

1. ACHSM Mentoring Agreement

Please return the completed and signed agreement to your Branch Mentoring Coordinator. - [Mentoring \(achsm.org.au\)](http://achsm.org.au)

Mentor Name	Mentee Name
Position	Position
Organisation	Organisation
Email	Email
Mobile	Mobile
Other contact	Other contact

Agreement Duration

The duration of the ACHSM Mentoring Program – commencing June to February. Parties may continue in an informal capacity beyond the scope of the Program.

Confidentiality

It is understood some information shared during the course of the Mentoring may be confidential and both parties must agree before this information is shared, to maintain confidentiality.

Any problems or issues may be discussed confidentially with Branch Mentoring Coordinator. - [Mentoring \(achsm.org.au\)](http://achsm.org.au)

Agreement

We are voluntarily entering into a Mentoring relationship and we undertake to maintain a commitment to fulfilling our respective roles as Mentor and Mentee.

Mentor
Date

Mentee
Date

2. Personal Vision and Priorities

A compelling vision can help build your success and give direction to the mentoring relationship. Bennis, Senge and Covey emphasise the importance of having a compelling vision in helping leaders to succeed. Senge defines vision as what you want to create of yourself and the world around you.

Consider what is important in your life and what you value most. A personal vision statement explains

1. who you are to others?
2. who you want to be and
3. what you stand for.

It can guide you when making choices and decisions in life. As briefly as you can, frame your personal vision.

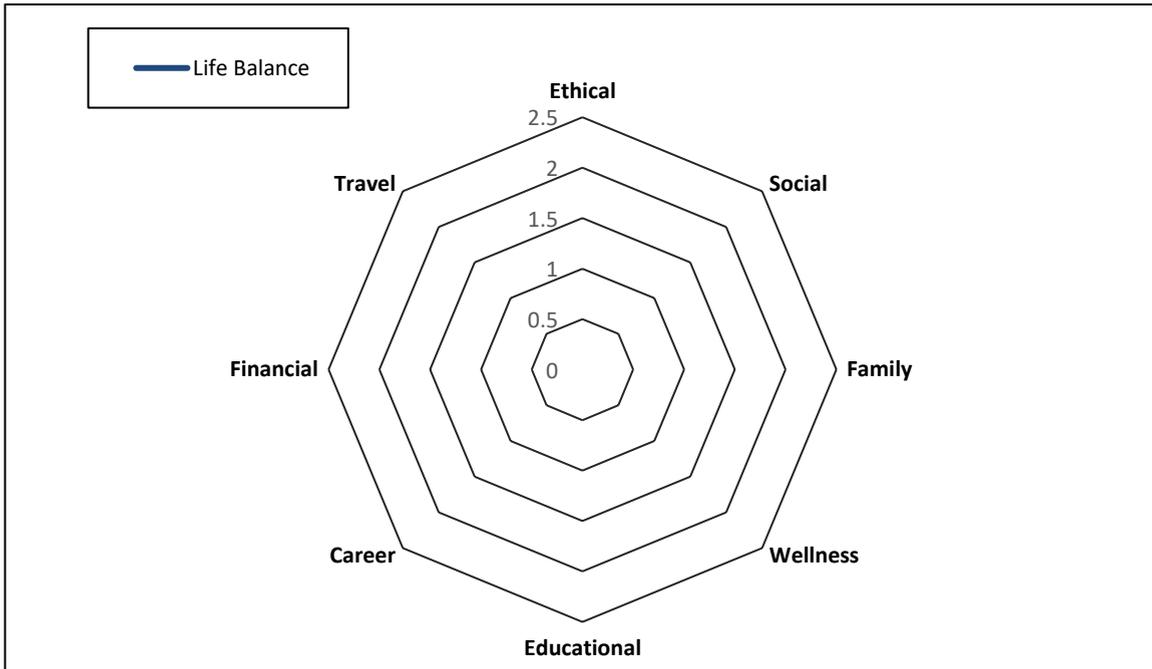
Next consider where you are going in terms of your career. Where would you like to be and what would you like to be doing in five years' time?

Identify your three most important priorities from the Life Balance Priorities below, and what you would need to do to achieve them.

- 1.
- 2.
- 3.

Life Balance Priorities

- Mark where you believe your current priorities are placed on the above chart (0-2.5) (**click right on the life balance legend in the chart then select 'Edit Data in Excel'** from the arrow
- Add a score from 0 to 2.5 to the excel sheet that pops up
- Discuss with your Mentor possible strategies for shifting your priorities in the desired direction.



Identifying your major strengths and weaknesses

Identify professional areas of interest

What are your greatest barriers to realising your potential?

Identify your most important development needs. To assist you, please refer to the ACHSM Management Competency Framework and define 4 elements.

- what your current role encompasses i.e., what you need to be competent to do?
- the knowledge, skills and attitude that make up that competence
- at what level you need to be competent? i.e., whether a basic knowledge of the subject is adequate, or do you need to be an expert?
- what could you do to prove that competence? e.g., what evidence you could provide.

1.
2.
3.
4.

Identify no more than 5 goals which will form part of your Professional Development Plan.

Identify your goals and discuss with your mentor.

1.
2.
3.
4.
5.

Complete your Professional Development Plan.

Specify your chosen Goals and clear action-oriented Objectives which are SMART

S - Specific M - Measurable A - Achievable R - Realistic T - Timely

3. Professional Development Plan

MENTEE'S NAME:		MENTEE'S SIGNATURE:	
MENTOR'S NAME:		ORIENTATION:	
MENTOR'S SIGNATURE:		MID PROGRAM REVIEW:	
		END OF PROGRAM:	
PROFESSIONAL DEVELOPMENT OBJECTIVES TO BE MET	DEVELOPMENT METHODS	DEVELOPMENT ACTIVITIES	READY FOR REVIEW BY

4. Mentor's Planning Form

Mentor's Planning Form	
Complete this form before commencing a mentoring session. Specify exactly what you hope to achieve at the upcoming session and the process you intend to follow.	
Mentee:	Date:
Areas of focus for mentoring session:	
Purpose of Mentoring Session:	
Desired Outcomes:	
What are the consequences:	
Potential Difficulties	Strategies
1.	1.
2.	2.
3.	3.
Specific Actions	
1.	
2.	
3.	
4.	
5.	

5. Mentor's Action Planning

Mentor's Action Planning Worksheet			
<p>Use this worksheet in conjunction with the Mentoring Agreement you completed with the Mentee. Insert the Expected Outcomes and Actions which you believe will contribute to those outcomes. It is important to include specific measures of success and a target review date for any actions to be completed.</p>			
Expected Outcomes based on Management Competencies and Career Development	Actions to be Taken	Measures of Success	Review Date

6. Mentoring Session Evaluation

Mentoring Session Evaluation	
Use this tool after the mentoring session to evaluate its effectiveness and to consider what improvements could be made to the next session	
What Worked?	What Could Be Improved?
Relationship:	
Process:	
Results related to specific competencies:	

7. Active Listening Self-Assessment

Active Listening Self-Assessment			
Mentors who listen actively tend to maximize their mentoring sessions and become more effective mentors. This self-assessment is a self-improvement tool around how actively you listen. Check the box next to the number in the column that best describes your listening behaviour.			
While someone is talking, I:	Usually	Sometimes	Rarely
Plan how I am going to respond			
Keep eye contact with the mentee			
Take notes at appropriate moments			
Notice the feeling behind the words			
Find myself thinking about other things while the mentee is talking			
Face the mentee when they are talking			
Watch for significant body language			
Interrupt the Mentee to make a point			
Am distracted by other demands on my time			
Listen to the message without immediately judging or evaluating it			
Ask questions to get more information and encourage the mentee to continue			
Repeat in my own words what I've just heard to ensure understanding			
Totals for each column			
Grand Total			
Scoring	44-60	You are an active listener	
	28-43	You are a good listener with room for improvement	
	12-27	You need to focus on improving your listening skills	
Source: AT&T School of Business. The Supervisor: Coaching for Success. 1995			

8. Mentor’s Self Evaluation Checklist

Mentor’s Self-Evaluation Checklist		
The questions below relate to the skills and qualities needed to be an effective Mentor. Use this tool to evaluate your own effectiveness as a Mentor.		
Question	Yes	No
1. Do you show interest your Mentee’s career development, not just short-term performance?		
2. Do you provide both support and autonomy?		
3. Do you set high yet attainable goals?		
4. Do you serve as role model?		
5. Do you communicate business strategies and expected behaviours as a basis for establishing objectives?		
6. Do you work with the Mentee to generate alternative approaches or solutions that you consider together?		
7. Before giving feedback, do you listen and observe the individual carefully, without bias?		
8. Do you separate observations from judgements or assumptions?		
9. Do you test your theories about a person’s behaviour before acting on them?		
10. Are you careful to avoid using your own performance as a yardstick to measure other’s performance?		
11. Do you focus your attention and avoid distractions when a person is talking to you?		
12. Do you paraphrase or use some other method to clarify what is being said in a discussion?		
13. Do you use relaxed body language and verbal cues to encourage a speaker during conversations?		
14. Do you use open-ended questions to promote sharing of ideas and information?		
15. Do you give feedback that focuses on behaviour and its consequences (rather than on vague judgements)?		
16. Do you give timely feedback?		
17. Do you give specific feedback?		
18. Do you give positive as well as negative feedback?		
19. Do you try to reach agreement on desired goals and outcomes rather than simply dictate them?		
20. Do you try to prepare for Mentoring sessions in advance?		
21. Do you always follow up on a mentoring session to make sure progress is proceeding as planned?		
TOTALS		
<p>When you possess these characteristics and use these strategies, people trust you and turn to you for both professional and personal support. If you answered “yes” to most of the questions, you are most likely an effective mentor. If you answered “no” to five or more of the questions, you may want to consider how you can further develop your mentoring skills.</p>		