

Mentor Role Assessment

Mentor, here is an opportunity to assess yourself on the six factors discussed during your training on evaluating your mentoring partnership. Take a few minutes and try to rate yourself as you *actually are*, not as you'd like to be. Consider sharing the results with one of your own mentors. You may or may not wish to share the results with your mentee; that's up to you.

A similar role self-check is provided to your mentee. In fact, your mentee may choose to show you his/her assessment and ask for your opinion of its accuracy. The two of you could use either assessment as a tool for talking about the nature and quality of your relationship and how it could be even better.

Directions: For each item, rate yourself as follows:

1 = Strongly disagree

2 = Disagree

3 = Agree

4 = Strongly agree

Purpose

- This mentoring relationship is a high priority for me.
- Finding mentees/being a responsible mentor is one of the most important steps I can take in this relationship.
- I've asked my mentee to clarify why he/she wants to meet with me.
- I've asked my mentee to propose one or more goals to work on in this relationship.
- My mentee and I are clear on how we'll recognize when he's/she's reached the goal(s).
- I feel good about the focus of this relationship and what I'm doing in it.
- This relationship is a good use of my time.
- From time to time I check in to see if we should change our focus in some way.
- Once my mentee has accomplished his/her goal(s), I'm willing to see the relationship shift focus or perhaps end for the time being.

Total points for Purpose: _____

Communication

- I communicate in the ways (in person, phone, email, mail) we agreed.
- I get back to my mentee within the timeframe we agreed.
- The communication between us adds up to at least one or two hours a month.
- Occasionally, I spontaneously contact my mentee just to say hello or pass on some information.
- I'm an effective listener and remember what my mentee tells me.
- I ask appropriate questions.
- I share appropriate information about myself.
- I monitor my nonverbal language to be sure it's conveying what I want it to.
- I give my mentee suggestions for how he/she can communicate better.
- I work on being a better communicator.

Total points for Communication: _____

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Trust

- I've talked about the topics of trust and confidentiality with my mentee.
- I'm beginning to trust my mentee more and more.
- I'm becoming less guarded than when we first got together.
- I share important information about me with my mentee.
- My mentee seems to be trusting me more and more.
- I welcome and keep in confidence the information he/she shares with me.
- My mentee can count on me to be honest.
- He/She can count on me to follow through on my promises.
- I avoid any trust-breaking behaviors such as canceling appointments without compelling reasons, talking negatively about others, or making excuses about why I don't follow through.
- I'm willing to forgive some mistakes my mentee makes because my trust in him/her is strong.

Total points for Trust: _____

Process

- I ask my mentee to take responsibility for scheduling our meetings.
- I like all or most of our meeting locations.
- I've checked to be sure my mentee likes our meeting locations.
- I like the length of our get-togethers.
- I've checked to be sure my mentee likes the length of our get-togethers.
- I'm satisfied with the way we conduct our meetings.
- I've checked to be sure my mentee is satisfied with how we conduct our meetings.
- I'm aware of the four stages of formal mentoring.
- I'm helping us move through these four stages.
- I've checked to see if my mentee likes the style and frequency of our communications.

Total points for Process: _____

Progress

- My mentee has one or more specific goal(s) to work on with my help.
- I make it easy for my mentee to ask for help.
- I ask my mentee to take the lead on identifying interesting learning experiences to try.
- I sometimes suggest learning experiences for my mentee.
- I ask my mentee do at least one learning activity in between our mentoring meetings.
- I ask for the results of his/her learning and discuss it with him/her.
- Since starting to meet with me, my mentee has made significant progress toward goal(s).
- I'm making notable progress in my ability to mentor.
- I'm helping my mentee learn more about being an effective mentee.
- I help my mentee celebrate their/our progress.

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Total points for Progress: _____

Feedback

- I asked my mentee how and how often he/she wants positive feedback.
- I provide enough positive feedback to my mentee.
- I asked my mentee how he/she wants corrective feedback.
- I give my mentee positive feedback about his/her actions and personal qualities
- I give my mentee enough corrective feedback.
- I graciously receive positive feedback from my mentee.
- I encourage my mentee to show appreciation to me and other helpers.
- I asked my mentee to give me corrective feedback about my mentoring efforts.
- When I receive corrective feedback from my mentee, I'm usually non-defensive.
- When I receive corrective feedback from my mentee, I take immediate steps to apply it.

Total points for Feedback: _____

Total points for all six factors: _____

Scoring: Add up your points for each factor, and then total all your points.

161-240 points: You seem to be a committed, effective mentor. Check this out with other mentors you admire and/or with your mentee to be sure your assessment is accurate. Continue to enjoy mentoring and continue to polish your skills.

81-160 points: You're doing many things right as a mentor. Talk with someone even more experienced in formal mentoring to see if your assessment is accurate and if he/she has suggestions for improvement. Try to add or improve your performance on any items that you rated low.

80 or fewer points: It's admirable that you took this assessment and want to improve as a mentor. You may be harder on yourself than you need to be. Talk with your own mentor or someone more knowledgeable about formal mentoring to see if he/she will give you honest feedback on what you're doing right and what you could improve. Try to add a few new effective behaviors over the coming months.

Source: PCaddick Building Effective Mentoring Partnerships,
<http://pcaddick.com/page19.html>