

# MENTOR TOOLKIT

## Mentoring Toolkit for Mentors

19/07/2023

CREATED BY



“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.”

**Steven Spielberg – Movie Director**

“You know, you do need mentors, but in the end, you really just need to believe in yourself.”

**Diana Ross – Singer**

“Mentorship is the key to unlocking each of our entrepreneurial spirits.”

**Richard Branson**

“Mentors have a way of seeing more of our faults than we would like. It’s the only way we grow.”

**George Lucas**

## Welcome to the Mentor Toolkit.

Within this toolkit are some useful resources, information, advice and guidance on how to be an effective and successful mentor. The toolkit itself is a resource which can be used for reference purposes or to simply assist in providing those resources necessary for mentoring activities. Some resources are interactive and can be used within mentoring sessions. All the contents can be printed and used as often as necessary.

### Key Definitions:

**Mentoring -** Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and role modelling. The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for mutual learning that values differences.  
(EMCC Global, 2023)

**Coaching -** Coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future.  
(Skills You Need, 2023)

**Mentor -** Someone who gives help and advice over a period of time, especially related to their job.  
(Collins Dictionary, 2023)

**Employer\* -** A person or business that employs workers.  
(Collins Dictionary, 2023)

**Mentee -** Someone who is mentored.  
(Collins Dictionary, 2023)

**Apprentice -** Someone who has a paid job which offers hands-on work experience alongside off-the-job training.  
(Apprenticeships.gov.uk, 2023)

\*Please note that the employer can also be the same individual as the mentor in certain situations. Should the employer be unable to mentor, the employer may designate an appropriate colleague as mentor.

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## RESOURCE TIMELINE

	Resource	
Mentoring Induction	A E F M	Mentoring Agreement Exercise: Clarifying Objectives Mentor Skills Scan Exercise: Objective Review
Month 1	B C D G M	SWOT Analysis Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: E-Portfolio Exercise: Objective Review
Month 2	C D I K	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: Personal Review Exercise: Time Management
Month 3	C D F H I M	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentor Skills Scan Mentoring Meeting Agenda: Personal Development Mentoring Meeting Agenda: Personal Review Exercise: Objective Review
Month 4	C D I L	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: Personal Review Exercise: Transferable Skills
Month 5	C D I M	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: Personal Review Exercise: Objective Review
Month 6	C D F H I	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentor Skills Scan Mentoring Meeting Agenda: Personal Development Mentoring Meeting Agenda: Personal Review
Month 7	C D I M	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: Personal Review Exercise: Objective Review
Month 8	C D I	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: Personal Review
Month 9	C D F H I M	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentor Skills Scan Mentoring Meeting Agenda: Personal Development Mentoring Meeting Agenda: Personal Review Exercise: Objective Review
Month 10	C D I	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: Personal Review
Month 11	C D I J M	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentoring Meeting Agenda: Personal Review Mentoring Meeting Agenda: End-Point Assessment (EPA) Exercise: Objective Review
Month 12	C D F H I J N	Exercise: Pre-Mentoring Exercise: Post-Meeting Review Mentor Skills Scan Mentoring Meeting Agenda: Personal Development Mentoring Meeting Agenda: Personal Review Mentoring Meeting Agenda: End-Point Assessment (EPA) Exercise: Concluding the Mentoring Process

Here is a guide showing when you should use each resource from this pack, based on a period of 12 months.

\*Please note that this plan is recommended but can be altered to suit specific needs.\*

## **RESOURCES EXPLAINED**

### **RESOURCE A: Mentoring Agreement**

This document can be used to outline the objectives of the mentoring process, and describes the means by which the mentor and mentee will achieve them. It should be signed by both mentor and mentee once the conditions have been agreed.

### **RESOURCE B: SWOT Analysis**

This is a planning tool which seeks to identify the strengths, weaknesses, opportunities and threats involved in a project (in this case the mentoring process). This tool can be used as a self-analysis tool for both mentor and mentee.

### **RESOURCE C: Exercise: Pre-Mentoring**

This activity should be completed by both the mentor and mentee in the first mentoring session to identify what they are committing to, how they propose to move forward in regards to communication and trust, and how they plan to mutually agree realistic objectives.

### **RESOURCE D: Exercise: Post-Meeting Review**

This document should be completed at the end of each mentoring session to provide a trail of what was discussed in the mentoring session and highlight clear action points.

### **RESOURCE E: Exercise: Clarifying Objectives**

This exercise should be completed by the mentor as part of their mentoring induction. This document is more of an inward assessment of how the mentor feels regarding their mentoring style, how they intend to support their mentee, and what they hope the end result of the mentoring process will be (for both themselves and their mentee).

### **RESOURCE F: Mentor Skills Scan Template**

This document is used as a reviewing tool to monitor the Mentor's confidence and competency in specific areas integral to the role of Mentor. This should be completed prior to mentoring, then on a quarterly (three-monthly) basis, before then being completed when the Apprentice/Mentee enters the Gateway period.

### **RESOURCE G: Mentoring Meeting Agenda: E-Portfolio**

This template can be printed/distributed and used as a guide in-session to provide a structured mentoring session. Key topics and areas for discussion have been identified.

**RESOURCE H: Mentoring Meeting Agenda: Personal Development**

This template can be printed/distributed and used as a guide in-session to provide a structured mentoring session. Key topics and areas for discussion have been identified.

**RESOURCE I: Mentoring Meeting Agenda: Personal Review**

This template can be printed/distributed and used as a guide in-session to provide a structured mentoring session. Key topics and areas for discussion have been identified.

**RESOURCE J: Mentoring Meeting Agenda: End-Point Assessment (EPA)**

This template can be printed/distributed and used as a guide in-session to provide a structured mentoring session. Key topics and areas for discussion have been identified.

**RESOURCE K: Exercise: Time Management**

This exercise is for self-reflection on personal time management skills. By completing this document, it will help mentors and mentees alike to identify their weak areas of time management, and also encourage them to identify methods and behaviours to help mitigate these.

**RESOURCE L: Exercise: Transferable Skills**

This resource should be completed by mentor and mentee within the same mentoring session. The document looks at identifying the transferable skills of a mentee from different perspectives, those of both the mentee themselves and their mentor.

**RESOURCE M: Exercise: Objective Review**

A rudimentary action plan of sorts, this document is to be completed on alternating mentoring sessions with the view to providing the mentee with an opportunity to review their progress thus far, whilst promoting the opportunity to identify their “next steps”.

**RESOURCE N: Exercise: Concluding the Mentoring Process**

This resource should be completed in the last mentoring session. This document gives both the mentor and mentee the opportunity to reflect on the mentoring process and discuss the mentee’s journey. Improvement points and successes can be identified along with feedback.

## **APPENDICES EXPLAINED**

### **I: Glossary: Apprenticeship**

This resource outlines just some of the key terminology associated with apprenticeships. There are plenty of spaces for the user to add their own terminologies with definitions.

### **II: Glossary: Mentoring**

This resource outlines just some of the key terminology associated with mentoring. There are plenty of spaces for the user to add their own terminologies with definitions.

### **III: Mentor and Mentee Roles and Responsibilities**

This document outlines the roles and responsibilities of both the Mentor and Mentee for clarification. **Note:** There are some shared roles and responsibilities.

### **IV: Mentor-Mentee Relationship (VARK)**

This resource is a useful visual aid which maps out the factors which Mentors need to consider when working with their Mentee. The model outlines the main qualities of the ‘ideal’ Mentor who can support all VARK learners, along with key considerations specifically related to each learning style: Visual, Auditory, Read/Write and Kinaesthetic (VARK).

### **V: Relationship Model**

This model outlines the responsibilities between two parties of the ‘Apprenticeship Triangle’ – the Apprentice/Mentee, the Employer/Mentor, and the Training Provider. The model can be used as a point of reference when looking at who is responsible or involved in the completion of specific apprenticeship or mentoring tasks.

### **VI: Mainstream Mentoring Models**

This resource highlights four of the mainstream mentoring models widely used by mentors across the UK. The four mentoring models – GROW, OSKAR, OSCAR and CLEAR – are broken down step-by-step, with example questions provided for the Mentor’s use.

### **VII: Mentoring Models (CMN)**

Similar to the “Mainstream Mentoring Models” resource, this resource outlines two mentoring models developed specifically for use at CMN. These resources can be used to assist Mentors in developing their own questions to use in their mentoring sessions.



## **VII: Apprentice Reward Schemes**

This resource provides some suggestions for apprentice reward schemes, an initiative which could maintain the motivation and engagement of the workforce, whilst also increasing productivity and performance, should any of the schemes be used.

## **IX: CPD Opportunities to Develop Mentor-Mentee Relationship**

This resource provides a few suggestions for CPD opportunities which, if undertaken, can help develop the Mentor-Mentee Relationship. A useful resource both for those new to being a Mentor, and to those Mentees who may be a little nervous or shy.

## **X: Stretch and Challenge your Apprentice/Mentee**

This resource provides guidance to Employers and Mentors on how to best stretch and challenge their Apprentice/Mentee's learning, ensuring they achieve the maximum out of their apprenticeship. Although these are simple steps, they can be highly effective!

## **XI: Mentoring Sessions – Questions for Mentors**

This resource provides example questions for Mentors in different session scenarios: the introductory session; goal-setting; identifying strengths and weaknesses; sessions with an open/no set agenda, and closing the mentoring sessions.

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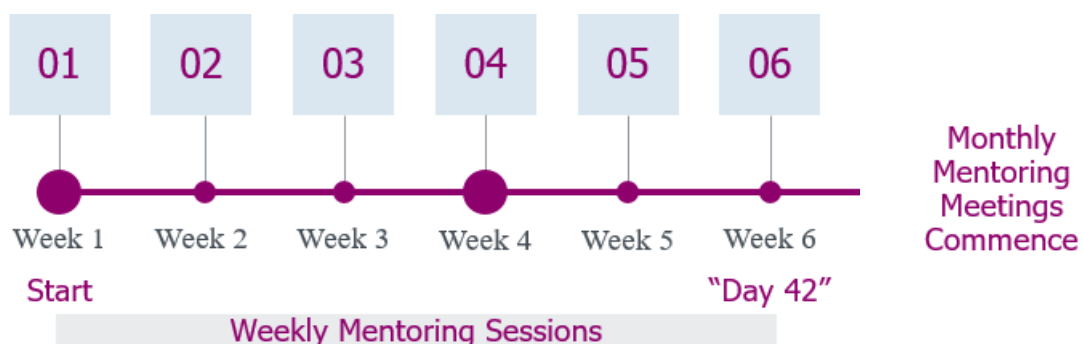


## Mentoring Sessions Timeline

It is always a good idea, as part of the learner's induction process, to conduct a 1:1 Mentor-Mentee meeting prior to the learner's apprenticeship getting underway. Here the learner's learning style, their strengths and weaknesses, any learning and development opportunities they wish to pursue during their apprenticeship, and any threats or barriers to this they can identify can be ascertained.

Following the initial meeting, mentoring sessions should then be conducted on a weekly basis for the first 6 weeks. To qualify for any apprenticeship funding, *the Mentee must be in learning for a minimum of 42 days between the learning start date and planned end date.* By conducting weekly mentoring sessions for the first 6 weeks (42 days) of the apprenticeship, the Mentor and Mentee will then have sufficient time to know if the Mentee is both compatible with the apprenticeship and whether they, the Mentee, wishes to proceed with the apprenticeship studies post-"Day 42". This will subsequently ensure compliance with apprenticeship funding rules.

If the Mentee does progress with their apprenticeship, mentoring sessions should occur at least on a monthly basis, with a quarterly review taking place every 3 three months throughout the duration of the apprenticeship. However, **the frequency is not limited**. If the Mentor and/or Mentee feel that these sessions should be more regular or less frequent however, this can be agreed by both parties respectively.



## Mentoring Agreement

1. Topics and themes, including what will not be covered.

2. Confidentiality: What can and cannot be discussed with others.

3. Duration: The beginning and end of the mentoring process. (Weeks/Months)

4. Time and place for meetings and practices for rescheduling or cancelling meetings.

5. Communication during mentoring, including channels and means.

6. Preparing for meetings. (Responsibilities: What is expected of the mentee/mentor)

7. What happens if either party wants to terminate the mentoring mid-process?

**Time and Place:**

**Signatures:**

## SWOT Analysis (Self-Analysis)

Strengths	Weaknesses
Opportunities	Threats

## Strengths

When considering your strengths don't just think of the things that you do well at work, think about what things you do well away from the workplace. Ask yourself the following questions:

- What do you think you are good at doing?
- What do other people say that you are good at?
- What have you been given recognition or praise for doing?
- What resources or situations do you have access to that other people maybe don't have?
- What do other people (and your boss, in particular) see as your strengths?
- Which of your achievements are you most proud of?

## Weaknesses

Here you need to do the opposite without beating yourself up. Do not consider these things too critically as there are always opportunity to develop, and knowing your areas of weakness is the first step. Ask yourself the following questions:

- What areas or activities do you struggle to achieve the desired outcome, even when you feel you have really tried?
- What do you only tackle or attempt because you really have to as part of your job role or a personal responsibility?
- What characteristics do you display or carry that you feel hold you back in any way?
- In what areas do you know you lack knowledge or skill?
- What activities can you think of that make you feel 'out of your depth'?
- What tasks do you usually avoid because you don't feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education and skills training? If not, where are you weakest?
- What are your negative work habits (for example, are you sometimes regarded as overly bossy when the pressure is on)?

## Opportunities

Think about what external things you can take advantage of that could improve your chances of success. It can help to bounce ideas off another person to enable you to explore all avenues. Think about the following questions:

- In what way can you ensure that you fully play to your strengths?
- What would you love to do that you know you are good at?
- What unique resources, opportunities, facilities, skills are available to you and maybe not to others?
- What opportunities have made others successful?
- How can you develop your weaknesses?
- Is there a unique gap in the market/business need?

## Threats

Here you need to consider the things that could act as barriers to success and stop you from reaching your goals. Questions that you could consider are:

- Are there clear areas of weakness that require development before you can start on your journey?
- What may prevent you from achieving your outcomes
- Who may prevent you from achieving your outcome and why
- What issues/barriers do you need to overcome to move forwards?
- What obstacles do you currently face at work?
- Are any of your colleagues competing with you for projects or roles?
- Is your job (or the demand for the things you do) changing?
- Does changing technology threaten your position?
- Could any of your weaknesses lead to threats?

### **Exercise: Pre-Mentoring**

For the mentoring process to succeed, you should start the process by answering the following questions:

What are we committing to?

How can we promote mutual trust?

How can we ensure good communication and interaction?

Can we determine realistic objectives?

### **Exercise: Post-Meeting Review - Mentor**

At the end of each meeting, discuss the following:

What did we talk about today? What topics did we cover?

What did we do to reach our mentoring objectives?

Which methods worked well?

What could we do differently?

What do we want out of next meeting?



## Exercise: Clarifying Objectives - Mentor

What kind of support could I have used earlier in my career?

If I could have been a mentor, what would I have used mentoring for?

How do I want to help my mentee?

When the mentoring process ends, what do I hope my mentee has gained?

As a mentor, what do I want to get from the mentoring process?

### Knowledge - What is required?

**At Initial Assessment score 0 - 5 to give an indication of what you already know from prior achievement, knowledge or experience.**

**Use this skill scan to record the Employer/Mentor's level of confidence for KSB at each 12wk review.**  
**Confidence levels 1 – 5 = ( 1 very low) ( 2 low) ( 3 OK) ( 4 good) ( 5 very good)**

		Initial Assessment	First Review	Second Review	Third Review	Gateway
		0 - 5	1 - 5	1 - 5	1 - 5	1 - 5
<b>Recording Mentoring Activities</b>	Understands how to Plan, conduct and record mentoring activities to support the progression of the mentee working within legal and ethical frameworks, including confidentiality and safeguarding.					
<b>Managing the Mentoring Boundaries</b>	Knows how to use strategies to establish and maintain expectations and boundaries of mentoring contract, including recognising starting points of mentee, agreed development needs, potential barriers to development and where relevant, other stakeholders needs.					
<b>Mentoring Models</b>	Selects and uses mentoring models, tools and techniques to support mentee to make desired changes, demonstrating responsiveness to the individual mentee needs.					
<b>Knowledge of Own Skills</b>	Demonstrate awareness of own values, beliefs and behaviours and their effect on the mentor/mentee relationship.					
<b>Supporting the Mentee</b>	Understands how to support to the mentee, providing information, advice and guidance, working within own professional boundaries and recognising requirements for referral to other professional services where required.					
<b>Evaluating the Mentoring Relationship</b>	Understands how to establish rigorous evaluation processes with mentee to support reflection on effectiveness of mentoring relationship.					
<b>Personal Development</b>	Evaluates and reflects on effectiveness of own practice for the purpose of self-development.					
<b>Managing Mentoring Practice</b>	Knows how to make sustainably informed decisions in approaches used to plan, conduct, and record and evaluate mentoring practice.					
<b>Record Production and CPD (Continual Professional Development)</b>	Can successfully and accurately maintain records of mentoring practice and recording of continual professional development activities.					

Skills – What is required?						
<b>IT</b>	Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the task at hand. Able to update and review databases, record information and produce data analysis where required.					
<b>Record and Document production</b>	Produces accurate records and documents including: emails, letters, files, payments, reports and proposals. Drafts correspondence, writes reports and able to review own work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.					
<b>Instructing/Developing Capabilities</b>	Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way.  Seeks advice of more experienced team members when appropriate.					
<b>Interpersonal Skills (Building Trust and Providing Corrective Feedback)</b>	Builds and maintains positive relationships within their own team, their mentee, and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers, team members, and their mentee, developing mentoring and coaching skills as they gain area knowledge.					

# Skills Scan

## Employer/Mentor



<b>Communications (Active Listening)</b>	Demonstrates good communication skills (Active Listening), whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately.					
<b>Inspiring and Leading by Example / Opening Doors</b>	<p>Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements.</p> <p>Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.</p>					
<b>Planning and Organisation / Identifying Goals</b>	<p>Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace.</p> <p>Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients and other parts of the organisation).</p> <p>Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation</p>					
<b>Risk Management</b>	Uses relevant risk management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects and tasks safely, identifying contingency plans where necessary.					

### Behaviours – What is required? (Role-model behaviours and positive contribution to culture)

<b>Professionalism</b>	<p>Behaves in a professional way. This includes: personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, mentees and key stakeholders.</p> <p>Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.</p>					
<b>Personal Qualities</b>	<p>Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.</p>					
<b>Managing Performance</b>	<p>Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs all those who need to know when a task is complete.</p> <p>Performs thorough self-assessments of their work and complies with the organisation's procedures.</p>					
<b>Adaptability</b>	<p>Is able to accept and deal with changing priorities related to both their own work, their mentee's requirements, and to the organisation.</p>					
<b>Responsibility</b>	<p>Demonstrates taking responsibility for team performance and quality of projects delivered.</p> <p>Takes a clear interest in seeing that tasks/projects are successfully completed and that mentees are managed appropriately.</p> <p>Takes initiative to develop own and others' skills and behaviours.</p>					

**Comments for arrangements:**

**(Please use this area to outline any skills gaps or additional non work-based training that may be required)**

## Mentoring Session: E-Portfolio

DATE: | TIME:

LOCATION:

ATTENDEES:

APOLOGIES:

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### AGENDA

- 1) WELCOME
- 2) UPDATES ON ACTIONS FROM LAST MEETING
- 3) KEY TOPICS
  - a. Status of Outstanding Work ("To Do" List)
  - b. Project (Progress)
  - c. Off The Job Training Hours
    - i. Status (On Track?)
    - ii. Identified Opportunities to Build Hours
  - d. Progress Reviews
    - i. Up to Date?
    - ii. Dates of Next Monthly/12-Week Review
  - e. Concerns/Challenges regarding E-Portfolio
  - f. Hot Topics (Up to Date?)
- 4) ACTIONS TO BE SET
- 5) AOB

NEXT MEETING:

## Mentoring Session: Personal Development

DATE: | TIME:

LOCATION:

ATTENDEES:

APOLOGIES:

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### AGENDA

- 1) WELCOME
- 2) UPDATES ON ACTIONS FROM LAST MEETING
- 3) KEY TOPICS
  - a. Knowledge
    - i. Strengths and Successes
    - ii. Areas for Development
  - b. Skills
    - i. Strengths and Successes
    - ii. Areas for Development
  - c. Behaviours
    - i. Feedback from Peers
    - ii. Feedback from Line Manager
    - iii. Feedback from Mentor
  - d. Concerns/Challenges
  - e. CPD Opportunities
- 4) ACTIONS TO BE SET
- 5) AOB

NEXT MEETING:



## Mentoring Session: Personal Review

DATE: | TIME:

LOCATION:

ATTENDEES:

APOLOGIES:

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### AGENDA

- 1) WELCOME
- 2) UPDATES ON ACTIONS FROM LAST MEETING
- 3) KEY TOPICS
  - a. Progress on identified tasks (inc. Successes)
  - b. Workload status
  - c. Concerns/Challenges
  - d. Health and Wellbeing
  - e. CPD Opportunities
- 4) ACTIONS TO BE SET
- 5) AOB

NEXT MEETING:

## Mentoring Session: End Point Assessment

DATE: | TIME:

LOCATION:

ATTENDEES:

APOLOGIES:

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### AGENDA

- 1) WELCOME
- 2) UPDATES ON ACTIONS FROM LAST MEETING
- 3) KEY TOPICS
  - a. Status Update (EPA Assessments)
    - i. Key Dates
    - ii. Successes/Resits
    - iii. Dates of Planned Revision Sessions
  - b. Any Additional Requirements/Measures?
  - c. Concerns/Challenges regarding EPA
- 4) ACTIONS TO BE SET
- 5) AOB

NEXT MEETING:

## Exercise: Time Management

- ☐ I'm not sure what is expected of me.
- ☐ I do the wrong things.
- ☐ My organisation's responsibilities are unclear.
- ☐ I have trouble prioritising.
- ☐ I don't follow my priorities.
- ☐ I attend unnecessary meetings.
- ☐ I attend meetings unprepared.
- ☐ I do other people's tasks.
- ☐ I have trouble delegating work.
- ☐ My work mainly involves "putting out fires".
- ☐ I take calls that are not my responsibility.
- ☐ My work is often interrupted.
- ☐ I can't say no.
- ☐ I'm involved in too many things.
- ☐ I can't make decisions.
- ☐ I get involved in other people's work.
- ☐ My workstation is untidy.
- ☐ My work isn't meaningful.
- ☐ I'm not motivated.
- ☐ I don't plan my workday or my work.
- ☐ I'm not organised.
- ☐ I have too much work.
- ☐ I jump from one thing to another.
- ☐ I let incoming emails interrupt my work.
- ☐ My door is always open.
- ☐ I want to be available for everyone in my organisation.
- ☐ I want people to think I'm busy.
- ☐ I do things too well.

By monitoring your time use, you can often greatly increase your sense of control.

This exercise can help you pinpoint your weak points in time management.

Use this exercise to evaluate your use of time. Which of the following steal your time the most? Be honest.

## Exercise: Transferable Skills

### **Mentee:**

Think of a situation in which you did exceptionally well and were proud of yourself. It may have been a particularly challenging situation in which you surpassed yourself in your studies, work or life in general. What happened in that situation? What did you do?

### **Mentor:**

Listen to your mentee's story carefully. As you are listening, identify and write down the strengths, skills and courses of action your mentee used in that situation. Give your mentee feedback and share the strengths you identified in their story.

## Exercise: Objective Review

<b>PRESENT:</b> What have we discussed in mentoring?	<b>FUTURE:</b> What are my objectives and hopes?	<b>How can I reach my objectives?</b>

## Exercise: Concluding the Mentoring Process - Mentor

Where did our journey begin? What did we start with?

What happened during our journey? What do I know now that I did not know before this process?

Did our journey meet our expectations, or did we end up straying from our original objectives?

What did I gain from this? What will I take with me?

## Glossary: Common Apprenticeship Terms (With Meanings)

\*Although we have started you off with some technical terminology relevant to apprenticeships in general, please feel free to add your own in the gaps provided.

Term	Meaning
Apprenticeship	An apprenticeship is employment with training to industry standards in a recognised occupation. It will involve a substantial programme of on and off-the-job training
Apprenticeship Standard	New-style apprenticeship based on an occupational standard that defines the duties carried out by someone in the occupation and knowledge, skills and behaviours required to achieve that competence in those duties.
End-Point Assessment (EPA)	Rigorous robust and independent assessment undertaken by an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours (KSBs) set out in the occupational standard.
Holistic/Synoptic	Assessment of an apprentice's knowledge, skills and behaviours in an integrated way i.e. assessing several KSBs at the same time.
Knowledge, Skills and Behaviours (KSBs)	What is needed to competently undertake the duties required for an occupational standard?
Training Provider	Any organisation that delivers apprenticeship training. For example, a college, higher education institution, private training organisation. Training providers delivering training for apprenticeships must be on the register of apprenticeship training providers.
Independent End-Point Assessor (IEA)	An assessor, provided by the End-Point Assessment Organisation (EPAO), to conduct assessments within the End-Point Assessment.
Apprentice/Mentee	Individual undertaking an apprenticeship.
Assessment	The act of assessing; appraisal; evaluation. (i.e. presentations, reports, tests and observations)
Awarding Organisation	An organisation that is recognised by the regulatory authorities such as Ofqual to award regulated qualifications to learners.
Employer/Mentor	Organisation that hosts the apprenticeship programme and hires the apprentice. Your Mentor may not be the main employer but a designated employee to oversee your professional development.

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## Glossary: Common Mentoring Terms (With Meanings)

\*Although we have provided some initial terminology relevant to the practice of mentoring, please feel free to add your own in the gaps provided.

Term	Meaning
Buddy Mentoring	Organisations or Universities often use buddy systems or peer-to-peer mentoring to help new employees or students adjust to jobs or a first year at school during their first few months.
Coaching	Coaching takes place within the confines of a formal manager-employee relationship and the focus is to develop individuals within their current job. Coaching is more functional whereas mentoring is more relational.
Cohort	The session that the mentor and mentee participate in, sometimes known as a mentoring session.
Corporate Mentoring	Corporate mentoring is a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth. Corporate mentoring is also called business mentoring.
Distance Mentoring	Distance mentoring is when the mentee and mentor are living in different places. Sometimes also called e-Mentoring. Mentoring can take place across counties and countries. Apart from time zones and language barriers, mentoring can take place anywhere.
Executive Mentoring	This is the same thing as corporate mentoring, but the mentees are at the executive level and paired with senior executives.
Flash Mentoring	This is when mentors and mentees meet just once or twice rather than a longer period such as six months or year. Usually to discuss a specific topic or challenge. Also known as fast mentoring.
Formal Mentoring	Formal mentoring programs are structured by organisations to achieve measurable outcomes and are supported by senior management with results and outcomes tracked and monitored.
Group Mentoring	Group mentoring requires a mentor to work a number of mentees at one time.
Informal Mentoring	Informal mentoring is where there is mentoring taking place within an organisation but on a casual basis and is often driven by the mentees themselves.
Mentor	A mentor is a person with experience in a variety of areas who is willing to share his or her insights with a mentee to help them grow professionally and personally.

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## Mentor vs Mentee: Roles and Responsibilities

### Joint Roles and Responsibilities

Mentor	Mentee
Understand what mentoring is and each role within the relationship.	
Agree and maintain expectations and the level of confidentiality.	
Prepare ahead of each meeting.	
Feel comfortable to proceed.	
Reflect and share feedback after each meeting.	
Maintain commitment whether a one-off, short-term or long-term.	
Close the relationship at the right time, in line with the personal development objectives agreed.	

### Mentor Roles and Responsibilities

Mentor Roles and Responsibilities
Have a genuine interest in helping someone achieve their personal development objectives.
Take the initiative in the relationship, but allow the Mentee to take responsibility for their growth, development and career planning.
Commit to meeting with the Mentee on a regular basis.
Actively listen to Mentee.
Provide frank, honest, constructive feedback.
Respect the Mentee's limits.
Know own limits.
Seek clarification to be clear on the personal development objectives.
Have the skills and experience to Mentor.
Share your experiences.
Increase own skills, knowledge, confidence and motivation.
Provide different perspectives on problem solving, career options and opportunities.
Be a role model.
Deal professionally with any conflicts of interest.
Celebrate Mentee's successes.

## Mentee Roles and Responsibilities

Mentee Roles and Responsibilities
Set and share your SMART personal development objectives.
Organise and arrange the mentoring meetings and the agendas.
Keep a record of your conversations (take notes).
Stay in contact with Mentor.
Track progress and and results of personal development.
Take every opportunity and be open to learn.
Be comfortable stepping out of a comfort zone.
Complete progress reports and regularly reassess needs.
Observe how your Mentor approaches tasks and problem-solves, utilise them as a role model.

## Mentor-Mentee Compatibility Guide (VARK)

The relationship between the Mentor and Mentee is integral to the success of the Mentee and their apprenticeship.

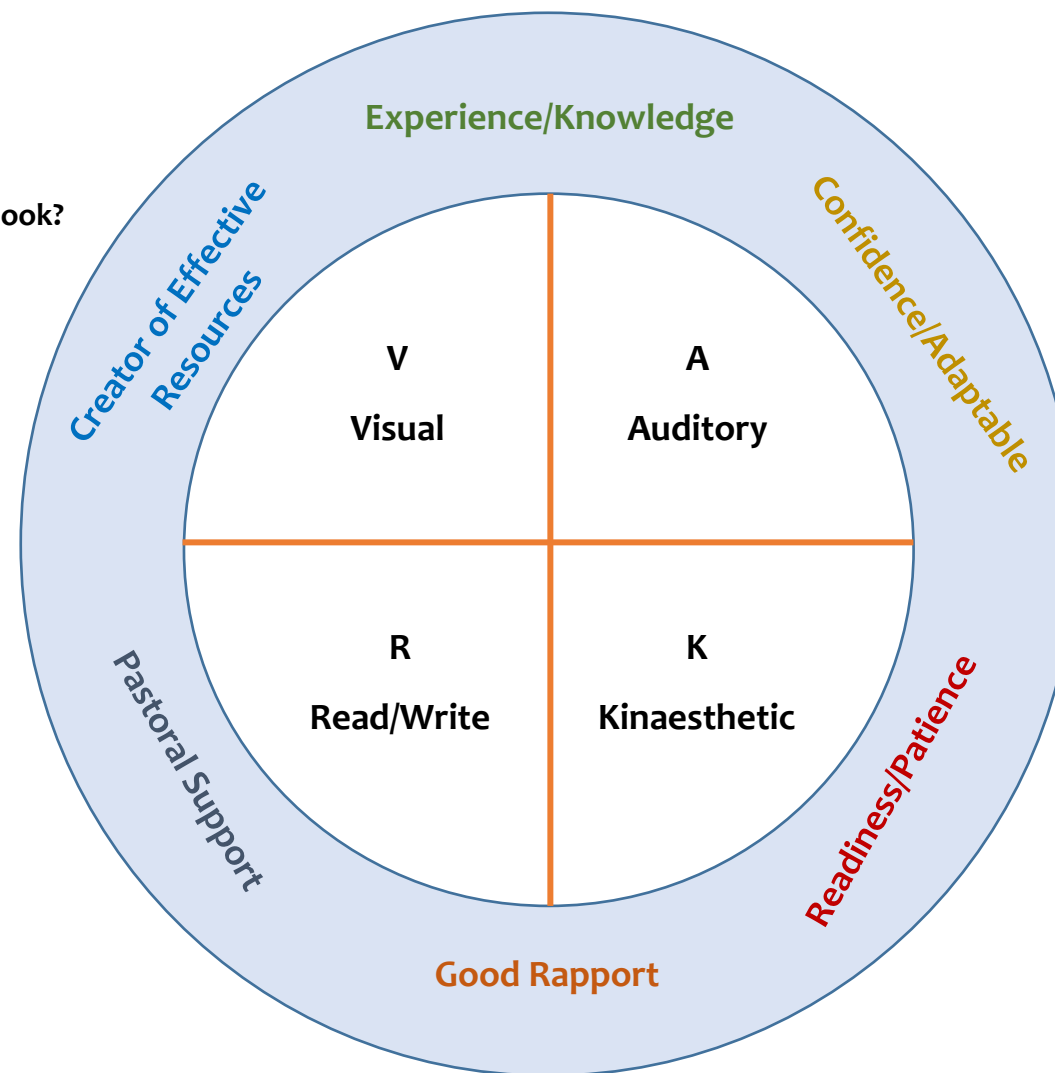
The model below highlights two factors in the relationship between the Mentor and the Mentee. Within the outer circle of the diagram below, just some of the skillset required by the Mentor in order to best facilitate and able compatible for VARK Mentees can be seen. Outside of the diagram are a few key considerations which need to be factored in to the decision process when assigning a Mentor to a VARK Mentee. Completing a VARK assessment of the Mentee before they proceed with their apprenticeship studies can also help ensure that the correct Mentor is assigned to them.

### ‘Visual’ Considerations:

- Are there video tutorials available instead of a handbook?
- Could they observe a colleague?
- Would giving them a Buddy be best practice?

### ‘Read/Write’ Considerations:

- Are there any additional reading materials or research which could be recommended?
- Are the relevant resources available? (I.e. Dictionary, Thesaurus, Glossary etc.)
- Could there be an opportunity for accommodating Independent Study where they could rewrite or reread notes?



### ‘Auditory’ Considerations:

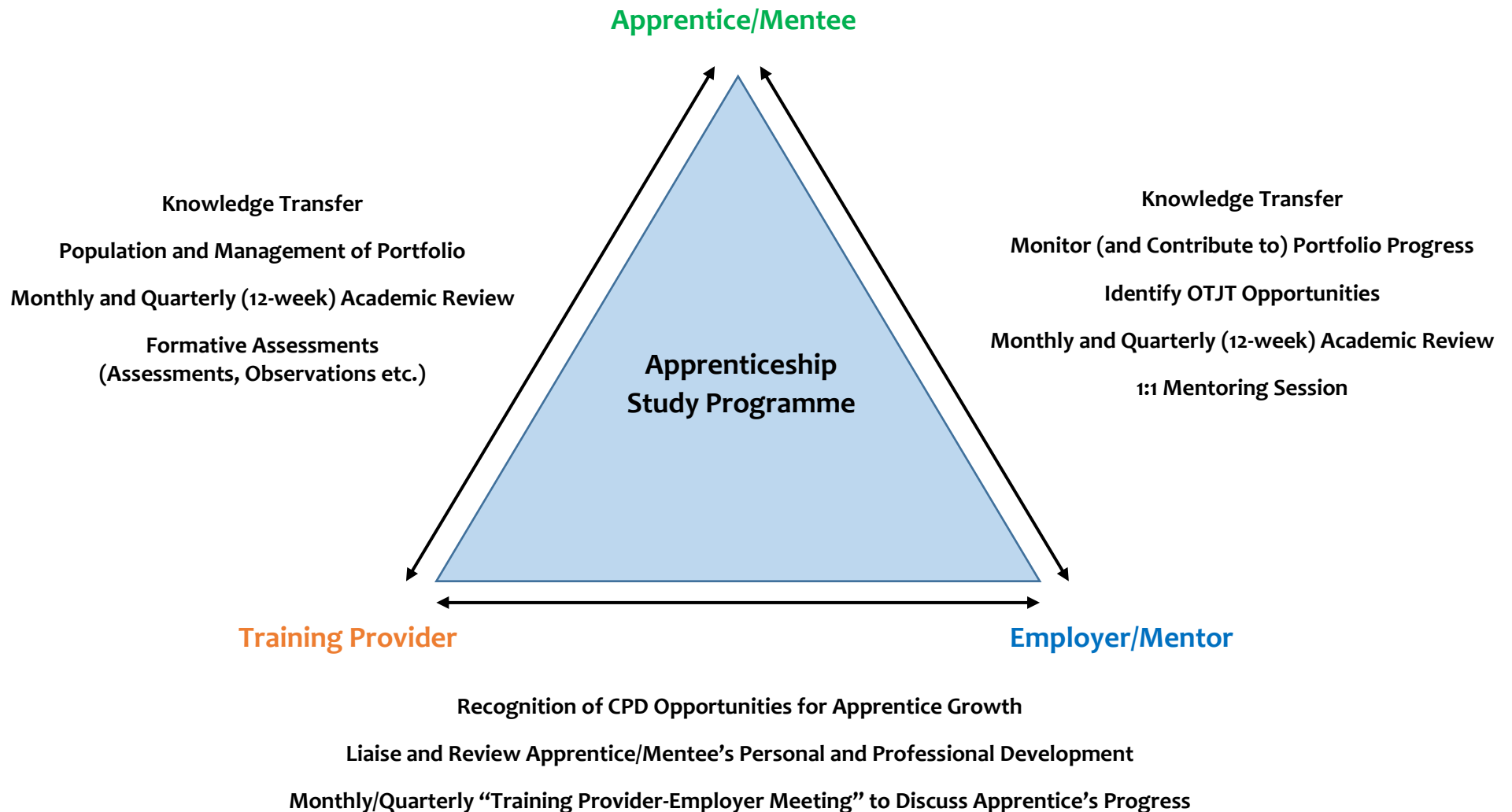
- Could the taught content be recorded for them to revisit and listen to at a later date?
- Is there a capacity to deliver more lectures/debates/discussions/Q+A rather than reading or research?
- Could they be observed or guided by a colleague on-the-elbow via instructions?

### ‘Kinaesthetic’ Considerations:

- Can a particularly dense topic be delivered more practically?
- Are there activities available to facilitate learning?
- Could there be an opportunity for them to be creative with a specific topic (include art etc.)?

## Apprentice/Mentee – Employer/Mentor – Training Provider

### Relationship Model





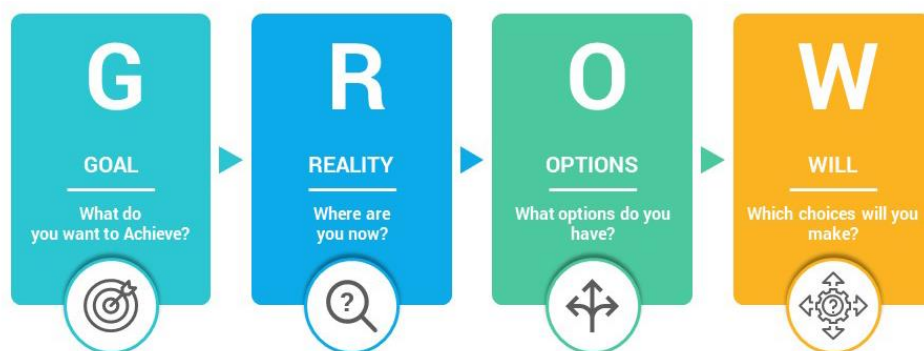
## Mainstream Mentoring Models

Within this document are some of the most common mentoring models which will help underpin the method of approach, delivery and evaluation of mentoring. Located below each model are some example questions to assist the Mentor in follow the model.

These models are widely used and highly effective, and can be very useful tools when structuring either one-to-one or group mentoring sessions.

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### ‘GROW’



#### Goal:

- How will you know that you have achieved your set goal? How will you know that the problem or issue is solved?
- Does this goal fit with your overall career objectives? Does it fit with the team's objectives?

#### Reality:

- What is happening now (What, Who, When, How often)?
- Have you already taken any steps toward your goal?
- Does this goal conflict with any other goals or objectives?

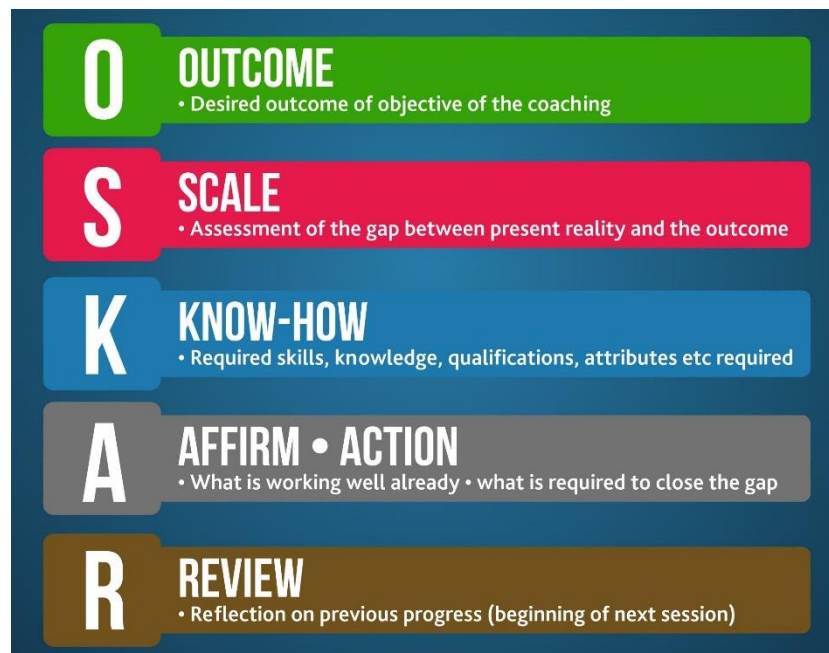
#### Options:

- What else could you do?
- What are the advantages and disadvantages of each option?
- What obstacles stand in your way?

#### Will:

- What will you do now, and after that? What else will you do?
- When do you need to review progress? Daily, Weekly, Monthly?

## ‘OSKAR’



### Outcome:

- What is the objective the learner wants to achieve?
- What do you want to achieve in the long-term?

### Scale:

- On a scale of 1 to 10, with 10 representing the ideal, and 1 representing the worst it has ever been, where are you on that scale now?
- You are at \*x\* now; what did you do to get this far?
- How would you know you had got to...?

### Know-How:

- What helps you perform at ... on the scale, rather than 1?
- What did you do to make that happen? How did you do that?
- What did you do differently?
- What would other people say you are doing well?

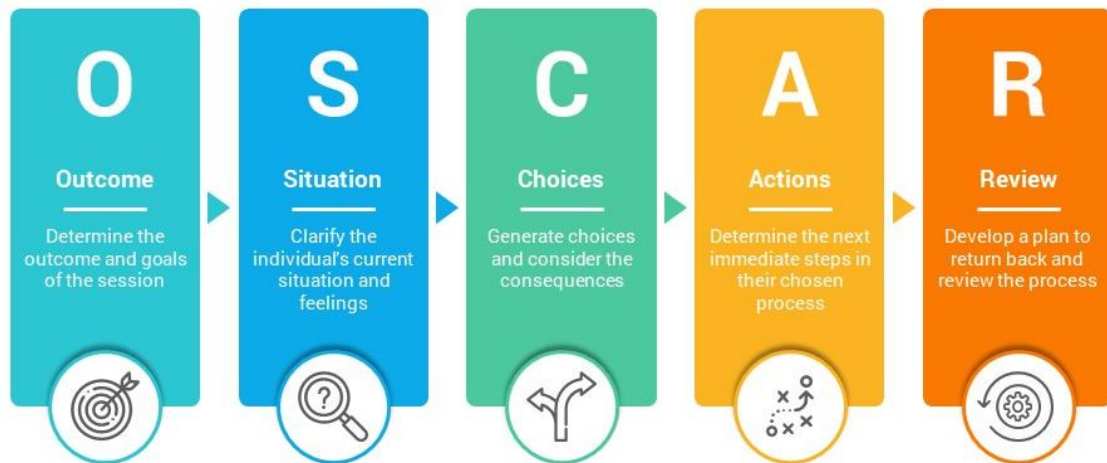
### Affirm and Action:

- What is the next small step?
- What would you like to do personally, straight away?

### Review:

- What did you do to make the change happen?
- What impact have the changes had?
- What do you think will change next?

## ‘OSCAR’



### Outcome:

- Which desired outcome (end-goal) does the Mentee expect from the mentoring sessions?
- What is their long-term goal?

### Situation:

- What is the Mentee's current situation?
- Where are you now in terms of your goals?
- How do you think others feel about your current situation?

### Choices:

- What choices does the Mentee make?
- What are the consequences of any potential choices?
- What would be the impacts on other people?

### Actions:

- Which actions does the Mentee carry out?
- When are those actions going to be carried out?
- Who is going to provide the support throughout the process?

### Review:

- How and when will the Mentee review?
- Have your actions been moving the Mentee towards their goal?
- Have they the motivation to take said actions?

## ‘CLEAR’



### Contracting:

- What would you like to focus on today?
- What would you like the outcome of our conversation to be?
- What would you like me, as you Mentor, to do today to help you?

### Listening:

- Can you elaborate on how that makes you feel?
- What have you experienced previously?

### Exploring:

- **Closed Questions** (Unearth data and facts)
- **Open-ended Questions** (Understanding information)
- **Leading Questions** (Understand information and frame the answer)
- **Transformational Questions** (Questioning the Mentee to think from a different perspective)

### Action:

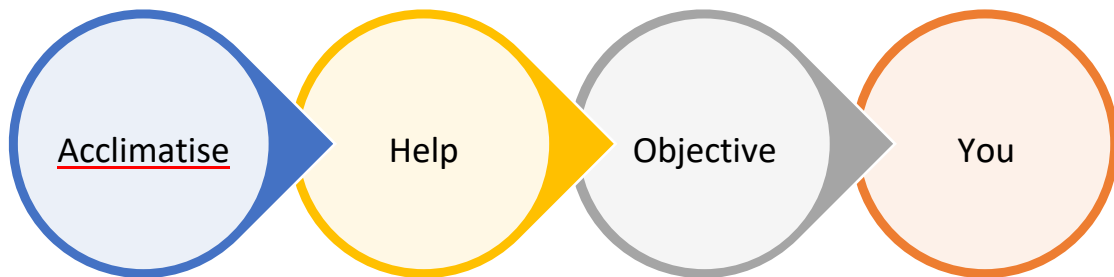
- What do you think you need to do next in relation to this?
- How will you start the process?
- Who might you speak to about this?

### Review:

- What have you decided to do next?
- What did you find helpful/difficult about this mentoring process?
- What have you learned from this session?

## Mentoring Models in CMN

**AHOY:**



**What questions would you, as a Mentor, ask for each step?**

<b>Acclimatise:</b>	
<b>Help:</b>	
<b>Objective:</b>	
<b>You:</b>	

## Mentoring Models in CMN

### ADRIFT:



What questions would you, as a Mentor, ask for each step?

<b>Ask:</b>	
<b>Details:</b>	
<b>Research:</b>	
<b>Implement:</b>	
<b>Feedback:</b>	
<b>Take-aways:</b>	

## **Apprentice Rewards Schemes**

The way in which employers reward and recognise their employees for the value they bring in is essential for maintaining the motivation and engagement of the team, increasing productivity and performance across the organisation.

Below are just some ideas of what could be implemented by an employer for their staff as part of a reward for their efforts and achievements in the organisation. Mentors could also have the opportunity here to nominate their Mentee for one of the following rewards, thus strengthening the Mentor-Mentee relationship and demonstrating the support and recognition from someone who works closely with them.

### **Cash Bonus or Voucher/Gift Card**

Recognition of effort and achievement via the presentation of either a cash bonus or a voucher/gift card can be a pleasant small token to receive. It can also act as an incentive to the apprentice and their colleagues to continue demonstrating exceptional qualities, as these could be rewarded.

### **Additional Leave/Increased Flexibility**

Similar to the above reward, the potential for additional leave or allowing the apprentice to work in a way that suits (in terms of hours and/or location) can act as an incentive to apprentices and their colleagues alike. Cash or voucher/gift card rewards can receive a mixed reception, so having additional leave or flexible working as an option can prove beneficial to those whose time is more valuable to them.

### **Early Wage Increase**

A very exciting and effective reward which can encourage qualities such as responsibility, accountability and ownership in the apprentice as they become more integrated into the team and feel respect and value from employer.

### **Host a “graduation” ceremony**

When the apprentice completes their training, hold an event to celebrate the occasion! This could be part of a bigger event or an event in its own right, but either way it is a great opportunity for the employer to signal your recognition as an organisation of the work they’ve put in.

### **Feature the Apprentice in Internal Newsletters/Magazines**

Create a “Meet the Apprentice” section of the Internal Newsletter/Magazine to introduce the apprentice/s to the organisation, highlight the fantastic work they do, and shout out about what they have learnt.

### **Include the Apprentice in a Social Committee**

Include the apprentice/s in organising events, social gatherings and charity fundraising. This will encourage team building and further integrate the apprentice/s within the team. By doing this, you can also dramatically improve the mental wellbeing of your team collectively.

### **Set up a rotation into other Departments**

It can be very challenging to know where to go with your career, so providing opportunities to experience different departments while on the apprentice is on their apprenticeship programme can be a great way to support them and help them understand how the organisation operates as a whole.

### **Implement Volunteer Days**

A fantastic opportunity to not only get away from “the day job” but gain some additional CPD (Continuing Professional Development) at the same time! The ethics, practice and social impact of businesses is of increasing importance to generations entering the workplace. Allocating time for volunteering is a great way to signal you (as an employer) take this seriously.

### **Take Care of the Apprentice’s Wellbeing**

Incentivise behaviour which supports both the physical and mental wellbeing of apprentices, like being physically active and mindfulness, by providing flexibility to practice this during the day, or discounts on gyms/products/mindfulness activities.



## **Developing the Mentor-Mentee Relationship: CPD Opportunities**

### **Two Truths and a Lie**

Similar to BBC's "Would I Lie to You", the aim is for each person to tell the other two truths and one lie. The objective of the game is for the guesser to identify which of the three facts stated is the lie. This is a great idea to get conversations flowing and is a great opportunity to share more about yourself that they would never have guessed!

### **Blind Drawing**

The game is simple. Sit back to back with your partner. One of you is given a picture of an object whilst the other is given a sheet of paper and a pencil. The person holding the picture has to describe the object to their partner without specifying directly what the image is of.

You have to use descriptive words that are non-related to the picture. For example, if the image was of a pair of glasses you could start off by saying 'draw two evenly sized circles next to each other, leaving an inch between them'.

### **Escape Room**

Escape rooms have become a huge craze over recent years and are fun, challenging and force you to communicate and work together.

The adventure begins when you are locked into a room (often with a pretty awesome theme). Your team then have to work together to find clues, puzzles and codes to complete the mission within the hour.

There are so many missions available; for example, a 1920s theme where you have to find the blueprints, repair a spaceship on Mars to get home or break out of prison. This quick team building activity is definitely worth the investment and is a great team day out.

### **The Story**

This exercise is borrowed from creating writing classes, but it also makes an effective team building exercise for pairs. You will need a piece of paper and two pens for this activity. One person starts by writing down a simple phrase stating a condition, such as "A person is standing in a doorway," or "It is raining outside." Each person then adds one sentence to the story until it is completed. Each person can see how the other thinks and reacts in a variety of situations.

## **Stretch and Challenge your Apprentice/Mentee**

Stretch and Challenge activities give apprentices/mentees the opportunity to take their learning further and achieve more than they initially set out to achieve. They demonstrate professionalism and strong personal qualities which appeal to employers as the apprentice/mentor goes above and beyond what is expected of them. Stretch and Challenge activities also highlight the efforts training providers are making to ensure there is a personalised approach to apprenticeship delivery.

### **Recognised Prior Learning (RPL)**

During the Onboarding or “Sign-up” process, the apprentice/mentee’s prior learning should be identified. This includes English, Maths and ICT studies, along with specific vocational studies in connection to the apprenticeship they wish to undertake. By recognising prior learning, it can help the employer and training provider create a learning baseline to build upon throughout the apprenticeship programme. This should be done for each apprentice/mentee as the amount of prior learning may be different for each individual.

### **Personalising the Learning**

Using the apprentice/mentee’s starting point, a personalised curriculum can be created that builds on their existing knowledge. Apprentices/mentee’s will have access to the same *quality* of learning, but won’t be repeating work or learning which they have originally undertaken or studied, aiding the natural progression of learning.

### **Setting Advanced Tasks**

Pushing the apprentice/mentee out of their comfort zone in terms of knowledge is a great way to develop their cognitive learning. By giving them a task which they will need to research or problem solve on will assist them in developing not only their knowledge, but their confidence, communication skills, and resilience as well. Regular measuring of progression (reviewing) is recommended with this approach so that apprentices/mentees can evaluate their learning and rate their understanding as they progress.

### **Setting Targets**

The setting of ambitious targets in the apprentice/mentee’s monthly reviews, quarterly reviews or mentoring sessions can be effective in motivating the apprentice/mentee to achieve both professional and personal goals. These can be around grades and success rates, but could also include potential CPD opportunities or work-based targets.

## Questions for Mentors (For Use in Mentoring Sessions)

Below are some suggested questions aimed at helping mentors prepare for mentoring sessions. Please note that these are only *suggested* questions.

### Questions for Introductory Session

The first mentoring meeting is critical for building rapport and the result of this conversation will be an agreement that spells out the expectations and responsibilities of both mentor and mentee.

- **Get Acquainted:** Start with what you might have in common.
- **Find the commonalities as well as uniqueness.** Break the ice by talking about why you have joined the programme, passions, aspirations, interests. What do you do when you are not working?
- **Define time commitments and general rules of behaviour.**
- **Confidentiality** (What do we need to do to protect the confidentiality of this relationship?)
- **Expectations** (what do you most want from me as your mentor?)
- **Goals** (what do you want to have achieved by the end of the mentoring?)
- **Success criteria and measurement** (How will we know if we have succeeded?)
- **Accountability** (How do we ensure that we do what we say we are going to do?)
- **Protocols for addressing stumbling blocks** (What might get in the way/take us off track? What process should we have in place to deal with any stumbling blocks we encounter?)

### Questions for Goal-Setting

- Identify your top 3 goals
- In 6 months' time what do you want to be saying/doing differently?
- How will you know/measure you have achieved your goals?
- How passionate on a scale of 1 – 10 are you about your goals?
- Where are you now?
- What are your strengths that will help you achieve these goals?
- What are the development areas be addressed?
- What is getting in the way? (fears, obstacles, people)
- What can you do about the obstacles?
- What do you commit to doing between now and next session? (Set a homework and accountability for them to work on in between sessions based on overcoming an obstacle)

### **Questions for Identifying Skills including Strengths and Weaknesses**

The mentor should assist the mentee with identifying skills required and ways to determine their own strengths and weaknesses:

- What are you good at?
- What have others complimented you about?
- What have others had to help you with on more than one occasion?
- Which projects and tasks seem to drain your energy?
- Which projects have you spent hours on without getting tired?
- What are your hobbies, and why do you like doing them? What don't you like about it? Did it come easy to you, or did you find it difficult?
- When you encountered difficulty learning or performing a task, what motivated you to continue?

### **Questions for Meetings with No Set Agenda**

When checking in on progress:

- What have you accomplished so far?
- How long have you been working on this?
- Where do you need to refocus?
- What is your next step?
- What do you have to do to make it happen?
- What problems or obstacles might occur that would prevent you from achieving the best result?
- What will you do if the first plan does not work as well as you expect?
- What resources do you have? What do you need?
- How can I help you succeed?

When prompting conversation:

- What have you achieved/pleased about since our last session?
- What have you learned since last time?
- We have \*x amount of time\* left, how are you doing on your set goals?
- What is still challenging?
- What can I most support you on today?
- What is the step up for you?
- What is it time to let go of?
- What do you commit to between now and our last session?

### **Questions for Evaluation and Next Steps**

It is expected that mentors help mentees to close the relationship in a constructive and professional manner.

- Celebrate – what have you achieved?
- What are you proud/pleased about?
- What is there still to work on?
- What are your new goals?
- What are our next steps?

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