



Social Recovery  
Reference Group  
AUSTRALIA

# Human and Social Recovery Professional Development

## Mentoring Program Overview

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Social Recovery Reference Group

C/- Emergency Management Branch

Department of Health and Human Services

50 Lonsdale Street, Melbourne VIC 3000

## Acknowledgement

This program is based upon the South Australia Department for Communities and Social Inclusion mentoring program and adapted for the Social Recovery Reference Group.

## Social Recovery Reference Group

The SRRG focuses upon the social and community aspects of recovery and provides an advisory role to the Australia New Zealand Emergency Management Committee (ANZEMC) Community outcomes and Recovery Sub-committee (CoRS).

Membership of the group includes all the States and Territories of Australia, the Commonwealth Department of Human Services, the Commonwealth Attorney General's Home Affairs, and the Australian Red Cross and New Zealand.

The National Consultant, Disaster Recovery provides project coordination and management, strategic advice and executive support to the SRRG.

The SRRG has custodianship of the Professional Development Recovery Mentoring Program.

## Where it began

In 2015, the CoRS (then the Recovery Sub-committee) sponsored a National Emergency Management Projects funded 'Community Recovery Workforce Development' project, which produced a national Community Recovery Framework; Learning and Development Strategy; and Guidelines for Interstate Assistance (Recovery) for deployment of social recovery workers at a leadership and operational level. The project recommended the SRRG establish a mentoring program to support the professional development of the recovery workforce at a national level.

Within scope of the SRRG Terms of Reference, this program is designed to increase skills and knowledge in relation to human/social recovery.

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# 1. The Program

The Human and Social Recovery Professional Development Mentoring Program (the 'Program') has been developed to provide the opportunity for those participating in the recovery workforce to draw on the knowledge, skills and experience of other human/social recovery practitioners. It is designed to accommodate all levels of mentoree experience and provide opportunities to learn from those with experience in other Australian or New Zealand jurisdictions. While at present it only encompasses SRRG member organisations, we are exploring opportunities to tap into the experience of communities and non-government organisations in the future.

The Program encourages participants to take responsibility, with the support of their managers, for their own personal and professional development.

A fundamental aim is to increase the transfer of knowledge at a national level to enable innovation and pursuit of best practice and economical resource allocation. It will contribute to the development of a robust and skilled recovery workforce for the benefit of recovering communities.

The Program is not unique in its content, but it is unique in its capacity and ability to support human/social recovery professional development across Australia and New Zealand.

The following guidelines and supporting mentor/Mentoree documentation sets out the parameters of the Program and provide important considerations for undertaking mentoring across jurisdictional, organisational and national boundaries.

## 1.1 Program scope, coordination and quality

The scope of this program is aligned to that of the Social Recovery Reference Group (SRRG), which is to support the continuing development of policy and planning relating to the human, social and community consequences of disasters (before, during and after they occur). The Program is endorsed and administered by the SRRG. This program is an outcome of the Community Recovery Workforce Development Framework (2014), endorsed by the Community Outcomes and Recovery Sub-committee (CORS) on behalf of the Australia New Zealand Emergency Management Committee (ANZEMC). It may be considered for use across all domains of recovery for the purposes of integrating human and social recovery considerations.

The National Consultant, Disaster Recovery, on behalf of the SRRG, will provide administrative support and guidance for the operation of the Program. The National Consultant's role will be to assist with the acceptance of mentors and mentorees into the Program and to support the matching of suitable mentors and mentorees.

The SRRG will ensure that the mentors are adequately equipped and take responsibility to be fully informed about the Program, so they are able to provide support and challenge mentorees on their professional development and learning pathway.

The mentoree is responsible for actively driving and managing their mentoring journey.

Mentoring resources are widely available and selected mentoring resources are provided on the SRRG page on the AIDR website.

The Program will be formally reviewed every two years from implementation and continuously improved in response to feedback from participants and through the SRRG.

## 1.2 Mentoring is a recognised professional development activity

Mentoring is about transferring useful knowledge, skills and experience to mentorees, to build capability, confidence and professional competence. It also provides an opportunity for participants to strengthen and extend professional networks.

This Program is intended to form part of the recognised work undertaken by participants and that is why it is necessary to have the support of managers.

Mentorees will need to obtain the support of their respective manager to participate in the Program because of the time commitment and the potential costs that may be incurred.

The participation of quality mentors is critical to the Program and they must also be supported by their manager.

Ideally, participation in the Program should be recognised in the performance plans of both mentors and mentorees.

### 1.3 Professional development opportunities

Participants may not seek a long-term mentoring partnership for their professional development. They may simply seek agreement to participate in or observe activities in another jurisdiction that may provide exposure to new ideas, methodology and knowledge. One example is where a mentoree seeks to participate in or observe recovery planning or operations before, during or after an event. Other examples may involve observing how another jurisdiction :

- prepares and conducts monitoring and evaluation in the social domain of recovery, or
- applies the National Impact Assessment Model with consideration of the human/social consequences, or
- establishes governance structures during community recovery operations to enable community-led approaches.

Seeking out an opportunity to observe another recovery leader in action may also be considered at an executive or peer level. Opportunities to observe a colleague in another jurisdiction will provide a great deal of value, most likely to both parties. The process for seeking out these experiential opportunities is one option for mentorees. Establishing a mentoring partnership agreement or participating in a short-term experience are not mutually exclusive. The Program provides for experiential opportunities to be formally recognised and also reviewed for their benefits the parties concerned.

### 1.4 Mentoring Styles

The individual needs and development preferences of the mentoree strongly influences the style of mentoring most suited to that person.

One-on-one formal mentoring is aimed at transferring knowledge, empowering the mentoree and has a strong focus on formal planning and action. This is mostly likely suited to a person seeking higher level knowledge, skills and experience.

Peer mentoring is an arrangement where the focus is on mutual support, cooperation in researching areas of common interest, setting goals and understanding timelines. This is mostly likely suited to senior managers and executives exploring what occurs in other jurisdictions.

Online mentoring is most likely to succeed where the mentor and mentoree know each other, or who have had face-to-face meeting, and could consider conducting their mentoring relationship at a distance. This may suit many mentorees and, without detracting from face to face visits to observe, learn and interact, may be commonly used to conduct a mentoring or peer support partnership between Australia and New Zealand.

## 2. Program entry and registration

### 2.1 Mentorees

To register for the Program, prospective mentorees must complete a [Mentoree Registration Form](#). The National Consultant, Disaster Recovery will then make contact to discuss participation and provide further information including a Mentoree Handbook.

### 2.2 Mentors

Mentors wishing to participate in the Program must complete a [Mentor Registration Form](#) and submit it to the National Consultant, Disaster Recovery. Once accepted, a Mentor Profile will be created from the details and made available to prospective mentorees as part of the matching process.

### 2.3 Program Coordinator

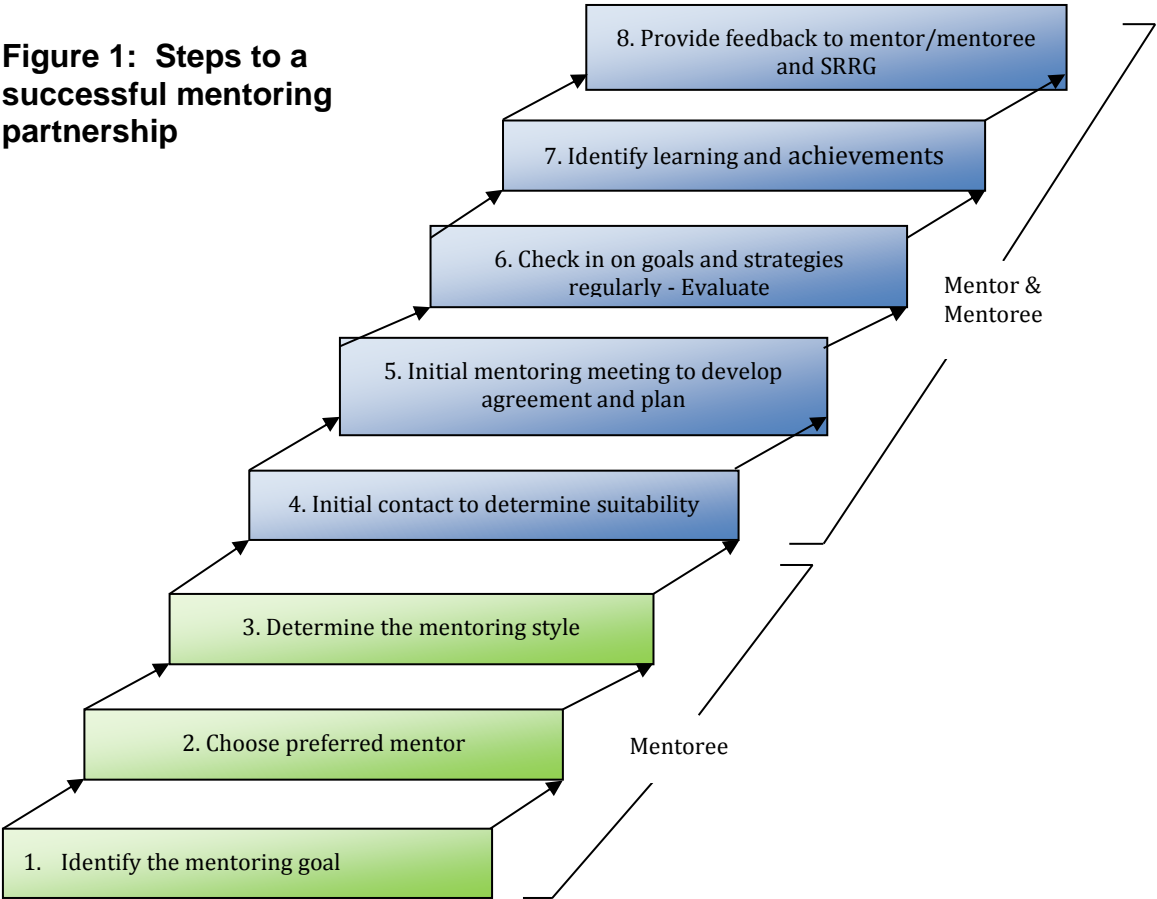
The National Consultant, Disaster Recovery will provide mentorees with available mentor profiles to assist in choosing suitable matches. The mentor and mentoree will have initial contact to determine suitability together. The next step will be to establish a Mentoring Agreement with a development action plan.

## 3. The process and resources

Steps in the mentoring program are listed in Figure 1. The mentoree works through the first three steps and the mentor joins the process from step 4.

Resources such as application forms, mentor profiles, mentor and mentoree handbooks, Frequently Asked Questions and other fact sheets are available as attachments on the SRRG page or through the National Consultant, Disaster Recovery. These may be found as attachments to this Program guideline document, be made available through the Social Recovery Reference Group web page under 'Resources', or be provided directly by the National Consultant listed in the front of this Overview.

**Figure 1: Steps to a successful mentoring partnership**



## 4. Role of the mentor

The mentor will be committed to learning, continuous improvement and best practice in human and social recovery.

The mentor's role is to:

1. Maintain the integrity and confidentiality of the discussions in the partnership
2. Co-design and commit to the mentoring agreement and plan
3. Enable focus upon the goals of the partnership
4. Provide honest and constructive feedback to the mentoree
5. Challenge the mentoree and encourage critical and analytical thinking
6. Avoid providing solutions but to ask reflective questions to enable the mentoree to consider alternative solutions to issues
7. Share knowledge, skills and experience freely with the mentoree
8. Provide guidance and recommend, and offer where possible, opportunities to practice through professional development experiences where possible.
9. Provide feedback on the Program to the National Consultant

## 5. Role of the mentoree

The role of the mentoree is to:

1. Actively drive the Mentoring Agreement and Action Plan agreed with the mentor through commitment to the agreement and plan, setting the agenda for all mentoring sessions.
2. Clearly articulate and regularly reassess objectives.
3. Engage with the mentor to seek out new knowledge, skills and experiences.
4. Participate with the approval and support of their home organisation, sharing new learnings and implementing new initiatives for their home organisation.
5. Embrace opportunities to undertake new experiences.
6. Demonstrate personal integrity, behaving in a manner consistent with their home organisation's Code of Conduct.

## 6. Action plans

The [Mentoring Agreement and Action Plan](#) (Form 2) is a working document that underpins the mentoring partnership. It clarifies the desired outcomes of the relationship and how the mentoree and mentor will work together to achieve them. It provides a sound basis for the regular evaluation of progress and development.

A signed copy of the [Mentoring Agreement and Action Plan](#) is to be retained by the mentoree as a record of their professional development experience once their goal has been achieved.

## 7. Making the partnership work

It is important to develop a trusting relationship between mentor and mentoree. Four key elements of trust are openness, reliability, honesty and acceptance.

[A guide for making the partnership work](#) is a tool and checklist that may assist in setting the right conditions for a strong mentoring partnership.



## 8. Conditions of working in other jurisdictions

### 8.1 Financial Arrangements

The mentoree or their home organisation is responsible for meeting the costs associated with the Program. These costs may include communication, travel and accommodation and their own salary costs.

The mentor and home organisation is responsible for the provision of the time contributed to the Program. These are likely to include preparation for meetings, conducting meetings with the mentoree and some minimal administrative time for mentoring activities.

### 8.2 Workforce, Health & Safety

In seeking experiential developmental opportunities in other jurisdictions or countries it is important for you and your manager to consider that the provision of Work, Health and Safety laws and codes are not applied in the same method or manner across Australia and New Zealand. In general, the provisions of the mentoring state will take precedence.

In the event of an incident requiring investigation, the mentor state is primarily responsible for conducting any investigation in line with existing law and practice. The mentoree's home state and their Work, Health and Safety body should be offered the opportunity to participate in an investigation as part of a mutual team. Workplace, Health and Safety problems may be largely avoided through careful planning and agreement by the mentoree's home state about the work undertaken in the mentor's state.

### 8.3 Code of Conduct

Participants in the Program are expected to adhere to their own organisation's Code of Conduct, at all times throughout their participation in the program. The mentoree should be aware of the mentor organization's Code of Conduct. If it becomes apparent that something in the relationship needs to be changed, it is a matter for the mentoree and mentor to resolve and either party may cease to participate in the [Mentoring Agreement & Action Plan](#) at any given point. Should there be more serious concerns the National Consultant to the SRRG will act as an impartial liaison between nominees from the HR areas of the mentor and mentoree's respective organisations. [A guide for making the partnership work](#) will assist in enabling productive mentoring relationships.

In resolving disputes relating to visits to other jurisdictions, the mentor's organisational Code of Conduct will take precedence.

## 9. Evaluation and feedback

### 9.1 Individual mentored and mentor

The mentoring [Mentoring Agreement and Action Plan](#) is an effective tool for evaluating the mentoring relationship and the professional development outcomes. The [Mentoring Agreement and Action Plan](#) is a document that is only for the use of the mentoree and mentor, unless both parties agree otherwise.

Mentors and mentorees may consider whether a formal acknowledgement or feedback at the end of the partnership is useful. This may include a provision to share the outcomes with the mentoree's home organisation and National Consultant, Disaster Recovery for evaluating the Program.

As part of a continuous improvement approach, the SRRG would appreciate the completion of a Mentoree and Mentor Feedback Form to gather critical information to modify and enhance the Program.

## 9.2 Program

A combination of quantitative measures (number of mentorees successfully completing program, exchanges/secondments arising) and qualitative measures (participant reports, manager commentary on demonstrated changes in mentoree capability) will be used at appropriate times to determine the value of the program.

# Form 1 - Mentor Registration Form

Mentor Profile			
Name			
Contact Number			
Email			
Organisation / Division			
Current Role Title			
Current Role Summary			
Skills, Knowledge and Experience Summary			
LinkedIn Profile			
<b>Mentor Experience Categories</b> (please tick)			
<b>Leadership Specialist Skills and Experience in human/social/community recovery</b>			
<input type="checkbox"/> Community led approaches to recovery	<input type="checkbox"/> Critical thinking		
<input type="checkbox"/> Diversity and cultural awareness	<input type="checkbox"/> Exercise development & facilitation		
<input type="checkbox"/> Leadership & management (for disasters)	<input type="checkbox"/> Managing multiple emergencies		
<input type="checkbox"/> Monitoring and evaluation	<input type="checkbox"/> National Impact Assessment Model		
<input type="checkbox"/> Natural Disaster Relief & Recovery Arrangements	<input type="checkbox"/> Networking at a national level		
<input type="checkbox"/> Problem solving	<input type="checkbox"/> Recovery operations		
<input type="checkbox"/> State and/or local governance	<input type="checkbox"/> Volunteer coordination		
<input type="checkbox"/> Workforce development	<input type="checkbox"/> Other: _____		
<b>Project Management</b>			
<input type="checkbox"/> Practical (Day-to-day)	<input type="checkbox"/> Technical / Specialty		
<b>Aboriginal &amp; Torres Strait Islander (ATSI) Mentoring</b>			
<input type="checkbox"/> Aboriginal and Torres Strait Islander Mentor to Aboriginal and Torres Strait Islander Mentoree	<input type="checkbox"/> Aboriginal and Torres Strait Islander culture and disaster recovery		
<b>Other</b>			
<input type="checkbox"/> Please specify in Skills, Knowledge and Experience Summary section			
<b>National Consultant (endorsement)</b>		<b>Availability (from ... to...)</b>	
<b>Mentor Photo</b>	<i>Please supply via email.</i>		

Please email the completed form to the SRRG National Consultant, Disaster Recovery: [Louise.Mitchell@dhhs.vic.gov.au](mailto:Louise.Mitchell@dhhs.vic.gov.au)

# Form 2 – Mentoree Registration Form

Mentoree Profile																	
Name																	
Contact Number																	
Email																	
Organisation / Division																	
Current Role Title																	
Current Role Summary																	
Skills, Knowledge and Experience Summary																	
LinkedIn Profile																	
<b>Mentor Experience Categories of Interest</b> (please tick or specify in blank space)																	
<p><b>What leadership, specialist skills or experience are you seeking from a mentor in human/social/community recovery?</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Community led approaches to recovery</td> <td><input type="checkbox"/> Critical thinking</td> </tr> <tr> <td><input type="checkbox"/> Diversity and cultural awareness</td> <td><input type="checkbox"/> Exercise development &amp; facilitation</td> </tr> <tr> <td><input type="checkbox"/> Leadership &amp; management (for disasters)</td> <td><input type="checkbox"/> Managing multiple emergencies</td> </tr> <tr> <td><input type="checkbox"/> Monitoring and evaluation</td> <td><input type="checkbox"/> National Impact Assessment Model</td> </tr> <tr> <td><input type="checkbox"/> Natural Disaster Relief &amp; Recovery Arrangements</td> <td><input type="checkbox"/> Networking at a national level</td> </tr> <tr> <td><input type="checkbox"/> Problem solving</td> <td><input type="checkbox"/> Recovery operations</td> </tr> <tr> <td><input type="checkbox"/> State and/or local governance</td> <td><input type="checkbox"/> Volunteer coordination</td> </tr> <tr> <td><input type="checkbox"/> Workforce development</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table>		<input type="checkbox"/> Community led approaches to recovery	<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Diversity and cultural awareness	<input type="checkbox"/> Exercise development & facilitation	<input type="checkbox"/> Leadership & management (for disasters)	<input type="checkbox"/> Managing multiple emergencies	<input type="checkbox"/> Monitoring and evaluation	<input type="checkbox"/> National Impact Assessment Model	<input type="checkbox"/> Natural Disaster Relief & Recovery Arrangements	<input type="checkbox"/> Networking at a national level	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Recovery operations	<input type="checkbox"/> State and/or local governance	<input type="checkbox"/> Volunteer coordination	<input type="checkbox"/> Workforce development	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Community led approaches to recovery	<input type="checkbox"/> Critical thinking																
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<input type="checkbox"/> Aboriginal and Torres Strait Islander Mentor to Aboriginal and Torres Strait Islander Mentoree	<input type="checkbox"/> Aboriginal and Torres Strait Islander culture and disaster recovery																
<p><b>Other</b></p> <p><input type="checkbox"/> Please specify in Skills, Knowledge and Experience Summary section</p>																	
<b>National Consultant (endorsement)</b>	<b>Available to commence from:</b>																

Please email the completed form to the SRRG National Consultant, Disaster Recovery: [SRRG.National.Consultant@dhhs.vic.gov.au](mailto:SRRG.National.Consultant@dhhs.vic.gov.au) or [Louise.Mitchell@dhhs.vic.gov.au](mailto:Louise.Mitchell@dhhs.vic.gov.au)

# Form 3 – Mentoring Agreement and Action Plan

Part 1: Goals (to be completed by mentoree prior to the initial meeting)		Date	/	/
<b>Name :</b>				
Manager's approval to participate in the mentoring program?	<b>Manager:</b> ..... Manager's role: ..... Organisation: ..... Work contact: .....			
Professional goal				
Key steps to achieve these goals (5-7 steps)	1. 2. 3. 4. 5. 6. 7.			
Part 2: Mentoring agreement (to be completed together at the initial meeting)		Date	/	/ 2017
Mentoree:	Mentor:			
Proposed mentoring relationship period (0-12 months):				
Style of mentoring proposed: (One to one, Peer to peer, Online or combination)				
Frequency and duration of meetings: Notice required prior to each meeting: Preferred mode of communication:				
How will the relationship be monitored? <ul style="list-style-type: none"> <li>• timeframe</li> <li>• goal review</li> <li>• effectiveness of meetings</li> <li>• task completion following each meeting</li> </ul>				

**Part 3: Action plan (to be completed together at the initial meeting and assessed together each meeting thereafter)** Date / /

<b>Goal</b>
<b>Strategies to achieve the goal</b>  1. 2. 3.
<b>Measurement of goal</b>  1. 2. 3.

**Part 4: Out clause** Date / /

The relationship will terminate early if:

- The goal has been met before the agreed timeframe
- It is evident the goal will not be achieved
- The agreement is not being upheld
- This mentoring relationship is not meeting the needs of either party

Finish on good terms, be grateful for any input, identify the learnings from the experience (there will be at least one) and fill out the feedback survey.

**Acknowledgement of this agreement** *(signatures required)*

**Mentoree** .....

**Mentor** .....

**Part 5: Re-evaluation of strategies and goals (record any changes below):**

Revised goal	Date	Revised strategy	Date
		1.	
		2.	
		3.	

# Form 4a – Mentor Feedback Survey

## Mentor Feedback Survey

Details:				
Name:		Mentoree's name:		
Role in organisation:				
Timeframe for mentoring	0-3 mths <input type="checkbox"/>	3-6 mths <input type="checkbox"/>	6-12 mths <input type="checkbox"/>	Other, please state .....
Your Mentoring Experience:				
Please tick the suitable answer and provide feedback		Agree	Unsure	Disagree
The goals identified in the action plan were achieved		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
There was adequate time to achieve the goals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
The strategies were aligned to achieving the goals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
Communication was effective and the mentoring agreement met		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
The program documentation and induction was beneficial to my mentoring approach		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
The mentoring program was beneficial to my personal and career development.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
What have you gained from the experience?				
Did you encounter any challenges? How did you overcome them?				
Did you recommend other development opportunities to your mentoree?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment:				
Do you believe your mentoree is ready to be a mentor in this program?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment:				
Please list any suggestions or modifications that you feel would enhance the Human/Social Recovery Professional Development Mentoring program?				
My contribution to mentoring program has been acknowledged in my own professional development records			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment:				

# Form 4b– Mentoree Feedback Survey

## Mentoree Feedback Survey

Details:				
Name:		Mentor's name:		
Role in organisation:				
Timeframe for mentoring	0-3 mths <input type="checkbox"/>	3-6 mths <input type="checkbox"/>	6-12 mths <input type="checkbox"/>	Other, please state .....
Your Mentoring Experience:				
Please tick the suitable answer and provide feedback		Agree	Unsure	Disagree
The goals identified in the action plan were achieved		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
There was adequate time to achieve the goals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
The strategies were aligned to achieving the goals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
Communication was effective and the mentoring agreement met		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
The program documentation and induction was beneficial to my mentoring approach		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
Overall the mentoring program was a positive and useful experience. What have you gained from the relationship?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
The mentoring program was beneficial to my personal and career development. What have you gained from the experience?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment:				
Did you encounter any challenges? How did you overcome them?				
Comment:				
What would you do differently next time?				
Comment:				
Please list any suggestions or modifications that you feel would enhance the mentoring program?				
Comment:				
I would like to be a referee for my mentor			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment:				
My contribution to mentoring program has been acknowledged in my own professional development records			Yes <input type="checkbox"/>	No <input type="checkbox"/>



# Form 5 – A guide to making the partnership work

## Commitments

### Mentoree commitments

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I will:

- be on time for each session
- ensure we have privacy for each session
- do the actions I have committed to each session
- contact my mentor as soon as I know I am unable to do any of the intended action(s)
- openly share my feelings, thoughts, ideas, learning, needs and concerns during our sessions
- do what I say I am going to do
- record both my intended plans, strategies, mechanisms and actions, as well as my actual experience, learning and insights during the mentoring process
- ensure my mentor gets copies of relevant documents, materials before each session
- seek constructive feedback and clarification from my mentor and my manager on areas where we appear to disagree
- ask for a different mentor if this relationship is not working constructively for me.

### Mentor commitments

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I will

- be on time for each session
- ensure we have privacy for each session
- respond to your contact with me promptly (if possible within 24 hours)
- treat you with the highest levels of respect and will give you my undivided attention when we are engaged in the mentoring process
- always put my thoughts, observations, feelings, concerns and issues out in the open for you
- challenge you in constructive ways that build and maintain the relationship whilst having a sharp focus on the issues I perceive need to be dealt with
- offer suggestions and examples if I believe they may help you to make progress
- do what I say I am going to do
- provide appropriate support and encouragement
- suggest a different mentor if this relationship is not working constructively.

# Confidentiality and Professional Behaviour

## Confidentiality

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### **The content of each mentoring session is not in the public domain:**

The mentoring sessions are designed to be a safe space where both parties can share information in a very open and transparent way.

This allows a free exchange of information on issues, needs and concerns as well as sharing emotional content. The capacity to trust each other is pivotal to the success of the relationship.

What is shared in mentoring sessions should remain completely confidential and should not be shared by either person without their explicit permission.

## Professional Behaviour

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Both people involved need to remain conscious this is a professional arrangement. This means our behaviours need to be consistent with:

- The Values and Professional Conduct Standards governing our organisations
- All other relevant legislation applicable to our workplace behaviours
- Professional conduct standards for professional bodies.

## Responsibility for actions and learning

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Primary responsibility for action and learning resides with the mentoree.

As the person who is seeking to maximise my skills and learning:

- I will hold myself accountable for making things happen
- If I need support and assistance I will seek it
- If I have needs and concerns I will raise them with my mentor and/or my manager.
- I will keep my mentor and my manager up to date with my progress
- I will manage my time and workload to ensure my progress generates maximum benefit for our clients.

# Form 6 – Example Mentoring Agreement and Action Plan

Part 1: Goals (to be completed by mentoree prior to the initial meeting)		Date	30 / 07 / 2018
Name : <i>James Brown</i>			
Manager's approval to participate in the mentoring program?	<b>Manager:</b> <i>Alex Turner</i>  Manager's role: <i>Director, Disaster Recovery Branch</i>  Organisation: <i>Department of Communities, State/Country</i>  Work contact: .....		
Professional goal	<i>To develop skills, knowledge, kit for adaptable processes and structures for relief applicable to home organization.</i>		
Key steps to achieve these goals (5-7 steps)	<ol style="list-style-type: none"> <li>1. <i>Identify the organizational objectives in support of relief</i></li> <li>2. <i>Map the current structures</i></li> <li>3. <i>Identify the gaps</i></li> <li>4. <i>Determine any similar processes that might be adapted to current situation</i></li> <li>5. <i>Develop change plan for home State/Territory</i></li> <li>6. <i>Implement change plan</i></li> <li>7. <i>Evaluate implementation of changes</i></li> </ol>		
Part 2: Mentoring agreement (to be completed together at the initial meeting)		Date	30 / 07 / 2018
Mentoree: <i>James Brown</i>		Mentor: <i>Jane Smith</i>	
Proposed mentoring relationship period (0-12 months): <i>12 months</i>			
Style of mentoring proposed: (One to one, Peer to peer, Online or combination) <i>web conference calls via zoom platform, one to one online.</i>			
Frequency and duration of meetings: <i>every 4 weeks for 1 hour</i> Notice required prior to each meeting: <i>organized at previous meeting, 1 week agenda sent out.</i> Preferred mode of communication: <i>face-to-face online</i>			
How will the relationship be monitored?  <ul style="list-style-type: none"> <li>• <i>Timeframe – after 3 months, evaluate satisfaction with mentoring relationship</i></li> <li>• <i>goal review – 3 monthly</i></li> </ul>			

- effectiveness of meetings – 3 monthly
- task completion following each meeting – check in at each meeting.

**Part 3: Action plan (to be completed together at the initial meeting and assessed together each meeting thereafter) Date 30/07/2018**

**Goal** *To work together to identify the strengths and barriers to more effective delivery of relief services from mentoree’s organization and gather approaches, resources and processes to supplement.*

**Strategies to achieve the goal**

1. *Map the current approach, identifying gaps in processes, structures, resources, approaches*
2. *Identify applicable and adaptable solutions to identified gaps*
3. *Work to improve processes, structures, resources, approaches identified.*

**Measurement of goal**

1. *Visual map of processes, boundaries, dynamics, and table listing gaps identified using previous event debriefs.*
2. *Three areas for improvement identified.*
3. *Implementation of three areas for improvement.*

**Part 4: Out clause Date     /     /**

The relationship will terminate early if:

- The goal has been met before the agreed timeframe
- It is evident the goal will not be achieved
- The agreement is not being upheld
- This mentoring relationship is not meeting the needs of either party

Finish on good terms, be grateful for any input, identify the learnings from the experience (there will be at least one) and fill out the feedback survey.

**Acknowledgement of this agreement (signatures required)**

**Mentoree** .....

**Date:**

**Mentor** .....

**Date:**

**Part 5: Re-evaluation of strategies and goals (record any changes below):**

<b>Revised goal</b>	<b>Date</b>	<b>Revised strategy</b>	<b>Date</b>
		1.	
		2.	
		3.	