**Resolution Institute Mentoring Programme Toolkit.**

* Program Term – 12 months minimum. Can be extended subject to Mentor and Mentee agreement. New mentors and mentees may be sourced at the end of the programmet term.
* Recommended Commitment for Mentor and Mentee – Mentor 3 hours per month and Mentee 5 hours per month.
* On launch all mentor and mentees will register to attend a 1 hour Zoom webinar. Attendance real time or view recording.

**Mentee criteria’s:**

* Open to all members by applying and enrolling as a mentee on Member Connect.

**Mentor criteria’s:**

* Has significant knowledge and experience in DR; and
* Holds a current Resolution Institute accreditation or grading or other DR qualification recognised by Resolution Institute; and
* Made a minimum of five years significant contribution:
* to IAMA, LEADR or Resolution Institute; and/or
* the broader DR industry
* Apply via Member Connect
* On approval of being a Mentor enrol via Member Connect (instructions will be provided on acceptance).

**Mentoring Program.**

* Overview of the Mentoring Programme.
* Expectations of the Programme.
* Relationship boundaries and ground rules.
* Individual development plans and objective setting.
* Mentor's success story.
* Note taking tips.
* Effective behaviours to facilitate a successful program.
* Conversation starters.
* Delivering feedback.
* Final conversation.
* Measurement of the program – success and areas to improve.

**Mentoring Expectations.**

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| **Mentee** | **Mentor** |
| * Responsible for their development. * Ownership of the direction and content of the mentoring relationship. * Total 5 hours a month spent on reflection, preparation and activities. This includes a formal 1-hour meeting with the mentor every month plus another 1 hour of ad hoc coaching as required. | * Coach and facilitate the development of their mentee. * Share expertise, connect mentees to their network and provide guidance. * 3 hours per month on each relationship including preparation, a 1-hour formal meeting with the mentee and 1 hour of ad hoc coaching per month as required. |
| **Expectations:**   * Fully engage and commit the required time in the relationship. * Be open to constructive feedback. * Set up meetings and agendas. * Follow-up on action items. * Identify and track goals. * Align key learnings with your own situation. * Make the required effort towards the goals set. | **Expectations:**   * Meet formally on the agreed monthly time frame. * Be available for unscheduled conversations. * Give quality feedback. * Provide positive facilitation and development experiences. * Demonstrate the core values of the Resolution Institute. |

**Individual Development Plan Mentee.**

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| **Name:** | **Top 3 Strengths:**  1.  2.  3. |
| **Short term (1-3 year) Goals:** | **Long Term (4-5 year) Goals:** |

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| Development Goal Description: | How would you like to enhance your knowledge, skills, abilities, behaviors, and effectiveness? |
| What are the action items for developing this area? | Specific activities that will be performed to develop the skills identified above. |
| Vision for Success | What does it look like, feel like? After you have completed the above? |

**Relationship Boundaries and Ground Rules.**

Setting boundaries and ground rules clarifies expectations and helps establish and build trust within the mentoring relationship. The key is that both mentor and mentee should have input and be mindful to keep the balance or not being too rigid or too unstructured in the process.

Below are some questions to help set the boundaries and ground rules and please also add in ones that both parties feel that should also be included.

* How much time and commitment per month? noting the formal recommended timing set for the program.
* What are the expectations on follow through on meetings, notice period required on rescheduling? Also noting the formal recommendations of the program under mentee and mentor expectations.
* Availability for emergency meetings and the definition of emergency.
* How much personal or professional information are you comfortable in sharing and receiving?
* Are there topics that are off limits?
* Defining the confidentiality terms in relation to the program and relationship.
* What is the best way to give feedback respectfully?
* If expectations are not met what is the process of resolving?
* What can be done to ensure expectations are met or feedback provided to rectify?

**Additional boundaries and Rules.**

**Mentor/Mentee Application/Biography.**

**Mentees.**

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| Contact Information | Name:  Email:  Phone: |
| Demographics and areas of interest. (Select relevant areas in your application and enrolment). | Demographic Category Choices  **Segment**   * Facilitative * Determinative   **Industry**   * Commercial * Community * Construction * Education * Environmental * Family * Financial * Indigenous * Organizational * Workplace * Own practice   **Career Stage**   * Student * Early Career (1 to 5 years’ experience) * Mid-Career (5 to 10 years ‘experience) * Senior (10 years and over) * From other industries * Retired |
| Please provide a brief bio (250 words max). |  |
| Choose the relevant areas you would like to work on. | * Introduction to Dispute Resolution * Networking * Technical dispute resolution skills * People skills * Leadership skills * Career progression * Running your own practice and business |
| Describe expectations you have for your mentor. |  |
| Describe 3 goals you would like to achieve with this program. |  |
| Career milestones you would like to accomplish. | * Short term (1-3 years) * Long term (4-5 years) |
| What resources do you need to accomplish these goals? |  |
| Your communication preferences with your mentor. (Noting COVID restrictions). |  |

**Mentors Application Form.**

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| Contact Information | Name:  Email:  Phone: |
| Demographics and areas of interest. (Select relevant areas in your application and enrolment). | Demographic Category Choices  **Segment**   * Facilitative * Determinative   **Industry**   * Commercial * Community * Construction * Education * Environmental * Family * Financial * Indigenous * Organizational * Workplace * Own practice   **Career Stage**   * Student * Early Career (1 to 5 years’ experience) * Mid-Career (5 to 10 years ‘experience) * Senior (10 years and over) * From other industries * Retired |
| Please provide a brief bio (250 words max) in line with the application criteria. | Application criteria:   * Has significant knowledge and experience in DR for 5 years and above; and * Holds a current Resolution Institute accreditation or grading or other DR qualification recognised by Resolution Institute; and * Made a minimum of five years significant contribution: * to IAMA, LEADR or Resolution Institute; and/or * the broader DR industry |
| Areas of contribution | * Introduction to Dispute Resolution * Networking * Technical dispute resolution skills * People skills * Leadership skills * Career progression * Running your own practice and business. |
| Describe expectations you have for your mentee. |  |
| Describe 3 goals you would like to achieve with this program. |  |
| Career milestones you have accomplished. |  |
| What resources and knowledge will you provide to your mentee? |  |
| Your communication preferences with your mentee. (Noting COVID restrictions). |  |

**Mentor’s Story Map (Optional).**

* Chart your own story and success.
* Detail your milestones.
* At each milestone what were your lessons learned? What was it that contributed to the achievement of this milestone?
* Strengths and passion.
* Resources and people that helped.



**Conversation Starters.**

This is a critical component of the mentor program to facilitate communication and to ensure that the objectives and feedback can flow smoothly between Mentor and Mentee.

Please find enclosed some samples to assist the Mentor in ensuring that the experience is maximise for both Mentor and Mentee.

* Tell me more about it.
* I heard you say “\_\_\_\_\_\_\_\_”, Can you explain to me what is meant by that?
* How did you feel about that?
* What was the result of your action?
* How would you do things differently next time?
* I am curious of why you think…
* I have had a similar experience; I am happy to share this with you if you would like to find out more.
* What were your thoughts before that happened?
* We should explore that further.
* How does this impact your goals? Either in a positive or negative way.
* What was different this time?
* Who do you have to support you?
* What has your experience been with this in the past?
* Let us practice that conversation.
* How can I help you be successful?

**Effective Behaviour Chart for Mentors.**

This is a critical area as we will need to reach a balance where the Mentor can provide direction without making the decision for the Mentee and an area where a lot of issues can develop is how do you provide critical feedback without making the Mentee feel that they are being criticized.

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| Effective | Ineffective |
| Facilitate problem solving. | Try to fix mentee’s problems. |
| Act as a sounding board | Assume responsibility. |
| Show support in positive and negative situation. | Get defensive on Mentee’s behalf. |
| Give feedback. | Avoid difficult topics. |
| Encourage mentee to set direction. | Control learning direction |
| Make occasional suggestions. | Rely heavily on telling vs asking. |
| Find resources and connect to network. | Fail to follow up on commitments. |
| Push and challenge mentee | Constantly playing the devil’s advocate |
| Enhance confidence. | Give artificial praise or provide negative comments. |
| Provide alternative perspectives. | Discount mentee’s feelings and concerns |

**Note Taking Template.**

This will be used to formally document the discussion, action points and reflection.

Date of the Meeting.

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| **Review** | What has happened since the last discussion, what was applied and tried, what was learned, was it successful? |
| **Overview** | What are the topics to be discussed in the current meeting? What is the goal of this discussion? |
| **Notes** | Keeping track of the key points of the discussion. |
| **Actions** | Tasks to be completed by the Mentee and or Mentor and when will they be completed? |
| **Reflect** | To be completed as you progress through you experiences after the completion of one meeting and prior to the next. Any thoughts you may have since the initial discussion and any additional questions you may have. |

**Delivering Feedback Discussion Worksheet.**

Giving feedback and the quality of feedback may it be positive or critical is the backbone of whether a mentoring program is successful or not for both the Mentor and especially the Mentee. Feedback should be presented in a meaningful and caring way especially critical feedback. Please find enclosed some points to consider as a mentor and a planning worksheet to use especially prior to critical feedback.

* Focus on the behaviour and ensure that this is an area the Mentee can change and have the skills to duplicate.
* Be specific in describing the behaviour. Provide details of when the behaviour was observed and most importantly let them know the impact this behaviour has caused.
* Offer feedback at an appropriate time. We would recommend setting up a specific session or also to build into the mentoring meetings a segment on feedback.
* Ensure all the facts and information is obtained prior to the feedback and ask plenty of questions prior obtain all the relevant information.
* Understand your Mentee’s learning style and offer the feedback according to the style. Also check for understanding once the feedback is provided.
* When providing critical feedback do not use personalized, accusatory, or threatening language.
* Practice active listening and be prepared to answer questions.
* Express confidence in Mentee to be able to learn and overcome this behaviour or tendency.

Planning for your Discussion Worksheet for the Mentor.

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| The purpose of the conversation. Focus on the behaviour and be specific. |  |
| Describe the Mentee’s behaviour including situation, where observed and impact. |  |
| Strategies for active listening |  |
| Questions that need to be answered |  |
| Brainstorm action on ways Mentee’s can overcome the behaviour. |  |
| Follow up details. |  |

**Measuring Success.**

To ensure that the program is adding value to both Mentor and Mentee a final checklist should be completed and this will form part of the measurement and improvement process.

Questionnaire to be completed.

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| Questions | Comments | Ratings Rate the effectiveness of the program in helping you with this. The scale is 1 to 5. 1 being not helpful and very helpful. |
| * 1. What have you learned that you can carry over to other situations? |  |  |
| * 1. What could have been done better? |  |  |
| * 1. What did you do well in the relationship? |  |  |
| * 1. What insights did you gain? |  |  |
| * 1. What goals were achieved? |  |  |
| * 1. How will you apply what you have learned? |  |  |
| * 1. Milestones/accomplishments to celebrate? |  |  |
| * 1. Was this a successful Mentor and Mentee match? |  |  |