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WHAT IS CAREER WORKKEYS ?

Career WorkKeys is a project which offers better ways to organise casual and temporary work in the interests of both employees and business. It has a particular but not exclusive focus upon young people in casual and temporary employment.

Career WorkKeys has three principal objectives:

- To enhance the quality and value of part-time and casual workers;
- To improve employment security in this form of work; and
- To develop the skills of part-time and casual workers.

KEY FEATURES OF CAREER WORKKEYS

- Aggregation of several casual or temporary jobs into full-time or near full-time work over the course of a week, month or year;
- Pre-employment orientation to new and less experienced employees
- Linking of young employees to mentors for career planning and guidance;
- Development and assessment of employee's key work skills;
- Recording of work experiences and skills in an on-going skills portfolio;
- Introduction of inexperienced workers to structured work environments and sound working practices through the involvement of more experienced workers and mentors.

Recommendations I'd make to other mentor-mentee pairs:

I am willing to be a mentor in the future:(please tick the appropriate box)

- Yes I'd like to continue the current partnership
- Yes, with a new mentee
- No thank you, not at the present time.

Other comments:

Name

Date

MENTORING EXPERIENCE: FINAL REVIEW

Directions: Use this form to analyse the experience you had with your mentor/mentee. Near the end of your agreed-upon time together, meet to discuss the experience, and decide on what next steps to take.

As a result of this mentoring partnership, I believe my mentee gained the following knowledge and/or skills:
(*please include reference to any improvement in the Key Work Skills*)

As a mentor, benefits I received from this mentoring relationship:

Ways, if any, that this mentoring partnership or program could have been more effective:

BENEFITS FOR EMPLOYEES

- Opportunity to gain more work in the week, month or year through building several part-time or temporary jobs on top of each other;
- Greater employment security;
- Opportunity to work in a range of different firms and industries providing greater variety and interest;
- Assessment and recording of skills;
- Access to personal support and career planning;
- Planning of work placements around personal goals and career plans;
- Guaranteed full employment rights and entitlements;

BENEFITS FOR BUSINESS

- Careful employee selection and induction, including occupational health and safety training;
- The management of all aspects of the employment relationship other than direct supervision. This includes payroll, workers' compensation and other paper work;
- Recording and development of employees' skills;
- The chance to identify future full-time employees;
- Meeting the peaks and troughs of labour demands.

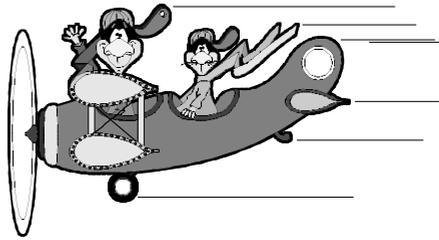
What's A Mentor?

**The Macquarie Dictionary defines mentor as
“a wise and trusted counsellor ”.**

The broad definition is this: an experienced person who goes out of his or her way to help another person reach his/her important life goals.

An informal mentor provides coaching, listening, advice; acts as a sounding-board and offers other help in an unstructured, casual manner.

A formal mentor agrees to an ongoing, planned partnership that focuses on helping the mentee reach specific goals over a specified period.



The term “mentor” comes from Greek mythology. When Odysseus was about to leave on his long journey, he assigned his good friend Mentor (who took on the disguise of Athena from time to time) to be his son’s guardian and tutor.

WHAT IS A CAREER WORKKEYS MENTOR?

Career WorkKeys Mentors are volunteers from the community who are prepared to give some time, on a regular basis, to assist young people enter and stay in the workforce.

The quiz on the opposite page will give you an idea of your potential to be a successful Career WorkKeys Mentor. Explanations of each of the criteria are on the pages that follow.

Ways, if any, that this mentoring partnership or program could be more effective:

Recommendations I’d make to other mentor-mentee pairs:

Other comments:

Name

Date

MENTORING EXPERIENCE: MIDWAY REVIEW

Directions: Use this form to analyse the experience you've had up to now with your mentor/mentee. Approximately halfway through your agreed-upon time together, meet to discuss the experience, and decide on what next steps to take. **If you're in a formal program, turn this in to your Mentor Program Manager.**

Examples of activities/interactions we've implemented up to now in this partnership:

So far in this mentoring partnership, I believe my mentee has gained the following knowledge and/or skills:
(please include reference to any improvement in the Key Work Skills)

As a mentor, benefits I'm receiving from this mentoring relationship:

CHECK YOUR MENTORING SKILLS

Directions: Assess your potential to be a successful mentor by rating yourself on the following mentor process skills. For each skill, circle the appropriate number. Total the numbers, and read the interpretation below.

Mentor Skill	Quality of Skill			
	Excellent	Very Good	Good	Poor
Listening	5	3	1	0
Encouraging	5	3	1	0
Inspiring/ Instilling Vision	5	3	1	0
Coaching	5	3	1	0
Instructing	5	3	1	0
Opening Doors	5	3	1	0
Managing Risks	5	3	1	0
Demonstrating Personal Mastery	5	3	1	0
Giving Corrective Feedback	5	3	1	0

TOTAL

- 39-45** Excellent mentor skills; you could coach other mentors; concentrate any improvement efforts on fine-tuning your style with particular mentees
- 27-38** Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor
- 9-26** Good mentor skills; work on your less-developed skills in order to acquire strong mentees and have better relationships with them
- 8 or less** You'll benefit from coaching and practice on mentor skills; study this guide, and observe others who have strong skills

CRITICAL MENTORING SKILLS

Effective mentors are multi-skilled helpers. The following are the most essential skills or competencies needed by persons who want to mentor others and help these mentees be as successful as possible.

LISTENING

Active listening is the core mentor skill; the other eight skills build on - and require - it. Listening, when it is done well, conveys to your mentee that you have heard and understood him or her. The mentee feels accepted. The way you can demonstrate you're listening intently is by performing certain behaviours yourself. For example, if you're an active listener, you:

- appear genuinely interested by making encouraging responses, such as "Hmmm...", "Interesting...", reflecting back (paraphrasing) certain comments to show you've grasped the meaning and feelings behind the message;
- use appropriate nonverbal language, such as looking directly into the person's eyes, nodding your head, leaning slightly toward him or her, frowning or smiling where appropriate;
- avoid interrupting your mentee while he or she is talking; and
- remember and show interest in things he or she has said in the past ("By the way, how did that meeting with Parajet turn out?").

LOG OF MEETINGS(AND OTHER ACTIVITIES)

7th: _____ (date, time, location)

Purposes/Assistance:

Comments Afterward:

Follow-up Steps:

Mine:

Mentee's:

Change in Mentor's Key Work Skills Rating?(*Please comment*)

LOG OF MEETINGS(AND OTHER ACTIVITIES)

6th: _____ (date, time, location)

Purposes/Assistance:

Comments Afterward:

Follow-up Steps:

Mine:

Mentee's:

Change in Mentor's Key Work Skills Rating?(*Please comment*)

ENCOURAGING

The most effective mentors are adept at encouraging their mentees, which in turn helps increase the mentee's confidence. While there are many ways to encourage, and mentees can differ in the types and amounts of encouragement they like, you can:

- compliment your mentee on his or her accomplishments, including small steps taken toward larger goals;
- point out your mentee's strengths and positive traits (such as perseverance, integrity) in addition to his or her performance and accomplishments; and
- commend him or her in front of other people.

INSPIRING VISION

One skill that separates superb mentors from very good ones is an ability to inspire mentees to greatness. By setting an example as a visionary, then helping your mentee to create a personal vision to reach, you can help your mentee onto a future path that excites and motivates him or her even beyond original dreams. You'll want to:

- do inspiring actions yourself which challenge your mentee to improve;
- challenge him or her to do important things in life;
- help your mentee create a future vision for himself or herself; and
- make optimistic predictions about his or her future and say that you believe these are possible.

Your challenge as a mentor is to ensure that your mentee identifies and pursues *his or her own vision, not yours.*

COACHING

Sometimes it's difficult to separate excellent coaching and excellent mentoring. Top coaches certainly do both, and most mentors end up doing a great deal of coaching. Here, coaching is defined as giving specific feedback on how your mentee performs a particular task or activity. To coach effectively, you'll:

- help your mentee identify what he or she needs to learn and accomplish in order to succeed;
- assist your mentee in setting achievable, yet challenging, goals;
- help your mentee monitor performance and refocus steps as needed.

To be an effective coach, you must *know what and how your mentee is performing*. You'll need to refer to his/her Key Work Skills Assessment which has been completed by the mentee and the site supervisor. It will be important to note any differences in your mentee's perceptions of him/herself compared to the perceptions of his/her site supervisor

INSTRUCTING

Probably all mentors do some teaching or instructing as part of their mentoring. This doesn't mean that your mentee hears you give formal speeches and lectures. Instead, your instructing will be more informal - from modeling behaviours to conveying ideas and processes one-on-one, in a tutoring mode. You can:

- teach your mentee new knowledge or skills by explaining, giving effective examples, and asking thought-provoking questions;
- assist your mentee in finding resources such as people, books, and other information sources; and
- demonstrate or model effective actions yourself, pointing out what you're trying to do.

LOG OF MEETINGS (AND OTHER ACTIVITIES)

5th: _____ (date, time, location)

Purposes/Assistance:

Comments Afterward:

Follow-up Steps:

Mine:

Mentee's:

Change in Mentor's Key Work Skills Rating?(*Please comment*)

LOG OF MEETINGS (AND OTHER ACTIVITIES)

4th: _____ (date, time, location)

Purposes/Assistance:

Comments Afterward:

Follow-up Steps:

Mine:

Mentee's:

Change in Mentor's Key Work Skills Rating?(*Please comment*)

MANAGING RISKS

Another distinguishing characteristic of effective mentors is their willingness and ability to protect their mentees from disasters. Your tasks are to help your mentee trust you, prevent him or her from making unnecessary mistakes, and finally help your mentee learn to trust his or her own decisions and actions. Some refer to this risk management process as helping a mentee “step out on the branch, then fly” when ready. You'll:

- make suggestions to help your mentee avoid major mistakes (financial and other) in judgement or action;
- maintain confidentiality when he or she shares information with you; and
- help your mentee recognise the risks involved in actions and projects.

OPENING DOORS

Mentors are **sometimes** in a position to provide visibility for their mentees. This means opening the right doors that allow your mentee to meet people and to demonstrate what he or she can do to different audiences. *Research has shown that when a mentor vouches for a mentee in this way, the mentee's work is much more likely to be well received.* To do this well, you can:

- introduce your mentee to people who could help him or her reach desired goals;
- make certain your mentee's accomplishments are noticed by others;
- give your mentee assignments or opportunities that enable him or her to interact with important colleagues or customers; and
- suggest other people for your mentee to contact or observe.

Naturally, you'll open doors for your mentee only when you believe he or she is ready to go through them. Since your judgement and reputation may be affected by your doing this, you'll first want to see your mentee as capable and trustworthy. You'll want to explain this process to him or her as part of your developmental effort.

DEMONSTRATING PERSONAL MASTERY

A mentor who is a successful role model is a much more credible source than a mentor who's struggling. Most of today's mentees are looking for mentors who have achieved success in their careers, still have exciting goals for the future, demonstrate integrity, and are willing to grow and learn. To be a mentor with personal mastery:

- know what's important to you and pursue those values and goals;
- demonstrate inquisitiveness and eagerness to learn and grow;
- appear pleased to learn from your mentee when he or she has something to teach you; and
- help your mentee develop personal mastery and pursuit of excellence in his or her life.

Personal Mastery is a journey, not a destination. It's a process that effective mentors continue throughout their lives.

LOG OF MEETINGS(AND OTHER ACTIVITIES)

3rd: _____ (date, time, location)

Purposes/Assistance:

Comments Afterward:

Follow-up Steps:

Mine:

Mentee's:

Change in Mentor's Key Work Skills Rating?(*Please comment*)

LOG OF MEETINGS(AND OTHER ACTIVITIES)

2nd: _____ (date, time, location)

Purposes/Assistance:

Comments Afterward:

Follow-up Steps:

Mine:

Mentee's:

Change in Mentor's Key Work Skills Rating?(*Please comment*)

GIVING CORRECTIVE FEEDBACK

As mentioned, a mentor should give frequent praise, compliments, and other forms of positive reinforcement to a mentee. In addition to giving frequent and sincere positive feedback, an effective mentor is also willing and able to give a mentee *corrective* feedback.

When you detect a mentee making mistakes or performing in less-than-desirable ways, you should be straight with your mentee, letting him or her know what you perceived and some ideas for better ways of handling the situation. It's probably better for your mentee to hear it from you, again a part of your Managing Risks.

One of the first things you can discuss with your mentee is *if and how* he or she would like this information from you. People are more willing to hear such feedback if they give permission and know in advance it's coming. Provide your feedback in a pleasant, businesslike manner, stressing what the person has done that is effective.

- attempt to use positive, non-derogatory words and tone of voice to tell him or her when behaviours or products are not satisfactory;
- give corrective feedback in private;
- give specific (as opposed to vague) feedback on your mentee's behaviours; and
- offer useful suggestions for him or her to try next time, offering to be a resource when that time occurs.

THE MENTORING RELATIONSHIP

All parties come into relationships with different styles and expectations. Ideally, one of the first things they should discuss with each other is the rules they would like to use in their relationship.

In mentoring the over-riding rule is to make the other person feel at ease, knowledgeable about what to do, and valued. In general, this means showing kindness, flexibility, and appreciation, and using a combination of good business and social manners.

More specifically, there are several do's and don't that are usually followed in successful mentoring partnerships.

Mentors also have some "rules" to keep in mind. Although they are the leaders in the relationship, they, too, can take steps to show respect and to put their mentees at ease.

The following list of "dos and don'ts" are suggestions from others who have been involved in successful mentoring relationships. You may like to add others to the list.

✓ DO

✓ Take the initiative in the relationship. Invite your mentee to meet, suggest topics to discuss, ask if you can offer advice, etc.

✓ Respect your mentee's time as much as your own.

✓ Be explicit about your own needs and limits (eg, time constraints, style of interacting).

✓ Always **ask** if you can make a suggestions or offer criticism.

✗ DON'T

✗ Wait, at least initially, for your mentee to suggest activities.

✗ Assume, particularly if he or she is more junior, that your schedule always has top priority.

✗ Make your mentee have to guess or learn by trial and error.

✗ Automatically give advice or criticism.

LOG OF MEETINGS(AND OTHER ACTIVITIES)

1st: _____ (date, time, location)

Purposes/Assistance:

Comments Afterward:

Follow-up Steps:

Mine:

Mentee's:

Change in Mentor's Key Work Skills Rating?(*Please comment*)

Specific Assistance I Can Provide:

✓ DO

✗ DON'T

✓ Tell your mentee that you don't expect him or her to follow all of your suggestions.

✗ Assume your advice will be followed.

✓ Expect your mentee to move toward his or her (not your) goals.

✗ Expect a clone of yourself.

✓ Express appreciation to your mentee for help given you or other steps taken.

✗ Take your mentee for granted or assume he or she doesn't need reinforcement.

✓ Recognise and work through conflicts in caring ways. Invite discussion of differences with your mentee. Ask a third party to assist when necessary.

✗ Avoid discussion of touchy subjects or force your solutions in conflicts.

✓ Keep your relationship on a professional basis.

✗ Move too quickly into friendship, if at all.

✓ Make only positive or neutral comments about your mentee to others. If you disagree with your mentee's behaviour or values, share with him or her and get help if necessary. If the situation doesn't change, take steps to end the relationship, and try to find him or her a different mentor.

✗ Talk negatively about your mentee behind his or her back.

✓ Be prepared to move out of the relationship at the end the agreed period, or sooner, if agreed on by both parties.

✗ Hang on to your mentee indefinitely.

✓ Keep the doors open for your mentee to return in the future.

✗ End the relationship on bad terms.

Other Individuals/Resources That May Be Helpful:

How I'll Know My Mentee And I Have Been Successful In Our Efforts:

PLANNING FOR THE PARTNERSHIP

Directions: Read through this outline prior to your first meeting with your mentee, and fill in what you can. Involve him or her in the development and implementation of the plan.

Mentoring Partnership Will Cover Period _____ to _____

Background Information on Mentee:

Name

What he/she prefers to be called:

Date of CWK Commencement:

Address

Phones: (day)

(evening)

MobileNumber

Professional/Work Background:

Educational/Training Background:

Mentee's KWS self-assessment rating

(Tick box when received)

Mentee's KWS rating by supervisor

(Tick box when received)

Mentee's Priorities for Improvement:

Mentee's Tentative Career Plans and Ideas:

(Check Mentee's Personal Action Plan)

Assistance Needed By Mentee: (Ask mentee for this, and add ideas based on your experience. Use additional pages as needed.).

• Immediate:

• Longer Term: