. Their trust in the mentoring relationship refers to their belief that you are reliable and honest with them. Part of this is their belief that you will maintain their confidentiality, as discussed in Subchapter 1.4. This also means they trust you to give accurate information and honest feedback.

Some activities you can undertake to develop your mentee's trust in the relationship include the following:

Activity	Explanation
Prompt corrections	Whenever you observe your mentee making mistakes, correct them promptly and kindly. This also applies when another person raises an issue with them. Giving corrections tells your mentee that you can be honest with them. They will trust that you have their best interest in mind as you guide them how to do things correctly.
Explaining decisions	As much as possible, explain your mentoring decisions to your mentee. For example, explain why you choose to have them do a certain task in a certain way. This will help them understand the purpose of your instructions. This will also tell them that you do not make decisions without basis. Knowing this will lead to deeper trust in your judgement.
Regular check-ins	Schedule quick check-ins with your mentee. During these check-ins, you can ask them how they are feeling. This is where they can bring up issues or difficulties they may be having. Make sure to empathise with what they tell you and do your best to help them. This will encourage them to open up to you instead of letting problems fester.

These are examples of basic activities that can positively impact your mentoring relationship. They focus on being honest and transparent with your mentee. Honesty and transparency are important in encouraging your mentee to trust you. Do these consistently to ensure that the trust is maintained throughout the mentorship.

Another general strategy for developing confidence and trust is building rapport. *Rapport* refers to a positive and comfortable relationship between you and your mentee. You can build rapport through active listening and using open questions.

- **Active listening**

Active listening refers to the act of listening with the intention of understanding. This means you are not just hearing what your mentee is saying. Instead, you understand their point of view. This is a way of showing that you respect their thoughts. Some ways to show active listening include the following:

- Paying attention and avoiding distractions
- Providing feedback and acknowledging their feelings

This builds rapport by showing the mentee that you are willing to listen to what they say. When they feel like this, they will be more confident in sharing their thoughts and feelings. This allows you to understand their needs and concerns and address them better.

- **Open questions**

Open questions refer to questions that require detailed answers. These are the types of questions that ask for explanations or justifications. For example, ask the mentee for their reasons after asking a yes or no question. This encourages them to think about their responses and express themselves. Some ways of using open questions include:

- Following up on the mentee's response with clarifying questions
- Asking questions that show interest in the mentee's perspective on the mentoring program

This builds rapport by allowing the mentee to voice out their opinions. This ensures that they are actively engaged in promoting a more productive mentorship. Some examples of open-ended questions are provided below:

How did you approach a recent challenge you have encountered in your work?

In what ways can I support you in improving your communication skills?

2.2 Share Personal Experiences and Knowledge With Mentee

In the previous subchapter, you read about how to develop your mentee's confidence and trust. Doing this is important in building rapport between the two of you. Part of building rapport is creating a relaxed atmosphere for making your mentee. Another way to do this is by sharing your personal experiences and knowledge with them. In this subchapter, you will read about using your personal experiences and knowledge to help your mentee.

In this context, *personal experiences* refer to your own professional experiences relevant to the mentee's role. For example, you can talk about your experiences in the same position as the mentee. Meanwhile, *personal knowledge* refers to your own expertise in the role and industry that your mentee is in. These are expertise you may have gotten through your education or work experience.

As mentioned earlier, you will likely mentor someone in the same field as you. Usually, mentors guide someone into entering a role they used to have. For example, if you are an experienced trainer, your mentee will likely be a beginner trainer. This is because you know what they need to learn for their role. It will be helpful for you to share your personal experiences and knowledge with them. You likely have firsthand experiences that can help them achieve their objectives.

Sharing Personal Experiences

Sharing your personal experiences helps your mentee learn more about their responsibilities. It will also help give them the impression that you can relate to what they are going through. This, in turn, makes them more comfortable with having you as their mentor.

When you share your personal experiences, they must:

Be relevant to the mentorship objectives

Contribute to the mentee's knowledge of their role

Reflect the issues they may come across after the mentorship

Respect the privacy of other people involved

- **Be relevant to the mentorship objectives**

While it is fun to share random unrelated stories, they will not help your mentee. You should share experiences that are related to the objectives you are trying to achieve. For example, recall the mentoring plan in Subchapter 1.2.2. Below are some types of experiences you can share relevant to the objectives of that plan:

Objective	Types of personal experiences to share
To familiarise the mentee with the assessment tools used by the organisation	<ul style="list-style-type: none"> ▪ Your experience with past difficulties in using the assessment tools ▪ Possible experiences in using the wrong assessment tools and their consequences
To assist the mentee in using assessment strategies adapted to different types of candidates	<ul style="list-style-type: none"> ▪ Your experiences with adapting a specific strategy for a candidate with additional needs ▪ Your experiences in using ineffective strategies and how they affected the assessment
To allow the mentee to practise a simulated assessment	<ul style="list-style-type: none"> ▪ Possible experiences in undergoing your own simulated assessment ▪ Your experiences in what did or did not help when conducting assessments

- **Contribute to the mentee's knowledge of their role**

The experiences you share should provide value for the mentee. This means they must be able to apply your experiences to their work. For example, you may share a mistake you made to let them learn from it without making it themselves.

- **Reflect the issues they may come across after the mentorship**

It will be helpful to share experiences about issues you have faced in your role. These may include common problems they may experience. Sharing these experiences will help them identify how to handle these issues in the future.

- **Respect the privacy of other people involved**

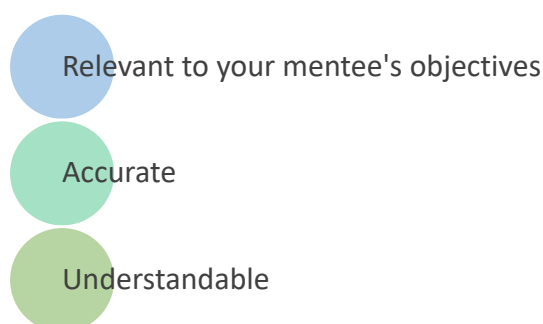
Your experiences may involve other people, such as other colleagues or clients. You should omit any identifying information about others when sharing your experiences. This means not saying their names or other information that may give away who they are. This is a way to respect their privacy while still sharing helpful information.

You can share your experiences at any point during the mentorship. For example, you may remember an experience while supervising the mentee during a task. You can share this with them after they finish the task.

Sharing Personal Knowledge

Sharing your personal knowledge gives your mentee further information to help them in their role. Your experience makes you qualified to share what you have learnt with your mentee. This helps your mentee speed up their learning process.

When you share your personal knowledge, they must be:



▪ Relevant to your mentee's objectives

To help your mentee, the knowledge you share must be useful to them in their role. It must be something that they can apply in the future. It must also help them meet the mentoring objectives you have set. Below are examples of the types of personal knowledge that are relevant to the objectives:

Objective	Types of personal knowledge to share
To familiarise the mentee with the assessment tools used by the organisation	<ul style="list-style-type: none">▪ Tips and tricks to recall which assessment tools to use for which situation▪ Ways to adapt assessment tools according to the situation
To assist the mentee in using assessment strategies adapted to different types of candidates	<ul style="list-style-type: none">▪ Knowledge of effective strategies for different types of candidates▪ Knowledge of effective strategies for different levels of qualification
To allow the mentee to practise a simulated assessment	<ul style="list-style-type: none">▪ Tips for building rapport with a candidate before assessment▪ Importance of doing assessments in the correct order

- **Accurate**

Of course, the knowledge you share must be correct to be useful. Remember that sometimes, what you learnt in the past may not be current anymore. This is especially for certain topics, such as best practices or legal matters. Before you share any personal knowledge, check first if it still applies.

- **Understandable**

When you share knowledge, do so in a way that is easy to understand. The more you work with your mentee, the more you will know the best way to support and guide them. Share your knowledge in the style that helps them learn best. Use simple and straightforward terms. Give examples, if possible.

Just like with your personal experiences, you may share these at any point in the mentorship. Doing so will enhance your mentee's knowledge of their role. This will help prepare them for their responsibilities after the mentoring relationship ends.

You can share your knowledge and experiences through the following:

- **Face-to-face conversation**

You can share your knowledge and experiences when talking to your mentee in the workplace. You can do this in casual conversation or during a formal mentoring session. For example, you can tell your mentee about your past experiences while guiding them how to perform a specific task. Doing this makes it easier for your mentee to ask for clarifications or express their opinions directly.



- **Chats**

You can also share in casual chats or private messages with your mentee. Make sure you do this using your organisation's official private messaging channels. This allows you to share important knowledge or experience at any point during the workday. It also allows your mentee to recall what you have shared as there is a written record.

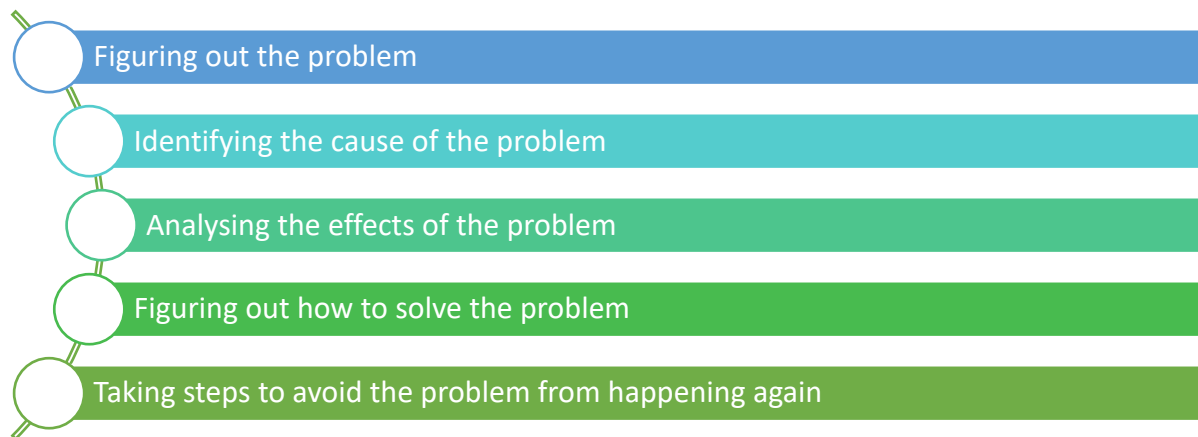
- **Video call or phone call**

This is applicable if you or your mentee is working remotely. You can schedule a video or phone call to discuss important matters in your mentorship. During these calls, you may include sharing your knowledge or experiences.

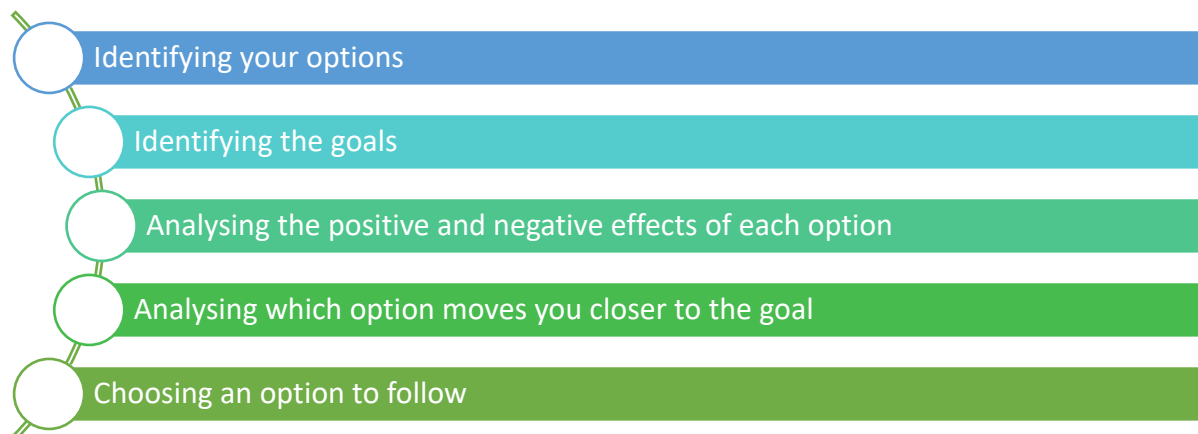
2.3 Support Mentee to Develop and Use Skills in Problem Solving and Decision Making

Previously, you learnt about making the mentee comfortable and sharing your experiences. In this subchapter, you will learn how to support your mentee in building work skills. Specifically, this subchapter will focus on problem solving and decision making skills. You will learn how to support your mentee in developing and using these skills.

Problem solving skills are skills that allow you to identify, analyse and solve issues that come up at work. These skills involve the following:



Decision making skills are skills that allow you to choose the best course of action in different situations. These skills involve the following:



2.3.1 Develop and Use Problem Solving Skills



It is important to support the mentee in developing and using problem solving skills. These skills can help them overcome obstacles at work. It can also help them find more efficient working methods and improve their work quality. Problem solving skills allow them to approach workplace issues calmly and effectively. This makes them more likely to find solutions instead of making things worse.

Some examples of problem-solving skills your mentee may need include the following:

Skill	Importance
Analysing data to identify patterns	This is important because it allows them to analyse the patterns that have led to the problem. It also allows them to identify the patterns that may lead to a solution.
Brainstorming potential solutions to a problem	This is important because it allows them to develop multiple ideas to tackle an issue.
Collaborating with colleagues to find a solution	This is important because it promotes the use of teamwork in problem solving. It also allows them to ask for the opinions of others to find better outcomes.
Researching to gather information	This is important because it allows them to practise their research skills. They can use these skills to find the best solutions to their issues.
Applying creative thinking	This is important because it allows them to develop unconventional but effective solutions.

Developing these skills means learning the different skills and how to use them.

Below are some ways you can support your mentee in developing problem solving skills:

- **Encourage them to explore about different problem-solving skills.**

Share to your mentee about the different problem-solving skills you know about or have used in the past. Encourage them to think if such skills are applicable to their work role. You may also share your insights and ask their opinions on how each skill will be helpful to them.

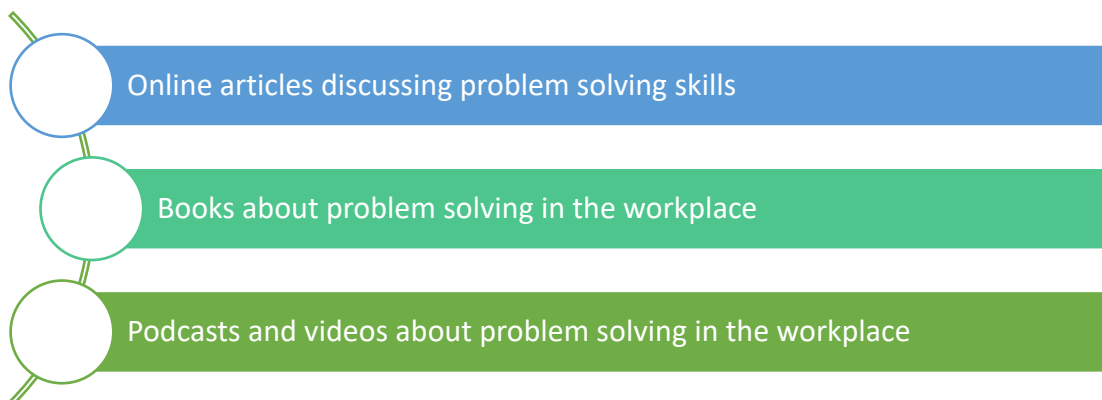


- **Give scenarios where they can apply problem solving skills.**

You may provide your mentee with sample scenarios where workplace problems arise. These scenarios should match the conditions of your workplace. You can ask them to come up with solutions to the problems in each scenario. Then, have them explain the skills they used to identify these solutions. You can also have them explain how these solutions will address the problems.

- **Provide resources to problem solving models.**

You may provide resources that show different problem solving skills for your mentee's reference. These resources may include the following:



While developing problem solving skills, it is also important to use them. Using problem solving skills means applying the skills they have learnt in real situations.

- **Provide support with recognised problem-solving techniques.**

Incorporating known problem-solving techniques into the mentoring process can empower the mentee to develop critical thinking skills. It can also help them approach challenges from different angles.

Some common problem-solving techniques are outlined below:



You can support your mentee in using problem solving skills with the following strategies:

- **Provide opportunities to solve actual workplace problems.**

During your mentorship, minor workplace problems may arise relevant to your mentee's responsibilities. Take the opportunity to have them practise their problem solving skills on a real problem. Supervise them as they do this, and have them present you with a solution. If you agree with their solution, you can have them execute it. If problems do not arise, you can simulate one and have them find a solution.

- **Give feedback on the use of problem solving skills.**

While supervising them as they solve a problem, note possible areas of improvement. Also, list some suggestions of how they could have tackled the issue better. Give them this feedback during or after the problem solving exercise.



- **Encourage self-reflection.**

Self-reflection means analysing one's thoughts, personal experiences and behaviour to understand themselves better. In the context of problem-solving, self-reflection refers to examining one's thought patterns, feelings and assumptions related to a specific problem. Here are some strategies you can use as a mentor to foster self-reflection in your mentee when it comes to problem-solving.

Support goal setting

- Help the mentee set specific goals for their problem-solving process and encourage them to reflect on their progress toward these goals.

Ask thought-provoking questions

- Encourage your mentee to think deeply about the problem at hand by asking open-ended questions that promote self-reflection

Provide space for introspection

- Give your mentee dedicated time and space to reflect on their problem-solving approaches. Encourage them to step away from the immediate demands of the situation.

Encourage experimentation

- Motivate your mentee to try different approaches to problem-solving. Let them reflect on what worked well and what did not.

Provide guidance on self-reflection techniques

- Introduce your mentee to various self-reflection techniques such as journaling or mindfulness exercises. These techniques might help increase self-awareness, bring clarity and fresh perspectives and reduce stress.

To further encourage self-reflection, you can ask them to do the following:

Identify the problem solving skills they used and how they used them.	
Analyse which skills helped them in finding an appropriate solution.	
Identify whether their solution was effective or not.	
Analyse what made their solution effective or ineffective.	
Identify what they can do differently should a similar problem arise.	

2.3.2 Develop and Use Decision Making Skills

Having decision making skills helps the mentee make choices that improve outcomes. Making good decisions reduces risks and maximises opportunities. Developing and using decision making skills enables the mentee to weigh up different options. Then, they will be able to make an informed decision.

Some examples of problem solving skills your mentee may need to include the following:

Skill	Importance
Evaluating risks and benefits	This is important because it allows them to analyse different options. They will be able to consider the pros and cons of each option to identify the least risky one.
Assess available resources	This is important because it allows them to consider the existing resources in their decision making. This ensures that their decisions are applicable to the abilities of the organisation.
Analysing the organisation's goals and values	This is important because it ensures that their decisions align with the organisation's values. It also ensures that these decisions move the organisation closer to its goals.

Skill	Importance
Analysing relevant information	This is important because it ensures that they have considered all the information involved in making the decision. It means they understand how different factors affect their decision.
Making timely choices	This is important because it allows them to make decisions promptly and effectively. This ensures that they avoid delays by not taking too long to decide on something.

Below are some ways you can support your mentee in developing decision making skills:

- **Present them with previous decision making situations in the organisation.**

Recall previous experiences where you had to make a decision. Present your mentee with the details and outcome of this decision. Have them analyse the situation and the decisions made. Ask them if they can come up with a different solution.

- **Give scenarios where they can apply decision making skills.**

This is similar to the discussion above on developing problem solving skills. You may give your mentee a scenario where they will need to make a decision. Ask them what decision making skills they can apply in the scenario. Have them present their decision and an explanation of their choice. Give them feedback on their answers.

Meanwhile, to support your mentee in using these decision making skills, you may do the following:

- **Provide opportunities to make actual workplace decisions.**

This is also similar to the strategy for supporting the use of problem solving skills discussed in the previous section. The best way for your mentee to practise their decision making skills is by making actual decisions. This allows them to experience analysing factors and considering options. It also gives them the experience of handling the aftermath of their decisions.

Identify a low-stakes decision they can make as part of their work responsibilities. *Low-stakes* means that the decision will not drastically affect the organisation as a whole. Ask them to talk you through their decision making process. Give them feedback on the choices they make and points for improvement.

- **Encourage confidence.**

Encouraging confidence is important in helping your mentee make decisions. If they are confident in their skills, they can think more clearly. This leads to making more informed decisions.

To encourage confidence in your mentee, you may do the following:

What you can do as a mentor	How it affects the mentee
Provide positive feedback when the mentee makes good decisions.	This builds their confidence. They recognise when they have applied their decision-making skills well. It motivates them to keep making good decisions in the future.
Share your experiences with decision making.	Sharing positive experiences gives them ideas on how they can improve their skills. Sharing negative experiences tells them that it is okay to make mistakes. This will make them less afraid to make decisions.
Encourage the mentee to take risks with the reassurance that you will support them.	They may be afraid to take risks because of the possible consequences. Assuring them of your support will give them the confidence to do so. Allowing them to take risks encourages them to consider unconventional decisions.
Practice active listening	When your mentee discusses their decision -making processes, give them your undivided attention. By showing genuine interest, this demonstrates that their thought and opinions are valued. This fosters confidence in the mentee.

Below is a case study scenario where a mentor facilitates a mentoring session. The session aims to help a mentee develop decision making skills.

Developing Decision Making Skills

Sarah is a VET assessor with 12 years of experience in conducting assessments. She is mentoring James, a new assessor who got hired recently. James has expressed that he is not confident about his ability to make assessment decisions.

During their 30-minute session, Sarah asks James about a specific situation where he struggled to decide. James talks about the time he had to decide whether to allow a candidate to resubmit an assessment beyond the deadline. He was unsure what to do and felt pressured by the candidate to allow late submission. In the end, he did allow the late submission. This resulted in the candidate passing the assessment.

Sarah listens carefully and asks James to describe his thought process while deciding. She asks him to identify the following:

- Why did the candidate need an extension? Were the candidate's reasons for a delayed submission valid?
- What would have been the consequences of allowing a late submission?
- What would have been the benefits of allowing a late submission?

After James narrates his process, he and Sarah analyse the factors relevant to the decision:

- James said the candidate needed an extension because of a sudden family emergency. The candidate provided evidence of the family emergency. Sarah agreed with James that this was a valid reason.
- James identified that not allowing a late submission would have caused the candidate to fail the assessment. This would have been unfair as they had a valid reason for submitting late. Sarah also agrees with this reasoning.
- James identified that allowing a late submission enabled the candidate to get their qualification. The candidate showed initiative and demonstrated adequate skills in other assessment tasks. Their late submission also met all the requirements.

After the analysis, Sarah expressed that James used good judgement in his decision making in the situation. She pointed out the things he did right and advised him to keep doing these in the future. However, she pointed out that James mentioned feeling pressured by the candidate. She stressed that assessors should not allow candidates to pressure them into making decisions. She provided some tips that James can apply if this happens again.

At the end of the mentoring session, James feels more confident in his decision making skills. This is because he received confirmation that he made the right choices. It also helps that he received helpful advice for similar situations in the future.

The case study above shows how feedback can help build a mentee's decision making skills. This is helpful, especially in applying this feedback to other decision making situations.

2.4 Use Personal and Professional Networks to Assist the Mentee

As a mentor, you have built your connections in the workplace as you interact with your colleagues. Through these connections, you have established your reputation. You have also formed meaningful working relationships. These are your networks in the workplace. This subchapter will discuss the following two kinds of networks:

- Personal
- Professional

A *personal network* refers to the connections between you and your friends and acquaintances. People in your personal network are those you know through close interactions in the past. People in your personal network may not be directly related to your work role. For example, you may have close friends from another organisation branch.

Professional networks refer to the connections between you, your colleagues and even professionals outside your organisation. These are other professionals who have relevant duties and responsibilities to your work role. Professional networks can be seen in your organisational charts. It can also be in your email distribution lists and official workplace communication channels. Further, you may find a strong network with people in your specific industry or sector. Geography or location also plays a crucial role with building professional networks. There are local business groups that organise events to foster connections among professionals in the same region. Digital networking platforms even widen the reach of professionals to connect with each other on a global scale.

Personal and professional networks may overlap. If another supervisor is a close friend, they are both in your personal and professional networks. In general, people in your networks may change based on your relationships.

Both personal and professional networks are important in the workplace. Below are some of the benefits of personal and professional networks:

Personal networks help promote lasting, positive relations.

Professional networks enhance workplace productivity.

Diverse networks provide varied support.

Strong networks improve cooperation.

- **Personal networks help promote lasting, positive relations.**

Personal networks are for people who have close interactions. Here, people share stories and jokes and build lasting bonds. The connection forms despite productivity and performance issues in the workplace. Sometimes, personal networks stay even if people leave the organisation.

- **Professional networks enhance workplace productivity.**

Professional networks are connections focused on helping the workplace function. Professional networks help colleagues share important information. This information could be about work processes or projects. Having professional networks help the mentee share ideas and solutions. This improves knowledge sharing within teams of professionals.

- **Diverse networks provide varied support.**

Diverse networks connect different people. These people could have various roles and expertise. They could also be from multiple levels of the organisation or from various industries and locations. Connecting with people from diverse backgrounds will help the mentee find support. It will make it easier to find people the mentee can relate to. These connections will also help the mentee develop new perspectives. Exposing the mentee to other perspectives will promote a well-rounded development.



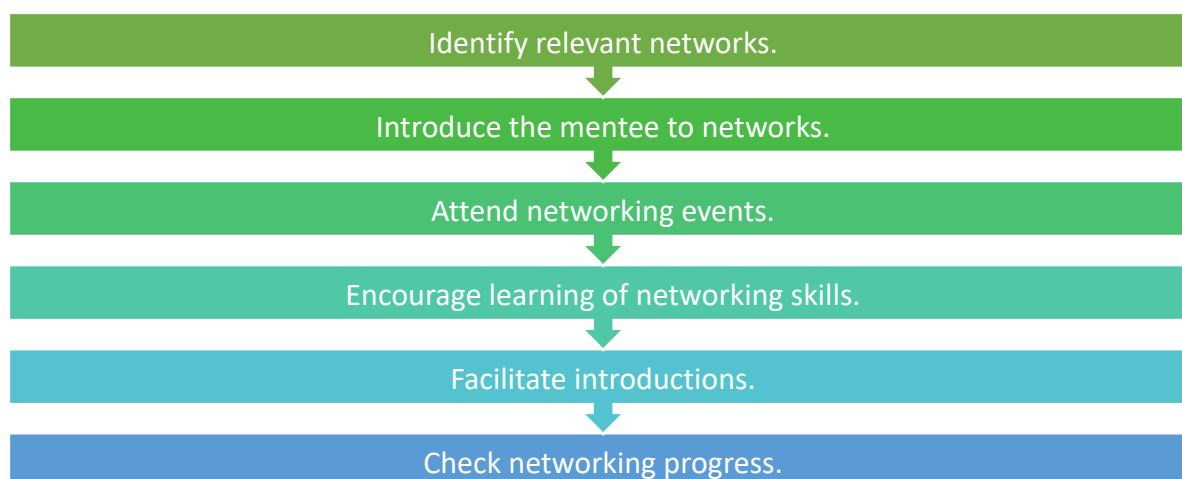
- **Strong networks improve cooperation.**

Strong networks are based on trust. Developing strong networks in the workplace makes communication faster. People in these networks will eagerly share knowledge and opinions. Strong networks are usually a mix of personal and professional networks. As a mentor, try to have a strong relationship with your mentee. As a mentor, build a strong bond with your mentee while respecting the boundaries from Chapter 1.

In summary, both personal and professional networks promote development. Using these networks to facilitate mentoring will help the mentee gain their benefits. Remember that this unit requires you to maintain a mentoring relationship with an individual from the workplace. The mentoring itself is a one-on-one professional network. You must help the mentee expand starting from a professional network.

2.4.1 Using Professional Networks to Assist the Mentee

As discussed in the previous pages, it is your role as a mentor to support your mentee to develop and expand their network. Widening their circle of connections can significantly improve their chances of achieving their goals. Further, a robust network can offer them more opportunities for success even beyond the mentoring relationship. Assisting the mentee can include helping them connect to their colleagues. It can also include improving their communication skills and reputation. To use professional networks to assist the mentee, follow these steps:



1. Identify relevant networks.

Determine professional associations like groups and communities. Then review if the mentee's goal and work roles are similar to these groups. This helps the mentee know where to focus on networking opportunities. Finally, you can create a list of suitable networks for the mentee to explore.

2. Introduce the mentee to networks.

Share the list of suitable networks with the mentee. Discuss the benefits and opportunities each network offers. Encourage the mentee to join and participate in selected networks. This fosters connections and expands their professional circle.

3. Attend networking events.

Keep track of upcoming events like workshops or conferences related to the mentee's field. Share event information with the mentee and discuss potential benefits. Encourage the mentee to attend events and engage with other professionals. This exposes them to industry insights and potential contacts.

4. Encourage learning of networking skills.

You may share communication practices that worked for you. This could be active listening and asking open-ended questions. Discuss the importance of building genuine relationships. Guide the mentee on using business cards and following up with new contacts.

5. Facilitate introductions.

Introduce the mentee to key individuals within networks. Arrange meetings or casual introductions. Teach the mentee to start small talks and follow-up strategies. This helps speed up relationship building and opens doors to potential opportunities.

6. Check networking progress.

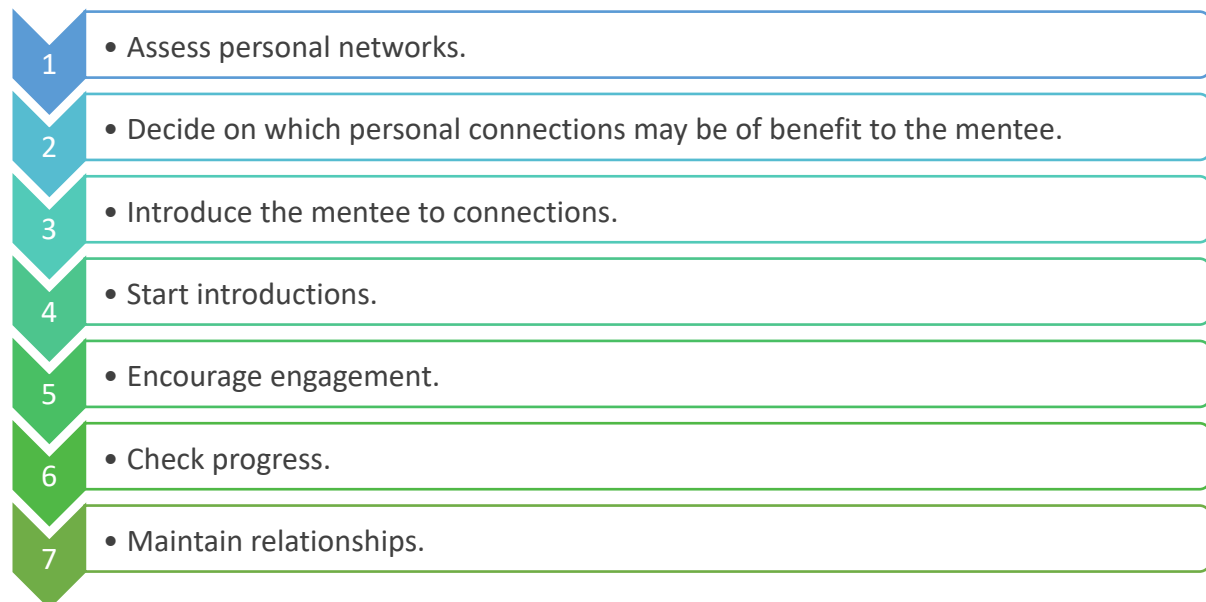
Have regular check-ins with the mentee to discuss their networking experiences. Offer feedback on their efforts and communication skills. Offer advice and potential connections to pursue.



2.4.2 Using Personal Networks to Assist the Mentee

It is important to use personal networks together with professional networks. While professional networks have benefits, so do personal networks. Recall the discussion in this subchapter's introduction. Remember that using both personal and professional networks help the mentee gain the most benefits. These benefits can be balanced opportunities and development. Personal networks are also stronger and last longer.

To use personal networks to assist the mentee, follow these steps:



1. Assess personal networks.

Check your personal contacts who may have similar careers and interests to the mentee. Identify key people who can offer guidance, opportunities or resources.

2. Decide on which personal connections may be of benefit to the mentee.

It is vital to filter this initial list of connections. Select those that are most compatible and most relevant to your mentee's goals. Further, ensure that their values and professional approach align with that of your mentee's.

3. Introduce the mentee to connections.

Share the list of connections with the mentee. Explain the benefits and opportunities that each one provides.

4. Start introductions.

Set up calls or casual meetings with the mentee and selected connections. Help the mentee start conversations and build rapport.

5. Encourage engagement.

Guide the mentee to interact with these connections. Invite the mentee to be the first to ask questions. You can also encourage the mentee to set up their casual meetings.

6. Check progress.

Ask the mentee to discuss with you the development of relationships. Gather feedback from both the mentee and connections to address concerns.

7. Maintain relationships.

Review what you achieved. Schedule regular discussions with the mentee. Offer advice and feedback. You can also suggest improvements or new connections to explore.



2.5 Provide Information and Guidance to Enhance Engagement in the Workplace

Engagement is important in any workplace. *Engagement* refers to how the mentee interacts with others in the workplace. As a mentor, interactions with your mentee are also part of their engagement in the workplace. Enhancing engagement in the workplace is important because it helps to improve the following:



- **Professional networks**

Enhancing engagement will help form professional networks in the workplace. Engagement requires interaction with others. People interact in the workplace and become more familiar with their roles. They start to form friendly relations and associations. This, in turn, helps them become more connected with their colleagues.

- **Commitment**

Enhancing engagement improves commitment in the workplace. As people interact, they become more involved with the work of one another. This way, they start to understand the importance of their responsibilities. Being part of the organisation, the mentee can start to see the big picture. The mentee will know that they are working towards a common goal. This common goal becomes part of what the mentee will strive for.

- **Communication**

Enhancing engagement improves communication in the workplace. Casual conversations are part of an engagement. As the mentee forms networks in the workplace, they open up to others. Through interactions, the mentee can share ideas and goals with their colleagues. This encourages more interaction. Eventually, people in the workplace become more comfortable working with each other. This way, people can more easily encourage and praise one another.

- **Feedback**

Enhancing engagement promotes feedback. The mentee must interact with their colleagues for work tasks or projects. Their colleagues will want to share valuable insights about their work. By encouraging the mentee to engage, others will also want to engage with them. This helps the mentee form two-way connections that can serve as a channel for feedback.

All these engagement benefits promote the mentee's professional and personal development. As a mentor, one of your responsibilities is to guide the mentee to enhance their engagement. It is also your responsibility to share knowledge and experiences for this purpose. This is because the mentee will need these to overcome challenges and problems. Remember that a mentor provides support. The mentor should not solve problems for the mentee. Instead, the mentee will learn better if they solve problems using your guidance and information. Solving problems for the mentee takes away important learning experiences for growth.

2.5.1 Providing Information to Enhance Engagement in the Workplace

You must provide relevant information for your mentee to learn. As a mentor, you should also know what information to provide your mentee. Some examples of information you can give to help your mentee are:



- **Job expectations**

Clearly outline the mentee's responsibilities and goals. This helps them understand their role and what is expected of them (e.g. goals, deadlines and project descriptions).

- **Company culture**

Share information about the organisation's values and work environment. This helps the mentee feel more connected to the workplace (e.g. company values, traditions and events).

- **Skill development**

Offer resources and guidance on developing skills. This supports the mentee's professional growth. It also increases their competence in the role. (e.g. training resources, workshops and courses).

- **Performance feedback**

Provide constructive feedback on the mentee's work. This helps them understand areas for improvement. Also, it encourages the mentee to continue development (e.g. regular performance reviews and feedback).

- **Networking opportunities**

Introduce the mentee to colleagues and suggest networking events. This helps them build professional relationships. The mentee will feel more integrated into the organisation (e.g. introductions and networking events).

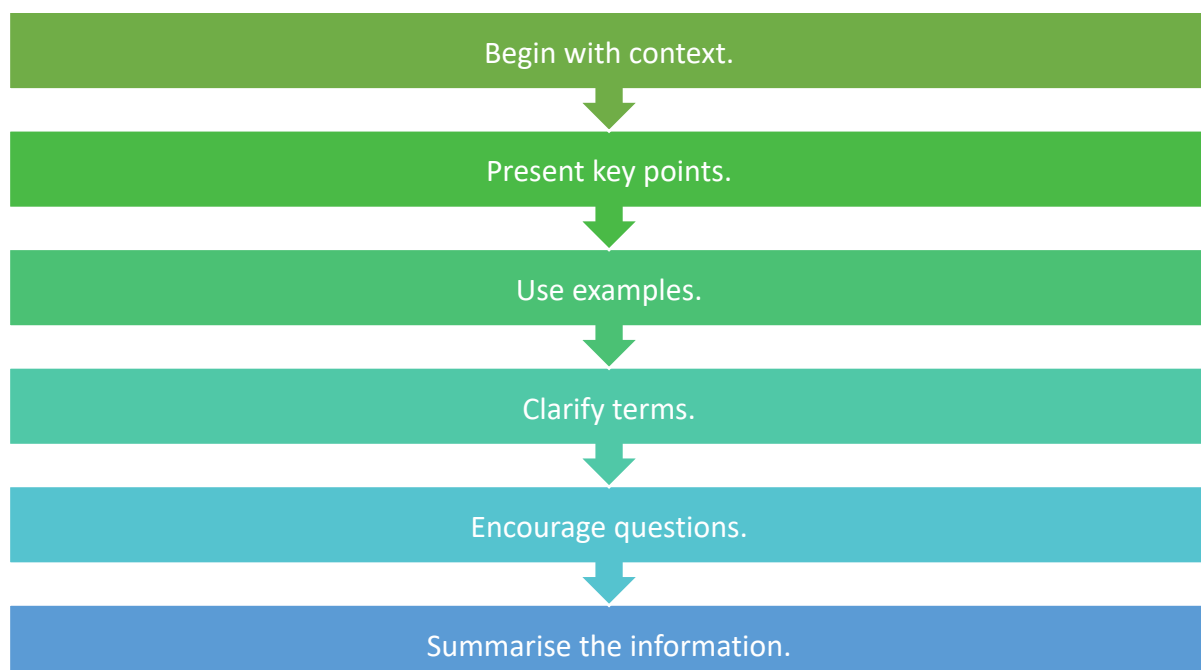
- **Problem solving strategies**

Offer advice on overcoming challenges and tackling problems. This enables the mentee to adapt to challenging situations (e.g. brainstorming sessions, best practices).

- **Career development**

Share insights on potential career paths and opportunities within the organisation. This helps the mentee set realistic goals. It also helps the mentee plan their professional growth (e.g. promotion opportunities and career paths).

While these types of information are all important to enhance engagement, how you provide them to the mentee is equally important. Delivering these different types of information follows the same process. To ensure that you deliver the information well, follow these steps:

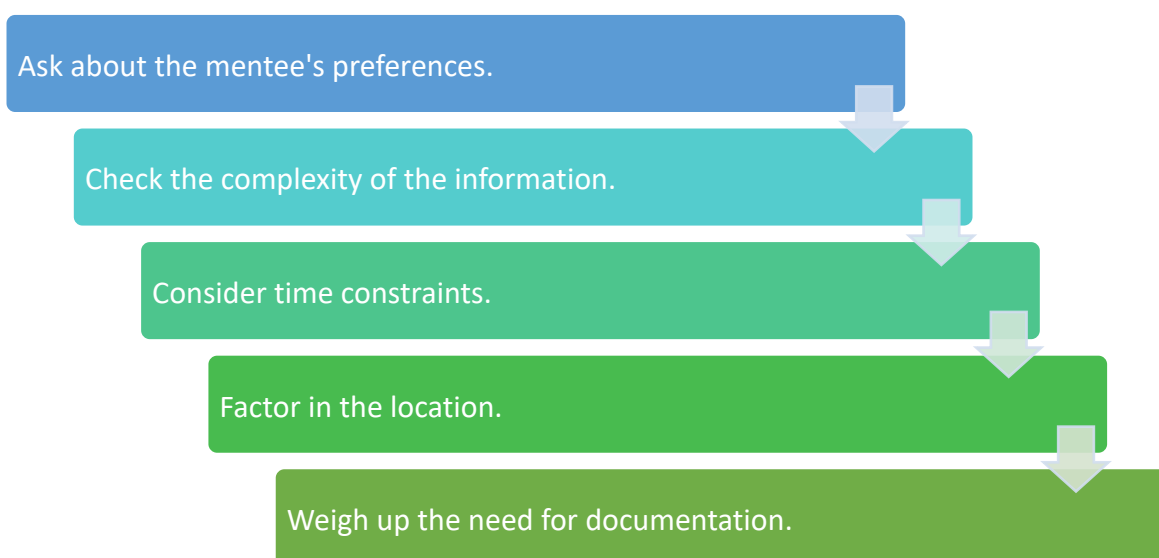


1. **Begin with context.** Start by providing the mentee with the necessary context or background information related to the topic. To do this, offer a brief overview of the topic. Then explain its relevance to the mentee's role and the workplace. This will help them understand the importance of the information you share.
2. **Present key points.** Clearly outline the main points of the information in a logical order. To outline, use bullet points, numbers, or headings to organise the main points in a structured manner. An outline will make it easier for the mentee to follow the information. Doing this will ensure that each point is easy to understand and builds upon the previous one.
3. **Use examples.** Reinforce the information by providing relevant examples. You can do this by sharing real-life scenarios or workplace experiences. This will help you demonstrate the application of the information in a practical context.
4. **Clarify terms.** Ensure the mentee understands any technical terms or industry jargon used in the discussion. You can do this by providing clear explanations or definitions. Define any unfamiliar terms or phrases and provide alternative wording or synonyms to help the mentee grasp the meaning.
5. **Encourage questions.** Invite the mentee to ask questions or seek clarification on any aspects of the information they may find confusing or unclear. Ask the mentee to share any concerns or uncertainties. Then give clear and concise responses to address their questions.
6. **Summarise the information.** Conclude the delivery by summarising the key points. Highlight the main takeaways for the mentee by briefly mentioning important information again. Repetition will emphasise their importance to the mentee's workplace engagement and success.

Following these steps will help the mentee understand and remember any information you want. It is also important here to consider where you can provide this information. Below are some common mediums for providing information in the workplace. Included here are the main ways how to use them:

Face-to-face	• Engage in a focused conversation to deliver information.
Email	• Write a clear and concise message.
Phone calls	• Speak in a normal pace and calm tone.
Online messaging	• Use short and simple sentences.

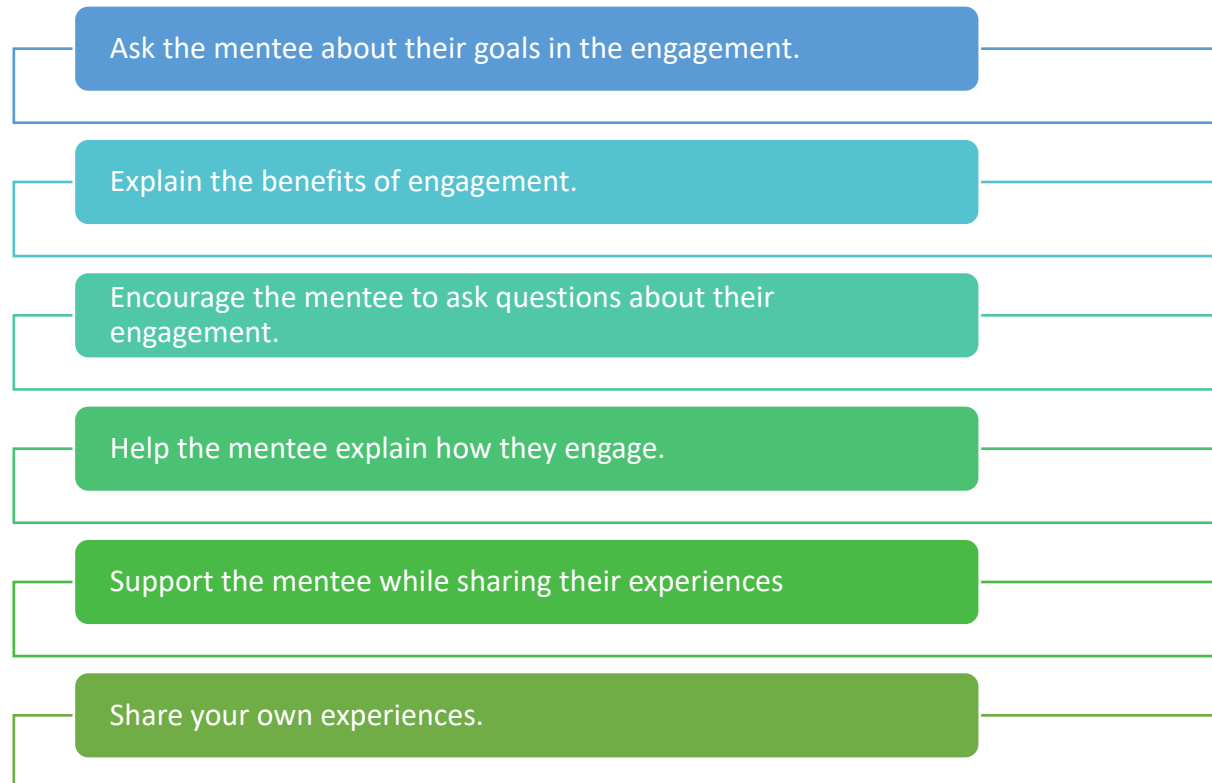
Using different communication mediums will make the information easier to obtain. Refer to these steps to choose the medium you will use to provide information:



1. **Ask about the mentee's preferences.** Consider the mentee's preferred learning style and communication preferences. This will help you identify which method may work best for them. Ask the mentee about their preferred way of receiving information. If possible, you can also observe their past communication patterns. Observing will help you determine their most effective learning style.
2. **Check the complexity of the information.** Determine if the information being shared is simple and straightforward or complex and detailed. This will help you decide which medium is most suitable. See the information and determine if it requires an in-depth explanation or can be easily conveyed through a written message.
3. **Consider time constraints.** Consider the availability and schedules of both the mentor and mentee and the urgency of the information being shared. Check your and the mentee's schedules to find a suitable time for communication. Then decide whether the information needs to be shared immediately or can wait for a scheduled meeting.
4. **Factor in the location.** Face-to-face communication may be more effective if the mentor and mentee are in the same workplace. Remote work settings might require digital communication methods. Review the physical distance of both parties. Then consider if in-person or virtual meetings would be more convenient and efficient.
5. **Weigh up the need for documentation.** If it is important to have written records, written communication methods will be more suitable. Emails or messaging platforms are some examples. Consider whether the shared information needs to be documented or referenced later. Then choose a medium that allows for easy record keeping if necessary.

2.5.2 Providing Guidance to Enhance Engagement in the Workplace

As discussed in the introduction, you should provide guidance to enhance engagement. There are many ways to provide guidance when facilitating a mentoring relationship. Here are some ways to provide guidance to improve engagement:



- **Ask the mentee about their goals in the engagement.**

Asking about their goals helps you understand where the mentee may need further guidance. This also helps you adjust your feedback. It can help you focus on giving more advice or asking more questions. The mentee's goals will also guide you on how to help them start connections. Knowing the mentee's goals can help you consider connecting them to relevant networks.

- **Explain the benefits of engagement.**

When asking, you may realise that the learner is not interested in engaging in the workplace. You can persuade them by explaining what they can gain through engagement. Remember that the mentee will want to learn if they know how engagement can help them.

- **Encourage the mentee to ask questions about their engagement.**

Asking guided questions will help your mentee think about engagement. This also motivates your mentee to reflect on their interactions. Asking questions that help them think assists you in guiding them to learn independently.

- **Help the mentee explain how they engage.**

The mentee may engage in ways that they do not realise. Help them realise what they are doing by asking them to explain their interactions. This will further help them reflect on what else to improve.

- **Support the mentee while sharing their experiences.**

One way to support their sharing is through your body language. Face the mentee and react to what they are sharing. You can nod if you agree. You can also consider smiling to show if you approve. If the mentee shares awkward or challenging experiences, acknowledge the situation.

- **Share your own experiences.**

Sharing your own experiences can help you improve how the learner connects to you as their mentor. This will help them know that you understand their experiences. This will also build trust. Trust is a key element of engagement. If your mentee lacks trust in your relationship, they will hesitate to engage.



2.6 Resolve Differences and Obtain Assistance According to Organisational Procedures

While mentoring, there will be differences between you and the mentee. These differences may be based on culture, beliefs and opinions. These may lead to conflict in the mentoring relationship. It is important to resolve conflicts and differences as soon as they arise. This will help avoid losing focus on the goals of the mentoring relationship. You must do these things according to your organisation's procedures. You must also do these without damaging the mentoring relationship. To resolve differences, here are some sample organisational procedures to follow:



1. Have an honest discussion.

Invite the mentee to a serious discussion about the issues and differences. Be transparent about the purpose of the discussion. Explain that honesty will help you find solutions to the issue.

2. Explain viewpoints.

Have each person explain their point of view. Encourage the mentee to express how they feel about the situation. Ask for their views on the issues at hand. Listen and understand their point of view. You should also express how you feel and your views on the issues. Ask the mentee to listen and understand your point of view as well.

3. Find common ground.

Finding common ground is about finding areas of mutual agreement and shared objectives between the mentor and the mentee. Find solutions that benefit both parties. To do this, compare what you want and what the mentee wants. See if you have similar wants and needs. Encourage the mentee to state what they want and do the same. Work on developing a solution that explore alternative approaches that accommodate the shared needs and objectives. . Then propose steps on how you and your mentee can both achieve your wants and needs.

4. Maintain confidentiality.

Secure your notes and observation. Whether you write or record the meeting or conversation, always ask for the mentee's consent. Avoid sharing these discussions with others without permission. Ask the mentee to do the same.

5. Ask for assistance from the organisation.

Review organisational policies and procedures. You and the mentee may need to participate in a formal procedure for conflict resolution. Consider consulting with other supervisors.

Whenever conflicts arise, a win-win situation is the desired outcome. However, you may be unable to resolve differences after discussing them with the mentee. You and your mentee may not agree on the solutions to resolve your differences. A lose-lose outcome arises from unwillingness of both parties to negotiate. If this happens, dissatisfaction for both the mentor and mentee occurs. A win-lose outcome may also occur and can foster feelings of resentment. For these cases, it is important to ask for the organisation's help in the workplace. Asking for help will ensure the fairness of the process. Also, this will make sure that the differences will resolve formally. Solutions will be official if you follow the organisational procedure. Below is a sample organisational procedure you may need to follow:



1. Review policies.

Review conflict resolution guidelines by accessing official documents. You can try accessing the official website of the organisation. You can also look through official publications.

2. Approach the appropriate department.

Contact human resources or relevant personnel. To check for relevant personnel, look through the organisational chart. Be mindful of the roles and responsibilities of the personnel. You can also consult with colleagues on how to reach the relevant personnel. Examples of relevant personnel could be a human resource manager or other workplace supervisors.

3. Communicate the situation.

Explain the issue clearly. It would be better if you talked with the mentee about this communication. This will make communication fairer and clearer. Present potential solutions and areas for support.

4. Collaborate on resolution.

Work with organisational representatives to address the issue. Apply agreed-upon strategies to resolve the conflict. In applying these strategies, always work with your mentee. Confirm if your mentee agrees with the application of the resolution.

5. Monitor progress.

Check the effects of the resolution. Make sure that the mentoring relationship remains positive and productive.

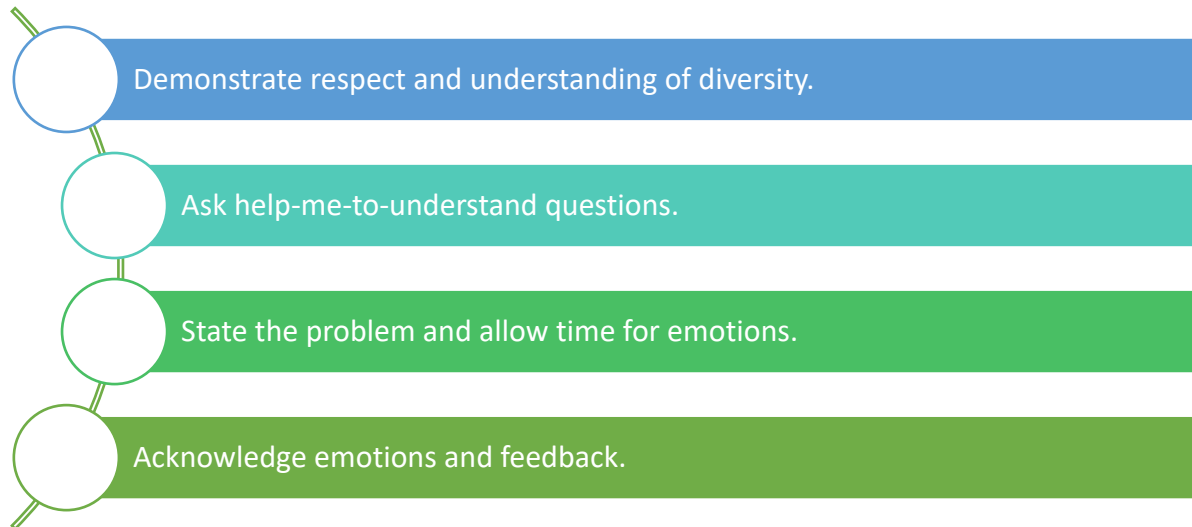
6. Learn from the experience.

Reflect on the conflict resolution process. Think of ways to prevent future disagreements within the mentoring relationship. Here are some lessons that can be learnt.



Organisations may also require official forms that you should submit. Resolving the difference will also take time, depending on the organisation.

Aside from these steps, you can resolve differences by communicating with the mentee. Here are some techniques for resolving differences without damaging the mentoring relationship:



- **Demonstrate respect and understanding of diversity.**

Respecting diversity involves knowing that people are unique. Despite differences, it is important to understand that everyone should be respected equally. Fair treatment of the mentee is essential to maintain a positive mentoring relationship. By embracing diversity, the mentor and mentee can learn from each other's experiences, perspectives, and ideas. This fosters a collaborative environment for growth.

- **Ask help-me-to-understand questions.**

Asking help-me-to-understand questions encourages open communication. These questions also help avoid assumptions or assigning motives. The mentor and the mentee can better understand each other's perspectives by asking for clarification. This will help them work together to address any differences.

- **State the problem and allow time for emotions.**

It is crucial to state the problem and give the other person time to process their emotions. Allowing time for emotional reflection promotes a more stable conversation. This will help the mentor and the mentee come up with logical solutions.

- **Acknowledge emotions and feedback.**

This will help the mentor and mentee empathise with each other. Helping each other understand how one feels will promote trust in the relationship. This approach helps to create more transparent communication for resolving differences.

To apply these techniques, here are some examples:

Techniques	Examples
Demonstrate respect and understanding of diversity.	<ul style="list-style-type: none"> ▪ 'I understand that your culture has a unique perspective on this issue. Can you please share your thoughts so I can learn more?' ▪ 'As we come from different backgrounds, I am curious about your experiences and how they shape your approach to this task.'
Ask help-me-to-understand questions.	<ul style="list-style-type: none"> ▪ 'Can you explain your thought process behind this decision? I want to understand your approach better.' ▪ 'I noticed you chose a different method for this task. Can you help me understand why?'
State the problem and allow time for emotions.	<ul style="list-style-type: none"> ▪ 'I have noticed we have different opinions on this matter. I would like to discuss this further but let us take a moment to collect our thoughts before continuing.' ▪ 'It seems we are not on the same page regarding this project. Can we take some time to think about it and revisit the conversation later?'
Acknowledge emotions and feedback.	<ul style="list-style-type: none"> ▪ 'I understand that you are feeling frustrated about this situation. I appreciate your honesty and want to work together to find a solution.' ▪ 'Thank you for sharing your concerns. I need to know how you feel so that we can address this issue effectively.'



Multimedia

Here is a video discussing more about how to facilitate a mentoring relationship. This video focuses on giving feedback on performance, as well as giving effective resolution.

[Australian Coaches - Mentoring feedback](#)



Checkpoint! Let's Review

1. Facilitating a mentoring relationship starts with trust. Trust helps both the mentor and mentee respond to each other's feedback.
2. It is the mentor's responsibility to provide information and guidance through feedback. Effective feedback will help the mentee develop skills like problem solving and decision making.
3. Helping the mentees form networks with their colleagues will help them build confidence. It also improves the productivity of the workplace.

III. Monitor Mentoring Relationship

In the previous chapters, you learnt how to prepare and develop a mentoring plan. You have also learnt how to facilitate mentoring relationships. In this chapter, you will focus on monitoring the mentoring relationship. Monitoring is a way to manage the progress of the relationship. This includes assisting in planning, giving feedback and discussing changes.

Monitoring is an important part of mentoring. Monitoring will determine if the mentee is on track to reach their goals. Monitoring also lets you know the effects of your mentorship. By monitoring, you will notice if your mentorship was able to help the mentee. Then you can adjust how you provide mentorship depending on your monitoring results. Here are some of the benefits of monitoring your mentoring relationship:

Improves communication

- Monitoring involves having back-and-forth conversations with your mentee. This helps encourage dialogue and openness.

Identification and resolution of issues

- When monitoring changes, you will see if your relationship has unwanted effects. You can also spot potential issues if you pay attention to monitoring.

Increases satisfaction for both mentor and mentee

- Monitoring helps you see the effects of your mentorship immediately. This helps you understand the impact of each other's actions. This also lets you and your mentee know and celebrate each other's successes and achievements.

Better chances of achieving the mentoring objectives

- Monitoring helps you guide the mentee to the intended results of the mentoring relationship. Without monitoring, you may not know if the mentee achieved the objectives on their own efforts or just luck.

In this chapter, you will learn how to:

- Provide planning assistance and guidance that suit the mentee's requirements
- Provide feedback to the mentee on achieving the expectations and goals of the mentoring process
- Recognise and discuss changes in the mentoring relationship with stakeholders
- Negotiate and manage the closure of the mentoring arrangement

3.1 Provide Planning Assistance and Guidance That Suit the Mentee's Requirements

In the workplace, your mentee will have their own goals and objectives. Their goals could be to improve performance, get a promotion or beat a deadline. As a mentor, you are responsible for providing guidance and planning assistance. *Providing planning assistance* means that you should help the mentee come up with a plan to meet their goals. Helping the mentee in planning is important because:

Establishing a plan helps set goals and direction.

Establishing a plan helps track skills development.

Establishing a plan helps provide structure to learning.

Establishing a plan helps retention and career advancement.

Establishing a plan increases engagement.

Establishing a plan improves the mentor-mentee relationship.

- **Establishing a plan helps set goals and direction.**

Helping the mentee plan helps them set clear goals and direction. Having clear goals allows the mentee to concentrate their efforts effectively. This also enables the mentee to prioritise their tasks. A plan ensures they stay on track with their career and personal development objectives.

- **Establishing a plan helps track skills development.**

By helping the mentee plan, mentors can identify areas where the mentee needs to improve or develop new skills. By addressing these gaps, the mentee becomes more competent and confident in their role. Overall, this improves the mentee's professional growth.

- **Establishing a plan helps provide structure to learning.**

Assisting in planning helps create a structured approach to the mentee's learning and development. This structure can benefit mentees who struggle with self-directed learning. Structured learning also helps mentees become consistent by establishing a routine.

- **Establishing a plan helps retention and career advancement.**

By helping the mentee plan, mentors can help them feel more supported and valued in their workplace. This improves satisfaction. Satisfied mentees stay longer. Satisfied mentees also have the potential for career advancement. This benefits both the mentee and the workplace.

- **Establishing a plan increases engagement.**

When mentees are involved in planning, they feel a sense of ownership over their goals. This sense of ownership makes them more committed to achieving them. This increased motivation can lead to better engagement and job satisfaction.

- **Establishing a plan improves the mentor-mentee relationship.**

Collaborative planning helps build a stronger relationship between the mentor and mentee. It also fosters trust, open communication and mutual respect. This is vital to the success of a mentoring relationship because it helps both parties work together and support each other's growth.

To summarise, there are many benefits to helping the mentee plan. As a mentor, you help achieve these benefits more by providing planning assistance and guidance.

3.1.1 Providing Planning Assistance

Planning assistance focuses on helping the mentee develop a plan of action. These actions should lead to the mentee developing a specific work goal. Below are some tips you can use when providing planning assistance:

Set clear goals.

Make a to-do list.

Prioritise tasks.

Make a schedule.

Keep a time log.

Put good systems in place.

Delegate tasks.

Learn how to say no.

- **Set clear goals.**

The first thing to do is for you and the mentee to identify the requirements for the project or the mentee's needs. When you have identified the requirements, you may help the mentee set clear goals relevant to the task at hand. Setting specific and exact goals will help the mentee plan the exact sequence of steps to be undertaken to achieve these goals.

- **Make a to-do list.**

To-do lists are an organised way of remembering all tasks for a project. To use to-do lists effectively, break down large or complex tasks into smaller tasks and focus on completing one task at a time. Once done, the mentee can cross the item off the list and move on to the next task.

- **Prioritise tasks.**

Your mentee may have tasks they need to accomplish for several days. You and the mentee must prioritise tasks. Make sure the most important and urgent tasks are completed first.

- **Make a schedule.**

You can use your to-do list and priorities to make a schedule. Having a schedule makes the flow of work more efficient. You may use tools to manage your schedule better (e.g. calendar apps). The mentee must choose the tool that best suits their preferences and requirements.

- **Keep a time log.**

Let the mentee track how they spend their time. This gives them a better understanding of the speed and pace at which they work. This will help them decide on time frames and time allocation for their next tasks.

- **Put good systems in place.**

This has to do with implementing systems to organise important information. This information may be for tasks and projects. Systems can be in emails like inbox management or file organisation. An organised file system will save the mentee time because they can access information more quickly.



- **Delegate tasks.**

Some workplace projects or tasks are too big or complex. The mentee may be taking these tasks at once. You must guide the mentee not to take on too much responsibility. Overloading himself with too many tasks may lead to burnout or inefficiency. Help the mentee learn the skill of assigning tasks to others when it is more convenient and efficient to do so.

- **Learn how to say no.**

You can advise the mentee that their time and resources are precious and limited. As such, they must only use it for the most important tasks. Again, this goes back to the priorities they have set. Focus on the item in the priority list. Anything that is not part of their list of priorities must be set aside. This will help them focus on their goals. Guide them with some assertive ways to decline. Some of them are shown below.



When providing a planning assistance form, you should keep the following in mind:

- **Be clear and concise.**

Ensure that the plan is easy to understand and follow. Outline the tasks and steps using simple sentences. Describe steps using numbers or bullet lists.

- **Set realistic timelines.**

The timelines should be achievable. Remember that this unit requires you to have three sessions. Each session should be at least 30 minutes long. Account for any potential roadblocks or delays.

- **Be flexible.**

The plan should be adaptable to changes. There may be emergency circumstances. You should be willing to change the plan as needed.

Below is a sample form that applies the discussion above on providing planning assistance. This is filled up by a mentor as a response for a mentee who would like assistance in developing project management skills. The form contains pertinent details of both mentor and mentee. Further, it also includes the following:

- Tasks that the mentor plans to give to the mentee.
- The expected timeframe and milestones of how the assistance should be carried out.
- Resources that the mentee can utilise to improve the skill they need assistance for.
- The mentor's expectations of the mentee during or after the course of this mentorship phase.

Planning assistance form	
Mentor name:	John Smith
Mentor role:	Marketing Coordinator
Mentor email:	johnsmith@company.com
Mentee name:	Smith Johnson
Mentee role:	Marketing Associate
Date:	29 March 2023
Mentor notes:	In response to mentee request form number 5

Planning assistance form	
Goal	Develop project management skills
Tasks	<ol style="list-style-type: none"> 1. Attend a project management course within the next three months. 2. Identify and work on a project to manage from start to finish. 3. Learn and utilise project management software.
Timeline	<ul style="list-style-type: none"> ▪ Month 1: Research and join a project management course. ▪ Month 2: Identify and begin work on a project to manage. ▪ Month 3: Learn and utilise project management software to manage the project.

Planning assistance form	
Goal	Develop project management skills
Resources	<ul style="list-style-type: none"> Project management course materials Project management software
Mentor expectations	<ul style="list-style-type: none"> Prioritise and maintain high standards of quality throughout the project lifecycle. Achieve the desired outcomes on time and within budget.

3.1.2 Providing Guidance

Planning guidance is where you provide general tips and support for a mentee's development. A guidance form is to be filled up by a mentor. The form contains pertinent details of both mentor and mentee. Further, it also includes the following:

- Guidance plans of the mentor to assist the mentee in developing a certain skill.
- Resources that the mentee can utilise to improve the skill they need assistance for.
- The mentor's expectations of the mentee during or after the course of this mentorship phase.

Here is a sample guidance form:

Guidance form	
Mentor name:	John Smith
Mentor role:	Marketing Coordinator
Mentor email:	johnsmith@company.com
Mentee name:	Smith Johnson
Mentee role:	Marketing Associate
Date:	29 March 2023
Mentor notes:	In response to the mentee guidance request form number 5

Guidance form	
Goal	Improve communication skills
Guidance	<ol style="list-style-type: none"> 1. Identify areas for improvement, such as active listening or persuasive speaking. 2. Evaluate current communication habits and routines. 3. Set achievable goals for improvement. This can be speaking up in meetings or asking more questions. 4. Seek feedback from colleagues and managers on communication skills.
Resources	Communication training materials
Mentor expectations	The mentor expects the mentee to demonstrate effective communication skills, including active listening, clear and concise expression of ideas and proficient written communication.

3.1.3 Styling to Suit the Mentee Requirements

The discussions above are just some things you can do as a mentor to assist. Remember that you and your mentee have different needs and requirements. For an individual mentee, these requirements can change as you develop the mentoring relationship. It is important to monitor these changes so that you can adjust your mentorship. To keep track of these changes, keeping a record of the mentee's requirements is helpful. You can ask the mentee to fill up a form for their requests. You can use different templates depending on the workplace requirements. Here is a sample:

Mentee planning assistance and guidance request form	
Name:	Alex Smith
Position:	Junior Software Developer
Department:	IT
Contact information:	alex.smith@company.com (555) 123-4567

Mentee planning assistance and guidance request form	
Section 1: Goals and direction	
Short-term career goals (within the next 12 months):	Gain proficiency in Python and JavaScript; complete three major projects successfully.
Long-term career goals (3 to 5 years):	Transition to a full-stack developer role; become a team lead.
Personal development objectives:	Improve time management and communication skills
Section 2: Strengths and areas for improvement	
Strengths:	Quick learner, strong analytical skills, proficient in Java
Areas for improvement:	Limited experience with front-end development, managing competing priorities and presenting to non-technical stakeholders
Section 3: Desired support and resources	
Preferred type of guidance:	Skill development, networking and goal setting
Requested resources or opportunities:	Access to relevant online courses and opportunities for public speaking
Section 4: Availability and preferences	
Preferred meeting frequency:	Bi-weekly
Preferred meeting format:	In-person or video call
Availability for meetings:	Mondays and Wednesdays between 2 pm and 5 pm
Section 5: Additional information	
Any other information, concerns, or expectations regarding the mentoring relationship:	Looking for a mentor who can provide constructive feedback and help navigate the company culture
<p><i>By submitting this form, the mentee agrees to engage in a mentoring relationship and actively participate in planning and guidance sessions. This information will help the mentor tailor their approach to meet the mentee's specific needs and objectives.</i></p>	



In the template in the previous page, notice that there are five sections aside from the basic information. Use these five sections to inform you what specific assistance or guidance you need to provide. Remember that this is for a general mentoring arrangement. Depending on their work role, your mentee's requirements can be more technical or specific. There could be more sections as your mentee's work role requirements become more complex. To use the mentee request form in providing planning assistance and guidance, consider these tips:

- **Background information**

Review the discussion on documenting the mentoring plan from Subchapter 1.2. Consider the organisation's policies and procedures, especially regarding privacy and information. Ensure that the details in this part of the form can only be read or accessed by you or other mentoring personnel from the organisation. Some of them are the heads of the human resource department or training and development. Request the mentee to include details on how you can contact them, like their work emails or phone number. Other important information here is the department and position of the mentee. Their work role or job description will be the context of all your advice and guidance on workplace performance.

- **Goals and direction**

Ask the mentee to be clear on what they aspire to do in the workplace. Your role as a mentor is to help them reach these goals. You should also advise them about the best direction for their professional growth, such as promotions. The goals and directions indicated here by your mentee should be the result of your mentoring. Remember that a goal must be specific and time-bound. Request the mentee to write a specific date or time for their long-term and short-term goals. Use these timelines when you plan your mentoring. Negotiate with the mentee about your timeline as well.

- **Strengths and areas for improvement**

Remember to include a section in your mentee request form where the mentee can write what they can and want to do. Ask the mentee to be specific when writing about improvement areas. Clarify to the mentee that this section refers to their skills and knowledge. Encourage the mentee to apply their strengths to address their areas for improvement. Include an application of the mentee's strengths when you write your planning assistance and guidance.

- **Desired support or resources**

In this section, the mentee can detail their specific preferences on how they want you to provide mentoring. Always negotiate their requests, especially if their requests are beyond your expertise. You can refer them to support materials or personnel in these cases. If the mentee asks for support in several areas, focus on those that will improve their workplace performance.

- **Availability and preferences**

Request the mentee to write where and when they can receive your assistance and guidance for their request. Encourage them to be as honest as possible about their preferences and schedule. Sometimes, the mentee will hesitate to inform the mentor at their most convenient time to try to accommodate the busy schedule of mentors. Negotiate with the mentee in case of conflict in schedules.

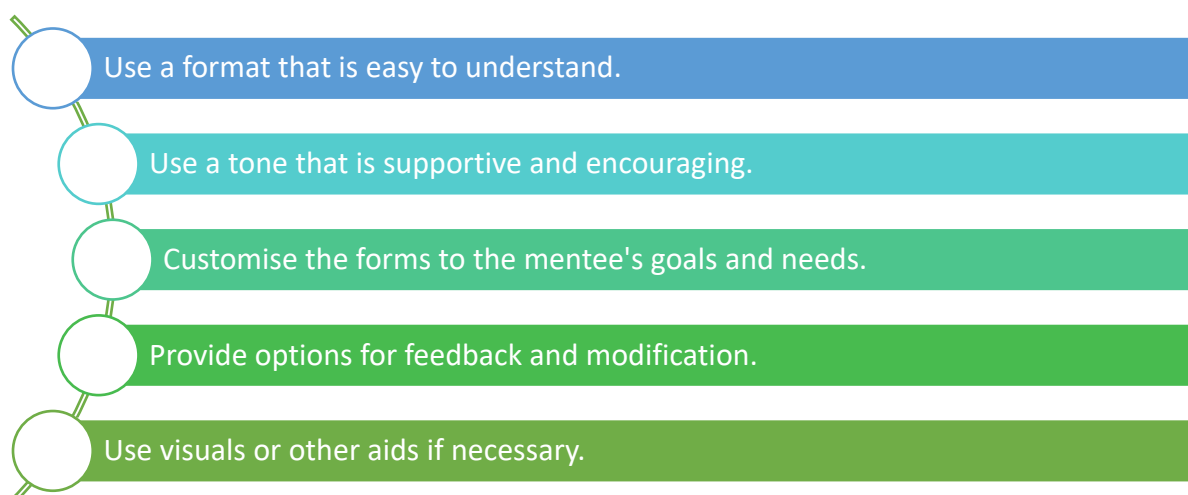
- **Additional information**

Ask the mentee to share their expectations about your mentoring. Encourage them to inform you about their unique learning needs, if any.

Be mindful of the mentee requirement in the form. Style your planning assistance and guidance according to the mentee's answers. Based on the mentee requirements, you can do the following to style your assistance and guidance:

Tips for styling assistance and guidance	Examples based on the mentee requirements
Focus on goals and direction	Guide the mentee in developing actionable steps to achieve their short-term goal.
Address strengths and areas for improvement	Use the mentee's strength as a quick learner to help them improve their front-end development skills.
Cover desired support and resources	Provide guidance on networking and goal setting, as requested by the mentee. Suggest relevant online courses to enhance their skill set.
Consider availability and preferences	Schedule bi-weekly meetings on Mondays or Wednesdays between 2 pm and 5 pm. This is in line with the mentee's preferred meeting frequency and availability.
Utilise additional information	Offer constructive feedback. Help the mentee navigate the company culture, as mentioned in their additional information.

To summarise, here are things to consider when styling your assistance and guidance to suit the mentee's requirements:



- **Use a format that is easy to understand.**

Choose a format that is clear and easy to understand, such as a table or checklist. Avoid using complex formatting or jargon that may be difficult for the mentee to understand.

- **Use a tone that is supportive and encouraging.**

The language used in the forms should be supportive and encouraging. Emphasise the mentee's strengths and potential for growth.

- **Customise the forms to the mentee's goals and needs.**

Customise the forms to the mentee's specific goals and needs. This may involve modifying the tasks or timelines to better suit the mentee's schedule or preferences.

- **Provide options for feedback and modification.**

The forms should allow feedback and modification as the mentee progresses towards their goals. This may involve adding or removing tasks, adjusting timelines or modifying the success criteria.

- **Use visuals or other aids if necessary.**

Depending on the mentee's learning style, it may be helpful to include visual aids, such as diagrams or flowcharts. Consider other aids, such as examples or case studies, to illustrate concepts or tasks better.

Overall, the styling of planning assistance and guidance forms should fit the needs and preferences of the mentee. The forms should be clear, supportive, and customisable. It should be designed to help the mentee achieve their goals in a structured and effective manner.

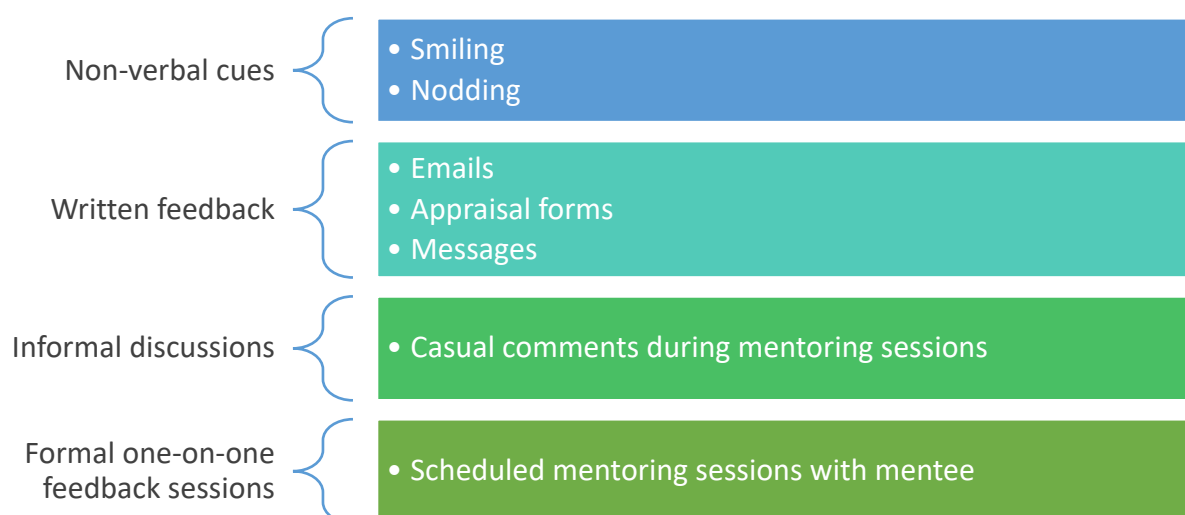
3.2 Provide Feedback to the Mentee on Achieving the Expectations and Goals of the Mentoring Process

In mentoring, *feedback* is a communication process between the mentor and mentee. Feedback includes sharing positive criticism and advice. To give feedback, you can also share observations and suggestions. These comments should focus on the mentee's performance, progress or understanding.

Feedback is a vital part of mentoring. It helps you check if your mentoring is effective. It also helps the mentee know their progress. By providing clear and timely feedback, you can ensure the mentee gets help when they need it. You can also adjust the mentoring relationship as needed. Giving feedback helps build a positive mentoring relationship and encourages improvement. Providing feedback does the following:

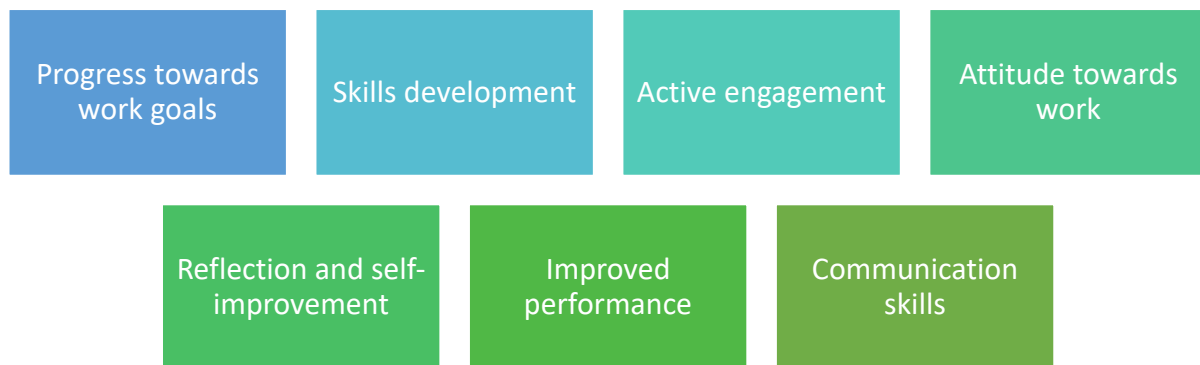
- Keeps the mentee stay on track towards set expectations and goals
- Motivates the mentee through praise and acknowledgement
- Helps the mentee build confidence in their job
- Helps the mentee recognise and maintain their strengths
- Provides direction to the mentee and helps them know how they are doing
- Helps the mentee understand your expectations
- Encourages open communication in the mentoring relationship

Ultimately, providing feedback leads to better learning. There are also different forms of feedback, such as the following:



Recall the discussion from Subchapter 1.3 on the expectations and goals of the mentoring process. Remember that expectations are the beliefs about the mentoring process. These beliefs can be from both mentor and mentee. For example, a mentee expects to receive feedback throughout the mentoring process. Goals refer to what the mentor and mentee seek to achieve at the end of the mentoring process.

One of the main goals of mentoring is to help the mentee perform better in the workplace. As a mentor, your role involves telling the mentee how they are doing in reaching the expectations and goals. Feedback is a way to tell your mentee about this. The following are some areas that you can look into when providing feedback:



- **Progress towards work goals**

See if the mentee is making steady progress and meeting milestones related to their work goals. Use feedback to ask and confirm their achievements. Acknowledge their achievements and suggest the next steps.

- **Skills development**

Check if the mentee is acquiring new skills, knowledge or competencies relevant to their objectives. Use feedback to comment on your mentee's skill development. Praise their new skills and recommend further training.

- **Active engagement**

Check if the mentee is actively participating in the mentoring relationship. Notice if they are asking a question and seeking advice. For feedback, you can encourage participation and ask questions.

- **Attitude towards work**

Observe if the mentee demonstrates a willingness to learn. The mentee can also come up with an active approach to overcoming challenges. For feedback, you can reinforce their eagerness. You can also support their solutions.

- **Reflection and self-improvement**

As a mentor, giving continuous feedback to your mentee helps them reflect on their experiences. The mentee learns from mistakes and applies feedback. For this, you can discuss their insights. You can also guide them in applying feedback.

- **Improved performance**

Identify whether your mentee has shown improvement in their skills. For this, you can recognise their improvements. You can also set new challenges.

- **Communication skills**

Observe if your mentee maintains open and effective communication with you and others in the workplace. For this, you can praise their effective communication.

In summary, these areas can be some of the topics of your feedback. Monitoring these areas, as well as the mentoring objectives, will help you give better feedback. You can refer to this table for examples of feedback based on these areas:

Area	Examples
Progress towards work goals	‘You reached your sales target. Great job!’
	‘Let us discuss new targets for next month.’
Skill development	‘Your presentation skills have improved.’
	‘Consider attending an advanced course.’
Active engagement	‘I appreciate your active involvement.’
	‘Consider attending an advanced course.’
Attitude towards work	‘Your positive attitude is inspiring.’
	‘Maintain this mindset to overcome obstacles.’
Reflection and self-improvement	‘You learnt from your last project's mistakes.’
	‘Reflect on key takeaways for future projects.’

Area	Examples
Improved performance	'Your productivity has increased recently.'
	'Try tackling more complex tasks next.'
Communication skills	'Your communication with the team is clear.'
	'Keep practising active listening skills.'

You can also organise your feedback using a structure. Here are some of the structures of feedback that you can give your mentee:

- **All praise**

This feedback is when you only give your mentee acknowledgement for good performance. This also typically includes encouragement to maintain good performance.

- **Sandwich**

This type of feedback involves balancing positive feedback with negative feedback. For instance, you may start the feedback session by praising the mentee. Then, follow it up with a suggestion for improvement, then praise, and so on. This method stops your mentee from feeling de-motivated and overwhelmed by the negative feedback given to them.

- **STAR**

The STAR model is a method used to structure feedback. It stands for Situation, Task, Action and Result. The 'Situation' involves describing the context or the environment in which the action took place. 'Task' outlines what was required or expected to be done in that particular situation. 'Action' represents the behaviour or the mentee's steps in response to the situation or task. Lastly, 'Result' explains the outcome of those actions, whether they were successful or not. This model allows you to give clear, concise and constructive feedback.

Based on [Prepare for a job interview](#), used under CC BY 4.0. © Commonwealth of Australia

Here are some examples that show the application of the STAR model:

STAR element	Example feedback
Situation	'At our workplace in the weekly team meeting held on Monday...'
Task	'Your role was to present the project progress your team has been working on.'
Action	'You prepared a detailed presentation explaining the current status, issues faced and potential solutions.'
Result	'Due to your thorough presentation, the whole team gained a clear understanding of the project, which led to productive discussions and effective problem solving.'

3.3 Recognise and Discuss Changes in the Mentoring Relationship With Stakeholders

Mentoring relationships change. It can change because of factors not related to the workplace, such as personal issues. It can also change as you interact with the mentee. Finally, it can change because of other people in the workplace. Part of your role as a mentor is to monitor these changes. To effectively monitor these changes, you should know how to recognise them. These changes may include but are not limited to the following:

Changes in the mentee's needs

Changes in schedule

Changes in priority

Changes in behaviour

Changes in pace

Changes in mentee's position at work

- **Changes in the mentee's needs**

The mentee's needs can change. You may not have the knowledge or experience to address their needs anymore. When this happens, the goal of the mentoring relationship may not address the new needs of the mentee.

- **Changes in schedule**

The mentor may no longer have time for the mentoring relationship. In the same way, the mentee's schedule can also change. This way, the mentoring partners can no longer follow the mentoring schedule.

- **Changes in priority**

Some more important tasks in the workplace can take up priority. An example of this is a deliverable near its deadline. This change can affect both the mentor and mentee.



- **Changes in behaviour**

Miscommunications and misunderstandings can happen in the mentoring relationship. Recognising a behaviour change can help you address potential issues in the relationship.

- **Changes in pace**

An example is when the mentee slowly opens up to the mentor. This slow pace can affect the mentoring relationship. It may cause the mentoring relationship to miss the intended goal. Changes in pace can also cause a schedule change.

- **Changes in mentee's position at work**

Recognising and discussing mentee's position at work is a vital aspect in the mentoring relationship. Changes in their job roles and responsibilities mean that previous goals set for mentoring may no longer be applicable.

These changes in the mentoring relationship can, in turn, affect other people. These key people are also referred to as *stakeholders*. Should the mentoring succeed, stakeholders also benefit from the relationship. This is one reason why it is important to involve other people in discussing the changes in the mentoring relationship. The mentor and mentee are both stakeholders. Other stakeholders can include the following:

Trainee or apprentice of mentee

Other managers or supervisors

Registered training organisation (RTO)

Learning support services, including assistive technology and diagnostic testing

Supplier of learning resources

3.3.1 Recognising Changes in the Mentoring Relationship

To recognise the changes outlined in the introduction, you can follow these steps:

1. Keep track of the goal.

Regularly review the mentoring goals. Check if they are being met or if they need updating.

2. Observe interactions.

Pay attention to the communication between the mentor and mentee. Look for any changes in their interaction, such as tone or frequency.

3. Listen to feedback.

Be open to feedback from both the mentor and mentee. Take note of any concerns or changes they mention.

4. Check progress.

See if there is a change in the learning pace of the mentee. Check that they have achieved their goals faster or slower than expected.

5. Watch for changes in behaviour.

Look for any changes in the mentor or mentee's behaviour. This can be increased or decreased engagement, motivation, or enthusiasm.

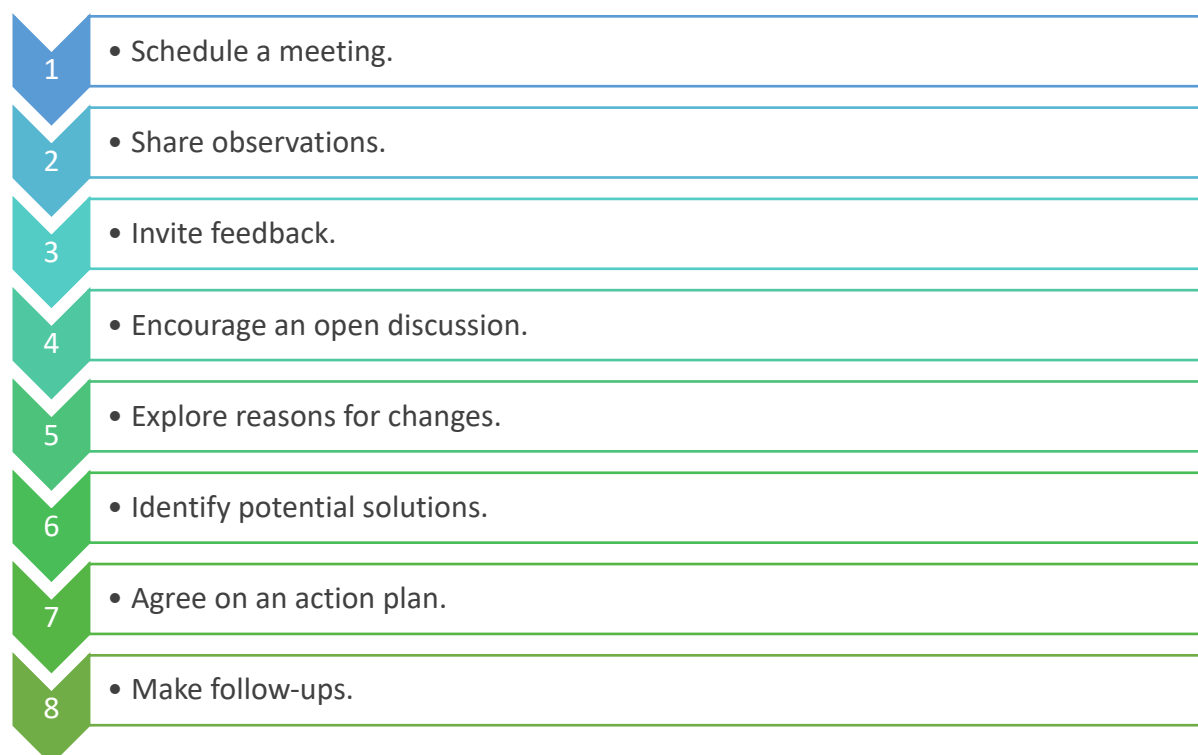
6. Ask stakeholders for input.

Reach out to other stakeholders, such as supervisors or colleagues. Ask for their observations or feedback on the mentoring relationship.

Once you recognise the changes, you can take appropriate action when needed.

3.3.2 Discussing Changes in the Mentoring Relationship With Stakeholders

After recognising the changes, you should discuss them with stakeholders. To discuss the changes, you can follow these steps:



1. **Schedule a meeting.**

Set up a meeting with relevant stakeholders, including the mentor and mentee. Discuss the changes observed in the mentoring relationship.

2. **Share observations.**

Start the conversation by presenting the changes you have noticed. Provide specific examples and any relevant data or feedback.

3. **Invite feedback.**

Ask stakeholders for their thoughts on the changes. Ask also if they have observed anything similar or have additional insights.

4. **Encourage an open discussion.**

Create a safe and open environment for stakeholders. Let them express their concerns or ideas. Ensure everyone feels comfortable sharing their opinions.

5. **Explore reasons for changes.**

Together with stakeholders, discuss potential reasons behind the changes. Consider any external factors that may be influencing the mentoring relationship.

6. Identify potential solutions.

Brainstorm possible solutions or adjustments to address the changes. To improve the mentoring relationship, consider input from all stakeholders.

7. Agree on an action plan.

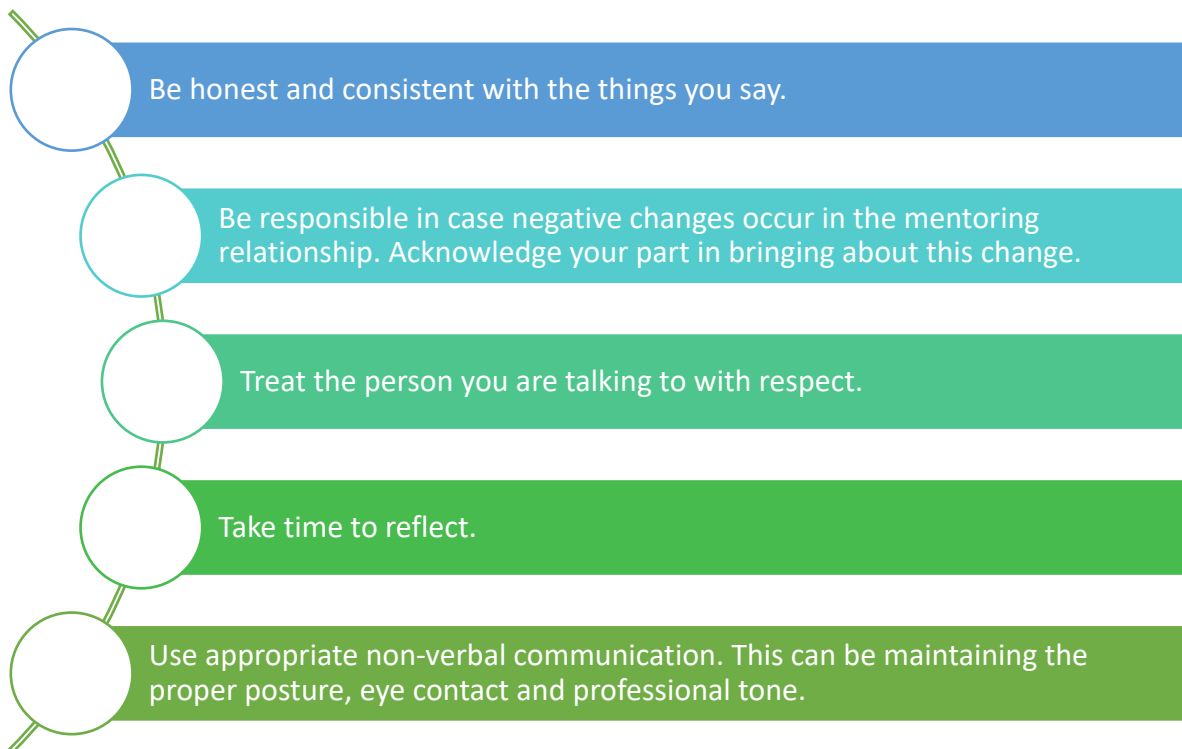
Develop a clear action plan outlining the steps to address the changes. If applicable, you may consider revising or changing goals for more effective mentorship. Include some assigned responsibilities and a timeline for implementation.

8. Make follow-ups.

After implementing the agreed-upon actions, schedule a follow-up meeting with stakeholders. These meetings will be for reviewing progress and discussing any further changes.

By following these steps, you work together to make improvements that benefit both the mentor and mentee.

In discussing these changes with the stakeholders, you may use the strategies outlined in Subchapter 2.2. You may also use these additional techniques for discussing with stakeholders:



3.4 Negotiate and Manage Closure of the Mentoring Arrangement

Closure is an important part of monitoring mentoring relationships. *Closure* refers to the ending of a mentoring relationship. The closure is usually done through a meeting between the mentor and mentee. Ending a mentoring relationship will depend on the kind of mentoring arrangement. A *mentoring arrangement* is a general agreement of how the mentorship will run. There are two kinds, informal and formal arrangements.

Informal arrangements are mentoring arrangements without a clear structure. Recall the discussion from Chapter 1 on how to plan and prepare a mentoring relationship. Check if you and your mentee have established a clear structure in the plan. This unit needs a *formal mentoring arrangement*, which has a set duration. The closure comes when the end date is reached.

Think back to Subchapter 3.2 on mentoring goals. Mentoring often ends when goals are met. Mentors and mentees may still work together after the relationship ends. Proper closure management helps make this productive.

To end a mentoring arrangement, you should conduct a closure meeting. This allows open and honest talks about the mentee's progress and achievements. Negotiation closure also helps the mentee know which areas they still need support. This discussion helps ensure that the mentee understands their professional development. The supervisor can also get feedback on the program to improve it for future mentees. This makes mentoring beneficial for everyone.



In a closure meeting, you can discuss the following:

Review of the mentoring plan

How the remaining goals can be achieved following the end of the mentoring relationship

Highlights and lowlights of the mentoring relationship

Benefits to the mentee

Communication arrangements following the end of the mentoring relationship

In reviewing the mentoring plan, remember to include the following:

- Goals that have been achieved
- Goals that have not been achieved, if any
- Expectations that have been met
- Expectations that have not been met, if any

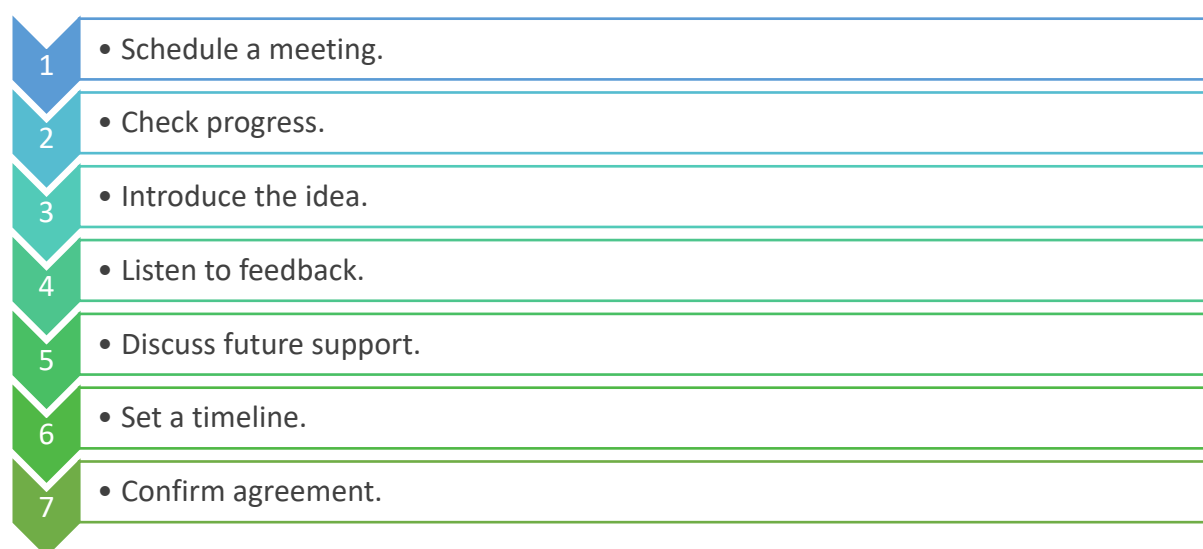
Mentoring arrangements may end earlier than the agreed date. As a mentor, you may need to end it early because of an emergency or full schedule. Sometimes the mentee may end the arrangement because of personal reasons. The next sections will discuss how to negotiate and manage the closure of the mentoring arrangement.

In case you as a mentor need to end the arrangement, here are some things to remember in negotiating and managing the closure:

- Give as much advance notice as possible.
- Clarify how you would like the relationship to work after completing the mentoring.
- Acknowledge specific areas of progress and growth you have observed in the mentee during the mentoring period.
- Give verbal recognition of challenges that the mentee has overcome.
- Help the mentee set goals for the future.
- Ask the mentee to identify the support system and resources that will support the future achievement of those goals.
- Encourage the mentee to continue on the journey as a lifelong learner.

You should negotiate with your mentee on how to close the mentoring arrangement. Negotiating a closure happens before an established closure period.

Applying the guides above, here are some steps to negotiate the closure:



1. Schedule a meeting.

Set up an appointment with your mentee to discuss the progress and future of the mentoring relationship.

2. Check progress.

Begin by reviewing the mentee's goals, achievements and progress made during the mentoring period.

3. Introduce the idea.

Explain that you believe it is time to consider closure.

4. Listen to feedback.

Ask for the mentee's thoughts and feelings about ending the mentoring experience.

5. Discuss future support.

Talk about ways you can still provide support, such as occasional check-ins or being available for questions.

6. Set a timeline.

If your mentee agrees, establish a timeline for the closure, including any final meetings or tasks to complete.

7. Confirm agreement.

Ensure you and your mentee agree with the decision to end the mentoring relationship.

By following these steps, you can ensure that your mentee feels supported and valued. You can also provide closure to the mentoring arrangement.

Once the negotiation is done, manage the closure of the mentoring arrangement by following these steps:



1. Review goals.

In the final meetings, go over the mentee's goals and achievements, discussing what they have learnt and how they have grown.

2. Reflect on the experience.

Encourage your mentee to reflect on the mentoring relationship. Ask them to share their thoughts on its success and areas for improvement.

3. Celebrate accomplishments.

Recognise and celebrate the progress of the arrangement. Acknowledge accomplishments your mentee has made during the mentoring period.

4. Develop a transition plan.

Help your mentee create a plan for continued growth and learning. Include any necessary resources or contacts.

5. Offer ongoing support.

Let them know of your availability for future support. Provide contact information for any follow-up questions or assistance.

6. Conduct an evaluation.

Encourage your mentee to complete an evaluation of the mentoring experience. Ask them for feedback that can help improve your mentoring approach.

7. Maintain the relationship.

Although the formal mentoring relationship is ending, stay in touch with your mentee. Be open to future opportunities to collaborate or support one another.

In case the mentee has informed you of their intention to end the arrangement, refer to these guidelines:

Ask the mentee to begin with a statement.

Ask your mentee to explain how their situation may have changed.

Express gratitude to the mentee.

Let your mentee know how the mentorship has benefited you.

Ask for the relationship to continue informally.

Offer your support to the mentee.

Suggest a focus for the final session.

Write a personal thank you note.

- **Ask the mentee to begin with a statement.**

Ask the mentee to begin with a simple, clear statement about how they see their career and the mentor relationship now.

- **Ask your mentee to explain how their situation may have changed.**

Encourage the mentee to share their experience. Focus on when they believe the relationship changed. Listen to what they think is the cause of this change.

- **Express gratitude to the mentee.**

Thank them for their time and contribution. For example, 'We have come a long way during the past meetings. At this point, you may need time to focus on the areas we have discussed. I am grateful for your support. I feel that we have accomplished what we need at this time. Rather than take more of your time and focus, I suggest that we conclude our mentoring relationship at our next session.'

- **Let your mentee know how the mentorship has benefited you.**

For example, you can say, 'Thanks to you, I have a much better understanding of how to guide people in the workplace. You have helped me interpret and apply the feedback that I got from my colleagues. I really appreciate your insights and support.'

- **Ask for the relationship to continue informally.**

Do this if you would like to maintain the relationship. For example, 'Would you be willing to hear from me now and then in the future?'

- **Offer your support to the mentor.**

For example, you can say, 'I would love to support you in some way in the future. Please do not hesitate to contact me if I can ever be of assistance.'

- **Suggest a focus for the final session.**

You might like to celebrate all that has been accomplished and have a more informal session. You could also ask for help in identifying the next steps for your mentee.

- **Write a personal thank you note.**

Write a personal thank you note and mail it to your mentee within two days after your last session.





Checkpoint! Let's Review

1. Documents of requests and guidance will help track the progress of a mentoring relationship.
2. Constant and timely feedback from both mentor and mentee is key to managing a mentoring relationship's progress.
3. The mentoring relationship also affects other people in the organisation. Collaborate with them to consider other perspectives about your progress.
4. Honest communication is key to closing a mentoring relationship. Proper closure helps both the mentor and mentee grow from the relationship.

IV. Review Mentoring

The last stage of mentoring in the workplace is reviewing the mentoring. In this context, *review* refers to the process of identifying and reflecting on the outcomes of the mentorship. This involves looking back on what the mentoring achieved for both the mentor and the mentee. As a mentor, reviewing your mentoring is important. Reviewing can provide the mentor and mentee with opportunities to:

Recognise the mentee's development.

Reflect on the mentoring experience.

See the success of the mentoring relationship.

Reinforce the mentor's role.

Collect feedback for continuous improvement.

Understand the impact of the mentoring relationship.

- **Recognise the mentee's development.**

Reviewing the mentee's progress helps the mentor recognise if the guidance was effective. This insight helps the mentor refine their mentoring approach for future relationships.

- **Reflect on the mentoring experience.**

Reviewing helps the mentor identify their own strengths and areas for improvement in the mentoring process. This reflection aids in the mentor's personal and professional growth.

- **See the success of the mentoring relationship.**

Reviewing ensures that the mentor and mentee have met their objectives. A successful relationship contributes to a positive work environment and enhances workplace culture.

- **Reinforce the mentor's role.**

Reviewing confirms the importance of the mentor's role in the mentee's career and personal development. This validation encourages the mentor to continue giving valuable guidance and support to others.

- **Collect feedback for continuous improvement.**

Getting feedback from the mentee helps the mentor adjust and improve their mentoring approach. This process ensures the mentor remains effective and responsive to the mentee's needs.

- **Understand the impact of the mentoring relationship.**

Reviewing highlights the lasting influence of the mentor's guidance. When reviewing, the mentor can see the mentee's career trajectory and personal development. This shows the value of mentoring in the workplace.

Remember that this unit requires you to conduct mentoring sessions for a mentee. You can review the mentoring during or after the final meeting.

In this chapter, you will learn how to:

- Establish and discuss benefits gained from the mentoring process
- Reflect on and articulate the personal benefits gained from providing mentoring
- Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation



4.1 Establish and Discuss Benefits Gained from the Mentoring Process

To review the mentoring relationship, you must first establish the benefits gained from the mentoring process. In this context, to establish means to identify the positive outcomes of the mentoring relationship. This helps both the mentor and mentee better understand the value of their mentoring relationship. It can also help them decide how to continue. Establishing the benefits also helps the mentor discuss what the mentee has gained. Some of these benefits can include the following:



- **Insights into organisational culture**

Through mentoring, managers and senior employees can collaborate with junior employees. Through mentoring, they can observe these employees, how they work and how they interact with each other. This knowledge can then be used to improve workplace processes.

- **A supportive environment for successes and failures**

Mentoring helps the mentor support the mentee's career development. Mentoring helps you go through the mentee's progress. Both mentee and mentor can determine how to continue the success and avoid failures.

- **Networking opportunities**

Mentoring also presents an opportunity to expand one's network. This helps the mentee more because they usually have a limited network initially.

- **Development of workplace competence and self-confidence**

Mentoring can help develop both the mentor's and mentee's confidence. The mentee can achieve this through the knowledge and skills they acquire in the mentoring relationship. You, the mentor, will develop your communication and leadership skills. Mentoring also helps you reinforce your industry knowledge and expertise.

- **Recognition and job satisfaction**

Mentoring can be a form of acknowledgement of the mentor's knowledge, experience and expertise. Mentoring also gives insights into the mentee's potential to go further in the workplace. This contributes to both the mentee's and mentor's work satisfaction.

- **Mutual respect**

Mentoring establishes and helps develop respect between mentor and mentee.

The mentoring process has many other benefits, depending on the context of your workplace. To establish the benefits of the mentoring process, follow the steps below:



- 1. Review goals**

Compare the initial and current goals of both the mentee and mentor. This highlights growth and progress.

- 2. Evaluate skill development**

Assess the improvements in areas identified for development. This demonstrates the effectiveness of the mentoring relationship.

- 3. Analyse tasks and projects**

Review tasks and projects completed by the mentee. Successful completion shows the mentee's application of skills and knowledge.

- 4. Reflect on personal growth.**

Examine the development of both mentee and mentor in areas such as communication and decision making. Improved skills contribute to their success in the workplace.

5. Assess the impact on professional roles.

Evaluate the enhanced abilities of the mentee in their job and the mentor in their guidance skills. This showcases the influence of the mentoring relationship on professional growth.

6. Identify new opportunities.

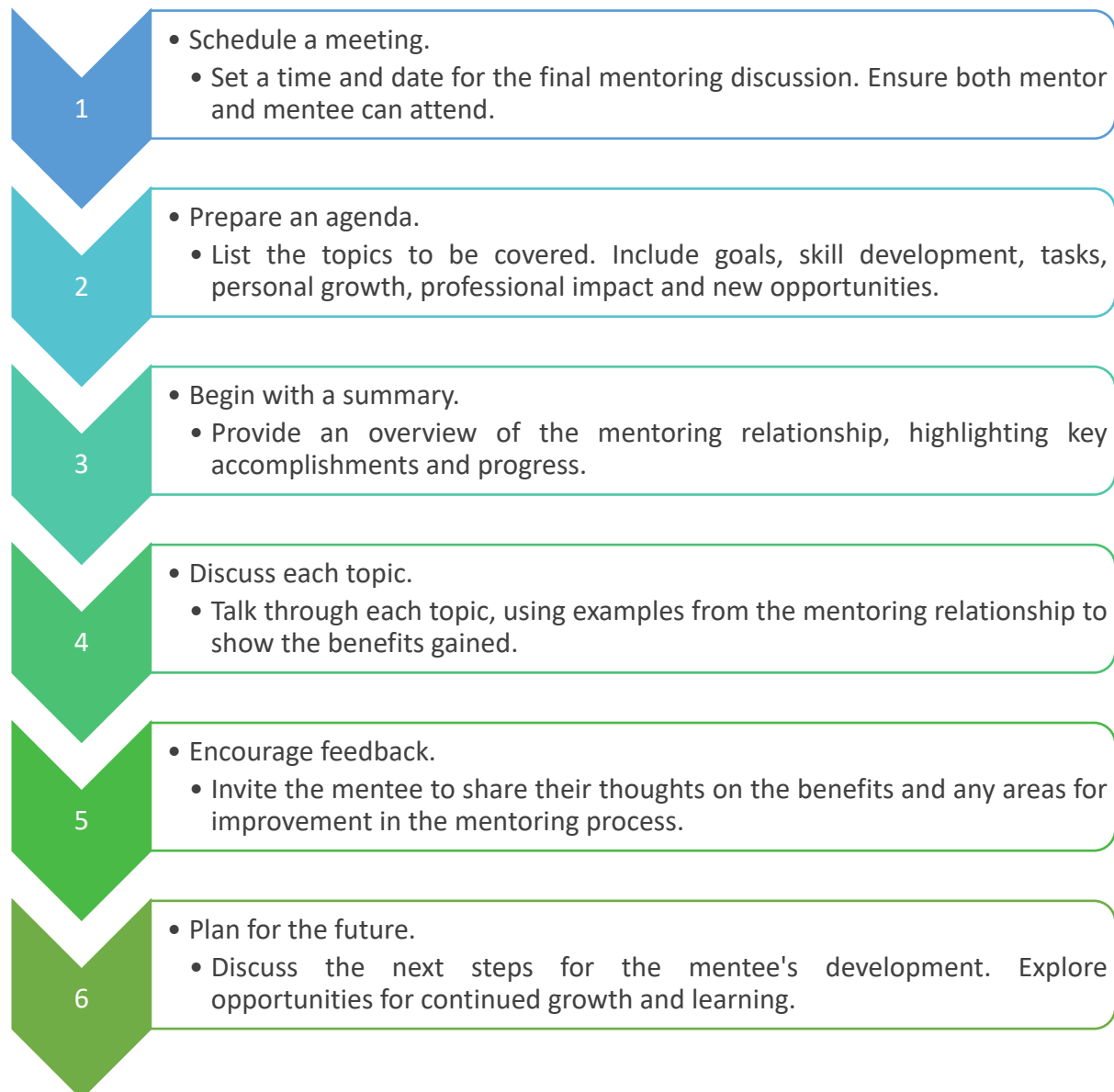
Consider the new opportunities accessed by both mentee and mentor as a result of the mentoring relationship. These opportunities contribute to career advancement and personal development.

To apply these steps, here is a sample of a mentoring relationship. The mentor for this relationship is a workplace supervisor. The mentee is a junior developer.

Step	Example of application
1. Review goals.	Initial goal: Improve coding efficiency. Current goal: Learn new programming languages. The mentee has progressed in coding efficiency and expanded their goals.
2. Evaluate skill development.	The mentee improved coding efficiency and reduced time spent on debugging. The mentor improved their ability to break down complex concepts for easier understanding.
3. Analyse tasks and projects.	The mentee completed a project with fewer errors and within the given deadline. This showcases the application of skills gained from the mentor's guidance.
4. Reflect on personal growth.	The mentee developed better communication and time management skills. The mentor enhanced their active listening and feedback-giving abilities.
5. Assess the impact on professional roles.	The mentee now handles more complex projects with greater efficiency. The mentor's guidance skills have improved, contributing to more effective mentoring relationships.
6. Identify new opportunities.	The mentee now has opportunities to work on high-profile projects. The mentor gains recognition for their effective mentoring. They may be considered for leadership roles.

After establishing the benefits, discussing them with the mentee is important. The discussion will help the mentee establish and understand the benefits of the mentoring relationship. Letting the mentee establish the benefits independently without discussion will lead them to miss some important benefits. Encouraging the mentee to join the discussion will help them appreciate more of these benefits.

To discuss the benefits of the mentoring relationship to both the mentee and mentor, you can follow these steps:



For an example of applying the steps in the previous page in a discussion, refer to the table below:

Step	Discussion
1	The meeting is scheduled for Friday at 2:00 pm in the conference room to discuss mentoring relationship benefits.
2	<p>Agenda:</p> <ul style="list-style-type: none"> ▪ Goals ▪ Skill development ▪ Tasks and projects ▪ Personal growth ▪ Professional impact ▪ New opportunities
3	<p>Summary:</p> <p>Over three mentoring sessions, the focus has been on improving coding efficiency and communication skills.</p>
4	<p>Goals:</p> <p>The mentee's coding efficiency has increased. They have expanded their goals to include learning new programming languages.</p>
	<p>Skill development:</p> <p>The mentee has reduced debugging time. They have improved their ability to break down complex concepts.</p>
	<p>Tasks and projects:</p> <p>They completed a project with fewer errors and within the deadline.</p>
	<p>Personal growth:</p> <p>They have enhanced their communication and time management skills. They have improved in active listening and giving feedback.</p>

Step	
4	Professional impact: They are now handling more complex projects efficiently. The mentor's guidance skills have also improved.
	New opportunities: They have the chance to work on high-profile projects, and the mentor is being considered for leadership roles.
5	Feedback: How does the mentee feel about the benefits discussed? Are there any areas to be improved?
6	Future plans: Explore continued learning and growth options, such as taking on more challenging projects.

To summarise, establishing the benefits that the mentor and mentee gained in the mentorship is important. Establishing benefits helps start the discussion with the mentee at the end of the mentoring relationship. To review mentoring, involving the mentee in discussing benefits is important. This helps both mentee and mentor reflect on what the mentoring has achieved.



4.2 Reflect on and Articulate the Personal Benefits Gained From Providing Mentoring



In the previous subchapter, you read about the benefits of the mentoring relationship. Remember that there are many benefits for both the mentor and mentee. Establishing and discussing these benefits is important to review the mentoring relationship. Aside from the benefits in the workplace, mentoring can also provide personal benefits. *Personal benefits* refer to the positive growth of individual soft skills. Soft skills can refer to communication, teamwork, and emotional maturity. These personal benefits can include the following:

- **Improving confidence**

Both mentor and mentee can improve their confidence through mentoring. Confidence allows them to take on challenges. An example is taking on leadership roles. These roles provide opportunities for handling more responsibilities.

- **Building connections**

Through mentoring, both mentor and mentee develop personal networks. Networks offer connections to other industry professionals. An example is meeting experienced colleagues who can provide valuable insights. Moreover, making connections helps build friendship in the workplace. Friends help people stick together in the workplace.

- **Gaining leadership skills**

Both mentor and mentee have the chance to lead during mentoring. When both mentee and mentor are together, they can improve each other's leadership skills. This collaboration enhances the mentee's ability to work in a team. An example of this is during the delegation of tasks. When the mentor asks the mentee to join in delegating tasks, the mentee takes responsibility for the assigned tasks. Delegation ensures efficient team operation and partnership between mentor and mentee.

- **Developing new perspectives**

Both mentor and mentee can gain perspectives of one another in mentoring. New ideas come from interactions. As the mentor and mentee interact, they can start to explain their decisions and actions. This way, they start to understand the perspective of one another. This sharing of perspective can spark innovation. An example is a mentee suggesting a new process. This can help the mentor consider a new approach to workplace processes.

- **Improving satisfaction**

Mentoring helps both mentor and mentee experience personal satisfaction. For the mentor, helping mentees grow brings fulfilment. This improves workplace morale. Another example is seeing a mentee succeed. The mentee's success boosts the mentor's motivation. This inspires both mentor and mentee to help each other. Through this, a culture of cooperation may develop in the workplace.

When reviewing the mentoring relationship, it is important to reflect on these personal benefits. Through reflection, both mentor and mentee can start to recognise other benefits of mentoring. These other benefits may not be apparent without stopping to reflect. These personal benefits are unlike professional benefits that they can gain through work tasks. But remember that personal benefits and professional benefits are both highly valued. These benefits both improve overall productivity and performance in the workplace.

Here are some tips that you can use to reflect on the personal benefits of mentoring:

Schedule reflection time.

- Choose a quiet space. Ensure minimal distractions. This helps focus on the mentoring experience.

Review mentoring progress.

- Consider the mentee's growth. Note changes in skills, knowledge and confidence. This reveals the impact of mentoring.

Examine challenges faced.

- Try to remember the challenges along the way. Analyse how they were overcome. This shows mentee and mentor adaptability.

Assess personal growth.

- As a mentor, you can evaluate your own development. Compare before and after mentoring. This highlights mentor achievements.

For effective reflection, look back on your experiences. You can use the following questions to reflect:

1. 'How has the mentee's confidence changed since the beginning of the mentoring process?'
2. 'In what areas has the mentee shown the most improvement?'
3. 'How will the skills, knowledge, attitude or experience gained help the mentee in their current or future roles?'
4. 'What challenges did we encounter during the mentoring sessions, and how were they resolved?'
5. 'How have my leadership skills evolved during the mentoring process?'

After reflecting, you should discuss your reflections with the mentee. You, as a mentor, should be able to articulate the benefits to your mentee. *Articulate* means speaking clearly and expressing ideas in a way that others can easily understand. This will help you and your mentee further reflect and share insights. To articulate, you can use the following tips:

List key achievements.

- Write accomplishments for the mentee and the mentor. Organise thoughts about the mentoring process.

Detail benefits.

- Describe the advantages. Clarify mentoring outcomes. This gives a better understanding of the mentoring relationship.

Provide examples.

- Share instances of growth. Show how mentoring influenced progress. This shows the effects of mentorship.

Discuss benefits.

- Talk with the mentee and colleagues. Convey the mentoring value. This promotes a positive mentoring culture.

To apply these tips, here are some examples of benefits you can articulate:

- 'Through mentoring, the mentee has gained effective communication skills. This resulted in better collaboration with colleagues.'
- 'The mentee has improved their confidence. This has led to their successful management of a high-priority project.'
- 'As a mentor, I have improved my ability to delegate tasks. This led to more efficient team performance.'
- 'Our mentoring relationship has fostered an environment of innovation. The mentee's fresh perspective contributed to a new, more efficient process.'

Share these articulations with each other. You can share in a face-to-face meeting. You can also conduct an online meeting or video call. It is best to keep a record of these articulations for review by both mentor and mentee.

4.3 Identify and Report the Outcomes of the Mentoring Arrangement and the Benefits to the Organisation

You will need to report to the organisation at the end of the mentoring arrangement. The report can include the outcomes of the mentoring arrangement. These outcomes are the results of the mentoring arrangement, like benefits and achievements.

Identifying outcomes is important. They help identify the strengths and weaknesses of the mentoring arrangement. These outcomes can also be used to improve the mentoring system or program of the workplace. For these outcomes to be useful, you must report them first to the organisation. Proper reporting of outcomes helps promote openness in the organisation. It also helps the organisation respond to the mentoring needs of both mentor and mentee.



Subchapter 3.4 outlined the usual steps when a mentoring arrangement ends. This includes a closure meeting with the mentee where you discuss the outcomes of the mentoring arrangement. You may base your report about the outcomes of the arrangement on the discussion.

Identifying the mentoring arrangement's benefit to the organisation is also important. It helps the organisation decide how to move forward with the mentoring program. Proper identification of the benefits is vital to the mentoring system or program. A mentoring system can refer to the training system conducted by the organisation. In a mentoring system, there could be different mentoring programs. A mentoring program can be one-on-one mentoring or group mentoring. There are also other mentoring programs depending on the mentoring arrangement. Remember that this unit requires you to conduct one-on-one mentoring sessions with an individual in the workplace. If mentoring arrangements continue to be beneficial, organisations may expand their use. But if mentoring programs do not provide benefits, the organisation may limit their use.

When reporting outcomes, remember to follow organisational policies and procedures, including the following:

- Reporting protocols
- Privacy protocols
- Record keeping procedures

Here is a sample mentoring report form:

Mentoring report	
Mentoring arrangement information	
Start date:	End date:
Workplace or organisation:	
Mentor information	
Name of mentor:	
Title or designation:	
Mentee information	
Name of mentee:	
Title or designation:	

Mentoring report

Benefits of mentoring to the mentee

Benefits may include but are not limited to:

- Insights into organisational culture, attitudes and expected behaviours
- Working in a supportive environment in which successes and failures can be evaluated
- Networking opportunities
- Development of workplace competence and self-confidence
- Recognition and job satisfaction

Benefits of the mentoring to the mentor

Benefits may include but are not limited to:

- Professional development
- Lessons learnt while providing mentoring
- Networking opportunities
- Being able to reflect on areas of improvement in one's practice

Benefits of the mentoring to the organisation

Benefits may include but are not limited to:

- Increased productivity
- New competencies for the mentee
- Increased staff motivation
- Increase in commitment, involvement and responsibility

Summary of outcomes of the mentoring arrangement

This must include the following:

- Goals that have been achieved and not achieved
- Expectations that have been met and not met
- Highlights and lowlights

4.3.1 Identifying and Reporting Outcomes of the Mentoring Arrangement

As discussed above, identifying mentoring outcomes is crucial to improve the mentoring program. You must do this according to your organisation's procedures. To identify the mentoring outcomes, you can follow the sample organisational procedure below:



1. Review mentoring goals.

Consider the objectives set at the beginning. Revisit the initial objectives and check the progress toward each goal. This helps assess progress made. The mentee forms will help you in this review. If the mentee and mentor made adjustments, reflect on why you made them. Look back on the effects of these adjustments. Were the adjustments successful? If not, what could have been done better?

2. Evaluate skill development.

Analyse improvements in mentee abilities. Identify skills targeted in mentoring. Assess the mentee's current skill level through observation or questioning. Then, compare the current level to starting point. This will help show the mentoring impact. The mentee forms and your notes will be helpful in the evaluation.

3. Check performance changes.

Compare before and after mentoring. Ask for samples of the mentee's work output. Check their quality based on the goals of the output and what the output can achieve. See if there are quality improvements among sample outputs. This reveals any productivity increase.

4. Observe workplace relationships.

Assess changes in teamwork and communication. To do this, you can ask about their interactions with colleagues. Note any changes in collaboration across the mentorship. Reflect on the impact on team dynamics between you, your mentee and their colleagues. This will help identify positive mentoring effects.

Mentoring outcomes will depend on the objectives that you set at the start of the mentoring relationship. Here are some examples of mentoring outcomes:

- **Improved project management**
Mentee demonstrates better planning and execution.
- **Increased problem solving skills**
Mentee resolves issues with minimal guidance.
- **Enhanced communication**
Mentee interacts effectively with colleagues.
- **Stronger teamwork**
Mentee contributes positively to team dynamics.

Remember to follow these tips when reporting outcomes:

Compile outcome data

- Gather information on mentoring achievements. Organise data in a coherent format. This forms the basis of the report.

Provide specific examples

- Include instances where mentoring led to success. Describe how mentoring contributed. This illustrates the mentoring program's impact.

Offer recommendations

- Identify areas for improvement. Suggest ways to enhance the mentoring program. This helps improve future mentoring efforts.

4.3.2 Identifying and Reporting Benefits to the Organisation



To identify the benefits of the mentoring arrangement to the organisation, you can look into these areas:

- **Productivity**

One of the main benefits of mentoring arrangements to the organisation is it increases productivity. To identify productivity benefits to the organisation, review the workplace output of the mentee. You can ask the mentee for samples or have the mentee describe them to you. Compare the output of the mentee throughout the arrangement. Focus on what the output was able to achieve in related projects or tasks. You can also compare how many or how often the mentee was able to produce outputs. For productivity benefits, you can also check if the mentee consistently performed tasks on time.

- **Teamwork**

A successful mentoring arrangement should improve collaboration between the mentor and the mentee. To review teamwork benefits to the organisation, check the mentee's experience in group tasks. Throughout the mentoring arrangement, encourage the mentee to reflect on their experiences. You can ask the mentee about their interaction with others. You can also ask the mentee about their roles in group tasks. Take note of leadership roles or tasks that the mentee initiated. You can note these to inform the organisation of the mentee's leadership potential.

- **Organisational culture**

Organisational culture includes the organisation's values and shared goals. Mentoring arrangements should help the mentor and the mentee practise organisational values. To check for the mentoring arrangement's benefit to the organisational culture, reflect on values and attitude. During the mentoring process, invite the mentee to discuss some of their values. You can do this at the beginning of the arrangement. Compare the mentee's values with the organisation's core values. Take note of similarities and differences. You can also review the attitude of the mentee about many organisational values like diversity and inclusion. Ask about how the mentee practised these values in the workplace.

- **Talent development**

Talent refers to the ability of individuals. Mentoring arrangements help develop and retain talent in the organisation. Review the mentee's goals and aspirations to identify the arrangement's benefits on talent development. Take note of both short-term and long-term goals. Compare if these goals align with their current and future work roles. During mentoring, you can also ask the mentee to share their promotion approach. Check if the mentee expresses disappointment because of unachieved work goals. This could cause them to leave the organisation. Review the mentee's discussions about these as you review the mentoring arrangement.

4.3.3 Reporting Outcomes and Organisational Benefits



As with any formal arrangements in the organisation, you, as a mentor, should report your review to the organisation. The goal of your review and your report is to improve the mentoring system or program. Letting the organisation know of your findings will help them make decisions and improvements.

To report outcomes and organisational benefits, check your organisation's reporting procedures. Below is a sample organisational procedure for reporting outcomes and organisational benefits:



1. Collect information.

Collect data on the identified benefits and organise it coherently. Analyse the data to discover patterns and trends. Focus on areas of success and opportunities for improvement. This analysis forms the basis for recommendations to enhance the mentoring program.

2. Prepare the report.

Prepare the report according to organisational policies. Include an executive summary that highlights key findings. Present the data using visual aids such as charts, graphs, and tables to show clear ideas.

3. Give examples.

Provide specific examples of how the mentoring program has benefited the organisation. Explain how these lead to the overall success of the mentoring program. These examples demonstrate the tangible impact of mentoring.

4. Offer recommendations.

Recommend improvements to the mentoring program. Identify areas you need to improve. Then develop strategies to address these issues. Proposing changes helps ensure the mentoring program continues to evolve and improve.

5. Submit the report.

Submit the report in compliance with organisational procedures. Share it with relevant stakeholders. Prepare to discuss the findings and recommendations. An open dialogue promotes collaboration and understanding of the report's conclusions.

6. Implement improvements.

Implement improvements based on the recommendations. Collaborate with stakeholders to address the suggested changes. Then revise the mentoring program accordingly. Monitor the impact of these changes. Finally, adjust as needed to maintain the success of the mentoring program.

After reporting, here are ways to use the outcomes and benefits in improving the mentoring system or program:



- **Identify effective practices.** Check the program's positive results or benefits to identify effective practices. Then, maintain or copy them for future mentoring relationships. Promote these practices by including them in all relevant areas of the mentoring program or system.
- **Find areas for improvement.** Check the other feedback. Look for outcomes that were not achieved. Look also for comments from the mentor and mentee where they say it needs improvement. Then, think of strategies to improve these areas.
- **Improve matching of mentor and mentee.** Check the available information on mentor and mentee pairing. Take note of which among the mentor-mentee pairs were successful in achieving outcomes. Check also for unsuccessful pairs and take note of the reasons. Then, remember the reasons why the pairings were successful or unsuccessful. Use this information to improve how the mentor and mentee will be paired.
- **Update training resources.** Review the outcomes and reasons why they were achieved. Look for outcomes about support materials. Use this information to revise or add new resources. You can also use this information to determine who among the available mentors in the program can provide the resources.
- **Adjust program objectives.** The outcomes of the mentoring relationship can also be used to refine the program or system's goals. If mentoring relationships fail to achieve many of the program or system goals, review the goals to see if they are achievable. As a mentor, you can suggest how to simplify the objectives of the mentoring system or program in your report. You could also suggest more ambitious goals if the objectives were easily achieved.

- **Improve communication.** Look for outcomes that rely on communication. This could be about the mentor and mentee's trust and confidence. Take note of these improvements or benefits. You can suggest including your communication practices in the other mentoring relationships. This will help share the benefit to the organisation. You can also look for outcomes that need better communication. Identify these areas for improvement and share them with the organisation.
- **Inform management.** Reporting to the organisation will help managers know about everyone's progress and achievements. This will help management know about the value of the mentoring program or system. In turn, it will encourage the management to continue the program. The management can also use this information to secure funding.
- **Set benchmarks.** Reporting your results will help future mentoring programs or systems refer to past successes. In turn, these outcomes can be used as a reference to measure the success of future programs. This will help track the improvements and undo changes made in the mentoring program or system.

Here is a list of usual mentoring outcomes and benefits and how reporting them leads to the improvement of mentoring programs or system:

Outcomes of the mentoring relationship	Benefits of the mentoring relationship	How the mentoring program or system improves by reporting or identifying these
Improved job performance	Enhanced professional development	Regular performance reports help the program support workplace productivity. These reports can focus on specific areas for better results. They also lead to more effective mentor-mentee matches.
Higher employee retention rates	Increased job satisfaction and engagement	The organisation identifies and shares the impact of mentoring on retention rates. This helps in allocating resources for hiring and salary adjustments. As a result, more employees can participate in the program.
Broader internal and external connections	Expanded professional networks	Reporting the growth of professional networks highlights the value of mentoring. This helps the organisation track influence and workplace connections.

Outcomes of the mentoring relationship	Benefits of the mentoring relationship	How the mentoring program or system improves by reporting or identifying these
Development of future leaders	Improved leadership and management skills	Sharing the stories of mentees becoming leaders helps the entire organisation develop responsibility. This leads to mentoring programs focused on effective leadership development. The organisation can then refine the program depending on how much leadership is still needed.
Effective resolution of workplace issues	Enhanced problem solving abilities	Tracking the impact of mentoring on problem solving abilities provides valuable insights for productivity. This helps the organisation focus the program towards production and innovation.
Improved workplace culture	Greater sense of belonging	Reporting on the impact of mentoring on workplace culture helps to recognise the need for teamwork and collaboration. It also helps the organisation include employee welfare in mentoring programs.
Personal and professional growth	Increased confidence and self-awareness	Identifying and sharing mentees' personal growth helps show the mentoring program's overall success.



Multimedia

Here is a video about mentoring experiences in the workplace. It discusses the benefits of mentorship for the mentor and mentee. It also discusses some mentoring outcomes in an actual workplace.

[PACE Mentoring - Australian Network on Disability](#)

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