MENTEE TOOLKIT

Mentoring Toolkit for Mentees

19/07/2023

"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 Mentee 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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Appendices:

RESOURCE TIMELINE

		Resource
Mentoring Induction	A C E L	**Mentoring Agreement** **Exercise: Pre-Mentoring** **Mentee Skills Scan** **Exercise: Objective Review**
Month 1	B D F L	**SWOT Analysis** **Exercise: Post-Meeting Review** **Mentoring Meeting Agenda: E-Portfolio** **Exercise: Objective Review**
Month 2	D H J	**Exercise: Post-Meeting Review** **Mentoring Meeting Agenda: Personal Review** **Exercise: Time Management**
Month 3	D E G H L	**Exercise: Post-Meeting Review** **Mentee Skills Scan** **Mentoring Meeting Agenda: Personal Development** **Mentoring Meeting Agenda: Personal Review** **Exercise: Objective Review**
Month 4	D H K	**Exercise: Post-Meeting Review** **Mentoring Meeting Agenda: Personal Review** **Exercise: Transferable Skills**
Month 5	D H L	**Exercise: Post-Meeting Review** **Mentoring Meeting Agenda: Personal Review** **Exercise: Objective Review**
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Month 12	D E G H I M	**Exercise: Post-Meeting Review** **Mentee 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. **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 the methods of achievement. 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 of/to 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, their communication and trust, and how they plan to 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: Mentee Skills Scan Template
This document is used as a reviewing tool to monitor the Mentee's confidence and competency in specific areas integral to the role of Mentee. This should be completed prior to mentoring, then on a quarterly (three-monthly) basis, before then being completed when entering the Gateway period.

RESOURCE F: 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 G: 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 H: 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 I: 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 J: Exercise: Time Management
A self-reflection exercise. Mentors and mentees will be able to identify their weak areas of time management, identifying methods and behaviours to help mitigate these.

RESOURCE K: Exercise: Transferable Skills
This resource should be completed by mentor and mentee together. The document looks at the transferable skills of a mentee from different perspectives, those of both the mentee themselves and their mentor.

RESOURCE L: Exercise: Objective Review
An action plan of sorts, this document is to be completed on alternating mentoring session, providing the mentee with an opportunity to review their progress thus far, whilst identifying their "next steps".

RESOURCE M: 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: 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.

III: Relationship Model
This model outlines the responsibilities between two parties of the 'Apprenticeship Triangle' – the Apprentice/Mentee, the Employer/Mentor, and the Training Provider.

IV: 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.

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 - Mentee

At the end of each meeting, discuss the following:

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

What thoughts did it evoke in me during the meeting?

What did I learn or understand?

How did our topics tie in with my objectives?

Skills Scan
Apprentice/Mentee

Knowledge - What is required?		Initial Assessment	First Review	Second Review	Third Review	Gateway
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 Apprentice/Mentee'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)		0 - 5	1 - 5	1 - 5	1 - 5	1 - 5
Recording Mentoring Activities	Understands how to record mentoring activities to support self-development and progression, working within legal and ethical frameworks, including confidentiality and safeguarding.					
Managing the Mentoring Boundaries	Recognises the need to proactively assist in developing the Mentoring Agreement with the mentor.					
Knowledge of Own Skills	Demonstrate awareness of own values, beliefs and behaviours and their effect on the mentor/mentee relationship.					
Supporting the Mentoring	Understands how to support the mentor and mentoring process, identifying the skills, knowledge and/or goals that they want to achieve, communicating them to their mentor.					
Evaluating the Mentoring Relationship	Understands how to follow evaluation processes with mentor to support self-reflection on the effectiveness of the mentoring relationship.					
Personal Development	Evaluates and reflects on effectiveness of own practice for the purpose of self-development, and actively works with the mentor to seek resources for learning by identifying people and information that might be helpful.					
Contributing to Mentoring Practice	Looks for opportunities to give back to the mentor.					
Record Production and CPD (Continual Professional Development)	Can successfully and accurately maintain records of mentoring practice and recording of continual professional development activities.					

Skills Scan
Apprentice/Mentee

Skills – What is required?

IT	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.					
Record and Document production	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.					
Decision Making	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 the mentor when appropriate.					
Interpersonal Skills (Building Trust and Becoming a Role Model)	Builds and maintains positive relationships within their own team, their mentor, and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers, team members, and their mentor, developing transferable skills as they gain area knowledge.					

Communications (Active Listening)	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.					
Quality	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.					
	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.					
Planning and Organisation / Identifying Goals	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.					
	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).					
	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					
Risk Management	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.					

Skills Scan
Apprentice/Mentee

Behaviours – What is required? (Role-model behaviours and positive contribution to culture)						
Professionalism (Drive to Succeed)	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. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.					
Personal Qualities	Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.					
Managing Performance (Open to Learning)	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. Performs thorough self-assessments of their work and complies with the organisation's procedures.					
Adaptability	Is able to accept and deal with changing priorities related to both their own work, their mentor/employer's requirements, and to the organisation.					
Responsibility / Respect for Authority	Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that tasks/projects are successfully completed and that mentees are managed appropriately. Takes initiative to develop own and others' skills and behaviours.					

Skills Scan
Apprentice/Mentee

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:

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:

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:

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:

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

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

Exercise: Concluding the Mentoring Process – Mentee

How well did mentoring meet my expectations on a scale of one to ten?

How well did I meet my mentoring objectives on a scale of one to ten?

What grade would I give my pre-mentoring situation on a scale of one to ten?

What grade would I give my current situation on a scale of one to ten?

What did I gain from mentoring?

What were my most important insights?

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.

Internal Quality Assurer (IQA)	Employed by the training provider to monitor the work of the trainer/assessor to ensure apprenticeship standards are maintained.
External Quality Assurer (EQA)	Employed by the EPAO to ensure the trainer/assessor and the IQA maintain apprenticeship standards.
Functional Skills	Qualifications in practical skills in English, Maths and ICT for all learners aged 14 and above. They provide an individual with essential knowledge, skills and understanding that will enable them to operate confidently in work and life.
Gateway	The third stage of the apprenticeship where the apprentice, employer and trainer determine whether or not the apprentice is ready to undertake the End-Point Assessment.
Induction	The first stage of the apprenticeship where the apprentice's basic skills in English and Maths are verified.
Off-The-Job Training (OTJT)	All training that is conducted outside of the apprentice's normal work duties as part of the apprenticeship studies. 20% of the apprentice's contracted hours must be dedicated to off the job training. It will reinforce practical, work-based learning with technical and theoretical learning.
On-The-Job Training	All training that is conducted during the apprentice's contracted hours as part of the apprenticeship studies.

Mentor vs Mentee: Roles and Responsibilities

Joint Roles and Responsibilities

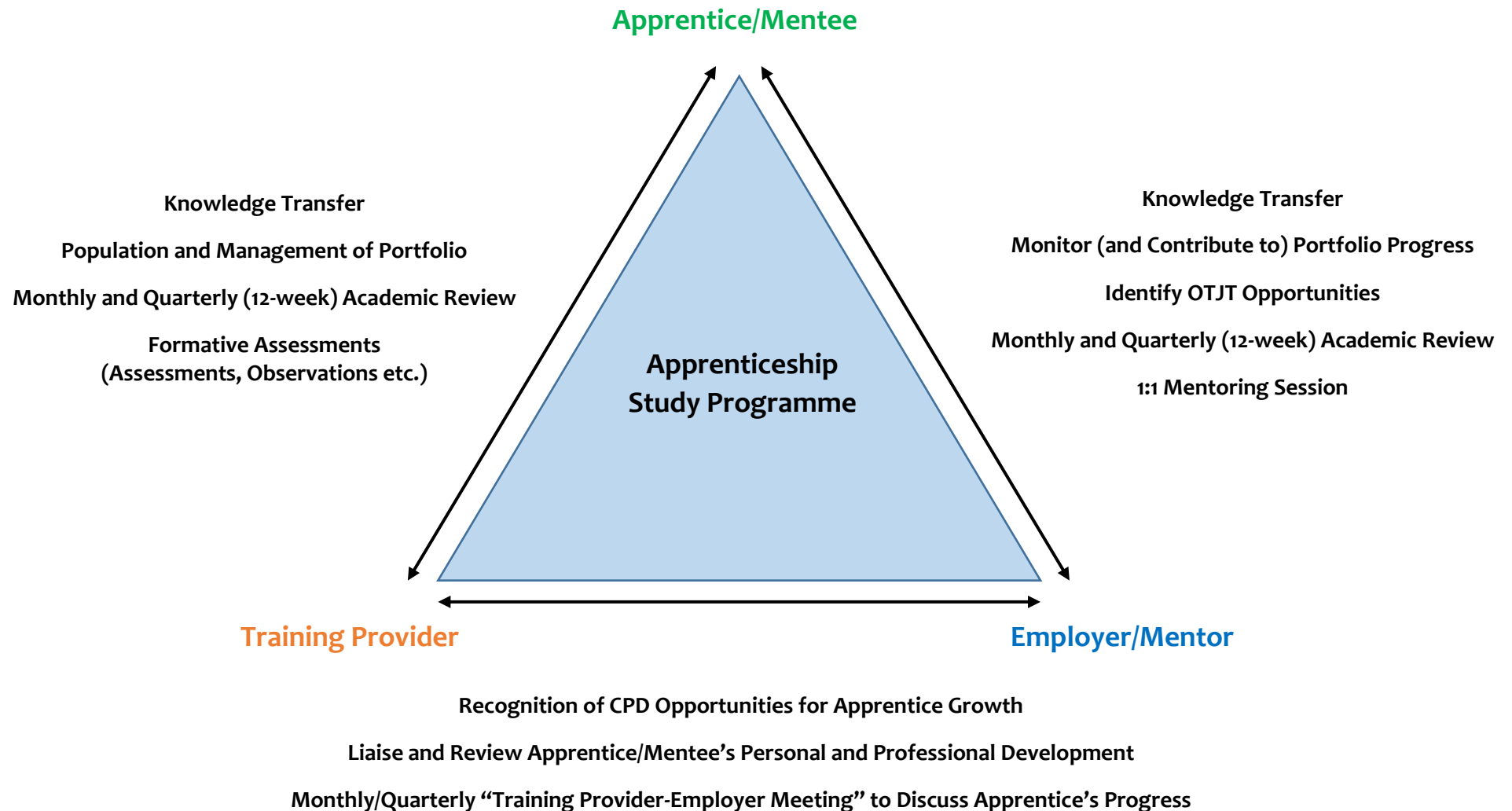| Mentor	Mentee
Understand what mentoring is and each role within the relationship.	
Agree and maintain expectations and the level of confidentiality.	
Prepare ahead of each meeting.	
Feel comfortable to proceed.	
Reflect and share feedback after each meeting.	
Maintain commitment whether a one-off, 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.

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Apprentice/Mentee – Employer/Mentor – Training Provider

Relationship Model

Apprentice/Mentee

Apprenticeship Study Programme

Training Provider

Employer/Mentor

Knowledge Transfer

Population and Management of Portfolio

Monthly and Quarterly (12-week) Academic Review

Formative Assessments
(Assessments, Observations etc.)

Knowledge Transfer

Monitor (and Contribute to) Portfolio Progress

Identify OTJT Opportunities

Monthly and Quarterly (12-week) Academic Review

1:1 Mentoring Session

Recognition of CPD Opportunities for Apprentice Growth

Liaise and Review Apprentice/Mentee's Personal and Professional Development

Monthly/Quarterly "Training Provider-Employer Meeting" to Discuss Apprentice's Progress

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, it 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.

APPRENTICESHIP WORKFORCE DEVELOPMENT IS DELIVERED BY: