The Mentoring Project was part of a broader leadership development strategy that evolved in response to an identified need to nurture leaders and plan for leadership development and succession.

The project was essentially about mutual learning, where mentors and mentees learn together.

It is hoped that this handbook will provide a useful resource to school or school systems who wish to use mentoring to assist the development of leadership skills at all levels.

Developed for the Qld Leadership Succession Project 2004
[This project was an initiative of 18 Qld Catholic School Authorities coordinated through QCEC]
The “Mentoring” Sub-Project was led by: Ann Isaac and Gerard Keating
CONTENTS

MENTORING 1

Why Do It?
What It is...And What It Isn’t
Key Learnings from the Trial Project

ESTABLISHING A PROCESS 5

The use of a Leadership Framework
Identifying Mentors and Mentees
Preparation
Matching Mentors and Mentees
Agreements
Mentoring Meetings
Support
Evaluation

SUPPORTING DOCUMENTATION 7

Annexure 1 Leadership Framework for Queensland Catholic Schools
Annexure 2 Leadership Capability Reflection Tool
Annexure 3 Expression of Interest Form – Mentor
Annexure 4 Expression of Interest Form – Mentee
Annexure 5 Mentoring Agreement Proforma
Annexure 6 Personal Reflection Proforma
Annexure 7 Mentor/ Mentee Journal – First Meeting
Annexure 8 Mentor/ Mentee Journal – Meeting Record
Annexure 9 Mid-Year Evaluation Proforma
Annexure 10 Evaluation Form End-of-Year
Annexure 11 Sample Agenda Induction Day
Annexure 12 Sample Agenda – Mid-Year Evaluation Meeting
Annexure 13 Sample Agenda – End of Year Evaluation Meeting
MENTORING
WHY DO IT?

Leadership can be developed at any stage of a teacher’s career. This program is part of a conscious decision on the part of schools or systems to strategically plan for, and support, the development of leadership skills. Such a program should deliver a number of positive outcomes.

BENEFITS OF MENTORING

- As more and more teachers are developed in leadership skills, there is greater energy within the school for new projects and innovation.

- The development of future leaders through a variety of strategies will maintain pools of high potential staff at all levels of the school.

- Through mentoring, staff with leadership potential are encouraged and supported to establish goals and directions which they may not otherwise have considered.

- The discussion and reflection around criteria and competencies provides mentors with an opportunity to reflect on, and further develop, their own leadership skills.

- Schools will gain a clearer understanding of both the incentives and disincentives for leadership, and will be able to make more informed decisions about leadership succession strategies.

“Teacher leadership is inseparable from the concept of empowerment, which is usually characterized as involvement in organizational decision-making (Rice and Schneider, 1994). Because empowerment has been seen for several decades as critical to the creation of a learning organization (Argyris and Schon, 1979), it follows that principals who want to see their schools develop as learning organizations must empower their teachers in meaningful ways. In effect, they must know how and when to step back from their own leader roles, and, in so doing, to encourage teacher colleagues to step forward. This may present immense challenges in terms of ego disengagement and the learning of new skills regarding power sharing. But, if potential teacher leaders are to be encouraged in their work, and if opportunities are to be created for them to further develop their leadership capabilities, then stepping back is a critically important strategy for a principal to adopt.”

(Frank Crowther Developing Teacher Leaders p.60, Corwin Press, 2002)
**WHAT IT IS...AND WHAT IT ISN’T**

“A traditional mentoring relationship is usually when a senior or more experienced person in an organization elects to initiate a relationship with a less experienced member who is recognized as having talent”.

[Article by Dr Ehrich – “Perspectives on Educational Leadership”, Vol 14, No 2, 2004]

This project focused on Principals mentoring developing leaders, but the process may be applied to any level of leadership within the school community. It could apply to beginning teachers being mentored by experienced teachers, Heads of Departments being mentored by School Leadership Team members, or Heads of Department mentoring staff members….in fact, anywhere leadership skills are to be nurtured.

Mentoring is based on a respectful, personal relationship, and sometimes it is easier to define what it is not, rather than what it is. The table below outlines some reflections on the nature of mentoring.

<table>
<thead>
<tr>
<th>What it is……</th>
<th>What it is not……</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Developing critical, analytic, reflective practitioners</td>
<td>X Creating leaders in the image of the mentor</td>
</tr>
<tr>
<td>✓ Sharing dreams</td>
<td>X Imposing visions on another</td>
</tr>
<tr>
<td>✓ Sharing frustrations</td>
<td>X A time for ‘dumping’ frustration</td>
</tr>
<tr>
<td>✓ Improving knowledge, attitudes and performance</td>
<td>X Sitting at the feet of a guru</td>
</tr>
<tr>
<td>✓ Identifying growth areas</td>
<td>X Counselling</td>
</tr>
<tr>
<td>✓ Increasing self confidence</td>
<td>X Professional supervision</td>
</tr>
<tr>
<td>✓ Nurturing leadership</td>
<td>X Learning for the mentee only</td>
</tr>
<tr>
<td>✓ <strong>Mutual</strong> learning</td>
<td>X Creating a sense of survivorship</td>
</tr>
<tr>
<td>✓ Shared wisdom</td>
<td>X Appraisal and monitoring of performance</td>
</tr>
<tr>
<td>✓ Developing leadership</td>
<td>X Reporting to management on performance of mentees by a mentor</td>
</tr>
<tr>
<td>✓ Being open to paradigm shifts</td>
<td>X A pre-selection program for future leadership positions</td>
</tr>
<tr>
<td>✓ Partnership and collegiality</td>
<td>X Guaranteeing ‘success’ in ‘succession’</td>
</tr>
<tr>
<td>✓ Building communities of leaders</td>
<td></td>
</tr>
<tr>
<td>✓ Developing openness and dialogue in a safe environment of mutual trust and genuine care.</td>
<td></td>
</tr>
</tbody>
</table>
KEY LEARNINGS FROM THE 2004 TRIAL PROJECT

Feedback from the two evaluation sessions held during the trial year tended to focus on the actual program, or the individual outcomes for both mentors and mentees.

THE PROGRAM:

High Quality Mentors

The success of the program was assisted by high quality mentors who, despite their busy lives, gave generously of their time and expertise, while remaining true to the negotiated process. In general, high quality mentors were:

- Professionally capable in their leadership roles
- Good communicators
- Reflective practitioners
- Committed to developing future leaders

They were also:

- People of integrity
- Able to develop trust and to engender mutual respect
- Empathetic and
- Accepting of leadership styles other than their own

Structured Framework

There is no doubt that the program works best within a structured framework, and the evaluation suggested that the program could be even more structured, particularly in relation to the selection of mentees at the school level. The challenge will be for future programs to strike a balance between guidance and independence.

Preparatory Reflection

It was suggested in the evaluation that there is an initial need for mentees to undertake some preparatory reflection prior to being matched with a mentor. This may help clarify the initial goals that the mentee would like to achieve by being part of the program.

Different Settings

Mentees saw the advantage of operating in a different school setting to their mentors. It allowed an extension of knowledge, as well as providing greater objectivity to the relationship.
Supporting Activities

Some participants would have appreciated some literature on mentoring, and reading lists could be considered for future programs. There also may be an opportunity in the future to use the experience as part of a tertiary studies project. Other strategies suggested included internet discussion groups, work shadowing and learning circles. These could continue after the mentoring program is completed.

Early Intervention Strategy

In cases where the mentor/mentee relationship has not developed, there needs to be an early intervention strategy.

INDIVIDUAL OUTCOMES:

Positive Personal Relationships

The partnerships which were most successful were those where positive personal relationships were developed fairly quickly, and where there was trust and a willingness to speak openly.

Different Concepts of Leadership

The program allowed participants to explore meaningful expressions of leadership, and to experience the concept of leadership as service. Different leadership styles were acknowledged and accepted.

Factors Inhibiting Success

The partnerships which were not as successful were those where the mentoring relationship did not develop sufficiently to enable true professional dialogue. The reasons for this were many. They included lack of time and/or commitment to the program on the part of the mentee, the difficulty of meeting frequently due to geographic distance and a lack of clarity on the part of the mentee about the desired outcomes.

Benefit to Mentors

The mentors expressed an appreciation of the opportunity to nurture developing leaders and to reflect on their own professional practice and values framework.
ESTABLISHING A PROCESS
THE USE OF A LEADERSHIP FRAMEWORK

As a starting point for discussion, mentors and mentees are asked to use a framework as a means of reflecting on the nature of leadership. Although other educational systems may have developed their own leadership framework, for the purpose of this trial, mentors and mentees used the Leadership Framework for Queensland Catholic Schools. The Framework was developed within another ‘sub-project’ of the QCEC Leadership Succession Project under the leadership of Dr Gayle Spry of Australian Catholic University (ACU).

The Leadership Framework deals with:

Dimensions of Leadership – i.e. bounded action areas;

Capabilities of Leadership – i.e. all round human qualities of leadership.

A Leadership Capability Reflection Tool was devised from the Framework. This ‘tool’ was used by mentors and mentees to reflect on their leadership capabilities. In the case of mentors they could reflect on those areas of leadership capability where they believed that they had the most to offer a mentee. Mentees had the opportunity to reflect on the leadership capabilities they most wanted/needed to develop. This exercise gave each pairing a starting point from which to begin their mentoring relationship.

The Leadership Framework for Queensland Catholic Schools and The Leadership Capability Tool are in the “Supporting Materials” section of this resource. (Annexure 1 and Annexure 2 respectively).
IDENTIFYING MENTORS AND MENTEES

There is no one best way to identify people to participate in a mentoring program. In the trial project, the principals who had agreed to be mentors, and who had expressed their interest, (Annexure 3) were invited to nominate a member of their own school staff, who they believed had leadership potential, to be involved in the project. Each prospective mentee was then asked to complete an expression of interest form (Annexure 4) outlining why they would like to be involved in the mentoring project.

Guidelines to Selection

- Select mentors & mentees who are willing and able to commit to the project. Provide clear information beforehand as to what the time commitment and expectations will be.
- Mentees need to have had a chance to reflect on what they hope to achieve and to have determined specific goals and actions to discuss with their mentor.
- Both mentors and mentees need to be willing to share and learn together during the project. The project is built upon a positive, non-judgmental relationship.

PREPARATION

In the trial project, mentors and mentees were brought together for a full day to:

- develop a common understanding of the mentoring process through workshops and discussion on effective mentoring;
- reflect on strengths and areas for development of individual mentees, based on the Framework for Leadership in Queensland Catholic Schools;
- match mentors and mentees.

MATCHING MENTORS AND MENTEES

Again there is no one best way to match mentees and mentors. In the trial project the process used was:

- Using the Leadership Capability Reflection Tool, mentees identified the broad leadership capability areas (Personal, Relational, Professional, Missional) in which they most wished to develop.
- Mentees were then matched with mentors who had identified that capability area as an area of strength. This provided a starting point for the early stages of the mentoring relationship.
AGREEMENTS

So that all parties have a clear understanding of the requirements and expectations of the program, a formal agreement is signed (Annexure 5). The agreement deals with such issues as:

- the number of mentoring meetings to be held (minimum of twice per term);
- principles of behaviour (such as confidentiality, collaboration);
- the process for withdrawal from the program if required;
- involvement in an evaluation process.

MENTORING MEETINGS

The mentoring project relies on regular meetings between mentors and mentees. As an aid to reflection, participants may choose to use a reflective journal to keep a record of meetings. (Annexure 5 & 6)

SUPPORT

There is value in establishing a formal program with a program coordinator who provides ongoing informal support to the participants through:

- maintaining an e-mail contact list;
- sending out relevant material to the group;
- making phone or personal contact with the participants to check on how the project is unfolding.

EVALUATION

The formal evaluation during the course of the project was worthwhile as it:

- allowed participants to reflect on how things had developed;
- provided suggestions to improve the mentoring relationship if things were not going well;
- allowed the group to share experiences and develop a culture of collegiality.

(Annexure 7 & 8 - evaluation pro-forma, Annexure 9 & 10 - sample meeting agendas)
SUPPORTING MATERIALS
Annexure One:

A Framework for Leadership in Qld Catholic Schools

DIMENSIONS = bounded action areas.

These dimensions assist leaders to set performance goals and then to reflect on practice.

CAPABILITIES = all round human qualities

These capabilities represent an integration of knowledge, skills, personal qualities and understanding. Use these capabilities to identify areas for personal and professional development.
DIMENSIONS OF LEADERSHIP IN QUEENSLAND CATHOLIC SCHOOLS

INNER LEADERSHIP

Inner leadership requires individuals to focus on personal development to achieve self-actualisation, thus enhancing their ability to serve the school community and the wider society. Self-actualisation involves freeing ourselves of habitual mindsets and behaviours to make conscious choices and become integrated and autonomous people acting in accordance with their values and purpose.

INTERPERSONAL LEADERSHIP

Interpersonal leadership focuses on the employment, deployment and development of staff and volunteers within Catholic schools. There is a strong commitment to genuine human development, based on one’s personal values and a respect for the whole person within community.

ORGANISATIONAL LEADERSHIP

Organisational leadership focuses on various aspects of management at school level with a view to ensuring efficiency and effectiveness. Organisational leadership is associated with identifying strategic direction, developing policy and practice, resource management and accountability to the school community and external authorities.

EDUCATIVE LEADERSHIP

Educative leadership plays a critical role in the teaching and learning process by helping teachers and other members of the school community to uncover meaning in what they do, while investing in them the capacity to bring about curriculum change, improve and transform what they do.

COMMUNITY LEADERSHIP

Community leadership focuses on achieving solidarity or patterns of cooperation, expresses human interdependence and is the means to achieve common ends. Here, leadership is about nurturing positive interpersonal relations, as well as facilitating social development and establishing the school as a gospel community.

FAITH LEADERSHIP

Faith leadership focuses on sharing the Catholic faith with the intention of influencing and enriching the lives of students, staff and other members of the school community. This dimension of leadership provides educational opportunities for members of the school community to encounter the Catholic faith, to experience its gift and to enhance life decisions in response to it.
CAPABILITIES FOR LEADERSHIP IN QUEENSLAND CATHOLIC SCHOOLS

PERSONAL CAPABILITIES

- Develops self-knowledge
- Displays imagination and vision
- Shows confidence, optimism and resilience
- Exemplifies honesty and integrity
- Integrates work and personal life
- Seeks spirituality

RELATIONAL CAPABILITIES

- Demonstrates emotional maturity
- Projects empathy
- Displays a trusting disposition
- Cultivates productive working relationships
- Communicates with influence
- Engages positive politics

PROFESSIONAL CAPABILITIES

- Is contextually aware and responsive
- Displays curriculum and pedagogical know-how
- Inspires a communal purpose and vision
- Engages strategic thinking and planning
- Demonstrates sound organisational and fiscal management
- Focuses on outcomes and is accountable

MISSION CAPABILITIES

- Commits to a personal journey of faith
- Gives witness to Gospel values, particularly social justice
- Develops scriptural and theological understanding
- Acts as an agent of evangelisation
- Cultivates the school’s Catholic identity
- Engages Catholic school renewal
Annexure Two:

LEADERSHIP CAPABILITY REFLECTION TOOL
PERSONAL CAPABILITIES

**Develops self-knowledge:** takes time to reflect on and critiques personal motivations, beliefs, values and behaviours; checks personal values and behaviours against expectations within relationships, group, the organisation and the wider community; takes personal capabilities and limitations into account in decision-making.

**Displays imagination and vision:** is capable of imagining what the future could be; articulates a personal sense of purpose and direction; is proactive rather than reactive; believes that the future can be influenced towards desired ends.

**Displays confidence, optimism and resilience:** has a sense of self and a belief in one’s vision; maintains a positive outlook based on a belief in one’s capabilities, the goodness of all creation and a strong trust in God’s Providence; views challenges as opportunities; believes in one’s unique potential and purpose; maintains a sense of curiosity and enthusiasm; is able to spring back following adversity.

**Exemplifies honesty and integrity:** applies ethical standards to complex and perplexing value-tense situations; is compelled by one’s values; and communicates these values; is willing to accept the personal consequences of difficult choices and decisions; acts as a thoughtful caring person and not as a self-serving narcissist.

**Integrates work and personal life:** functions and finds satisfaction in both work and personal life; on average has 8 hours of work, 8 hours of rest and 8 hours of relaxation for five days of the week; keeps the Sabbath; balances the demands of family, community and personal life with work; deals with causes of stress; maintains good health in terms of physical and mental well-being.

**Seeks spirituality:** is aware of the transcendent dimension of life and work; accepts work as a vocation; centres their work in prayer and praxis; is convinced of the universality of God’s saving presence and love for all people; contributes to a sacramental consciousness within the school community; and gives priority to the sacred.
## RELATIONAL CAPABILITIES

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates emotional maturity:</strong></td>
<td>displays emotional intelligence in terms of emotional self-awareness, self-regulation and motivation; able to identify the emotions displayed by individuals and groups in a given situation; uses emotion in reasoning and problem solving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Projects empathy:</strong></td>
<td>demonstrates a genuine interest in and concern for people; identifies with the characteristics and experiences of another; able to stand in another’s shoes; understands the implications of social acts on the individual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Displays a trusting disposition:</strong></td>
<td>accepts a positive human anthropology; seeks out others as a way of generating information, ideas, resources, opportunities and creative solutions; builds an inclusive community by seeking to forge personal and professional bonds with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultivates productive working relationships:</strong></td>
<td>respects the concerns, needs and interests of others; establishes organisational structures; engages others in mature, interdependent and mutually beneficial relationships; and manages resources to support collaboration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communicates with influence:</strong></td>
<td>able to express ideas through various forms of presentation (including being able to write clearly and concisely, applying current technology); takes symbolic actions and develops shared meaning; asks questions and tells the truth; actively listens and allows time for others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engages positive politics:</strong></td>
<td>identifies the key people or groups concerned about an issue; understands the interest of these key people or groups and the power they hold; builds relationships and alliances; able to soothe and learn from the opposition; deals openly with difference and negotiates win-win solutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONAL CAPABILITIES

Is contextually aware and responsive: understands the wider context of the Catholic school; is knowledgeable about changing directions relative to specific issues in education; seeks new ideas and approaches; discerns authentic action in a changing context.

Displays curriculum and pedagogical know-how: is aware of theoretical developments in teaching and learning; nurtures effective learning environments for a wide range of students; supports school-based curriculum development; monitors and supports curriculum innovation.

Inspires a communal purpose and vision: articulates a vision for Catholic education and invites others to develop a communal vision of Catholic schooling; seeks to embody this vision in the school’s goals, policies, programs, structures and operations; celebrates the vision in the day-to-day activities of the school.

Engages strategic thinking: draws on both hard and soft data as sources for developing strategic direction; discovers future opportunities in daily reality; involves others in contributing to the process of shaping strategic direction on an on-going basis; develops policy and practice; engages dynamic planning and action learning.

Demonstrates sound organisational and fiscal management: engages job design and performance management; responds to staff issues and concerns; attracts volunteers; knows the legal and industrial context; understands school/system budgets and priorities; prepares budgets for areas of responsibility; employs accounting procedures; builds knowledge and information capability within the school; maintains the physical resources.

Focuses on outcomes and accountability: builds organisational capability and responsiveness; marshals professional expertise; nurtures professional learning; engages lateral co-ordination; ensures closure and delivers on intended results; is accountable for one’s work; keeps stakeholders informed of progress.
MISSIONAL CAPABILITIES

Commits to a personal journey of faith: is mindful of the personal faith journey; understands our life story as successive stages of faith, pivotal moments, and periods of growth and testing; establishes regular patterns of Sabbath; prayer, communal worship and service.

Gives personal witness to the Gospel: expressing Gospel Values in life and work; works to ensure that Gospel Values, including social justice, are reflected in structures, choices and decisions as a means of shaping school culture.

Develops scriptural and theological understanding: knows the Christian Story and Catholic tradition; is able to apply this knowledge to everyday experience; engages the art of personal theological reflection; and is able to guide groups in such reflection.

Cultivates the school’s Catholic identity: situates their work within the faith community; supports the religious education program and communal liturgy; encourages close links with local faith communities; and is committed to interfaith dialogue.

Engages Catholic school renewal: situates Catholic school renewal activities in the context of creation and new life in Christ; listens to the school community and discerns shared wisdom; acknowledges the past whilst dreaming of the future.

Acts as an agent of evangelisation: takes seriously their vocation to proclaim the Gospel; is able to share a personal faith experience; invites and welcomes others to the Faith; is able to dialogue with a diverse group of people about Christian message; is ecumenically sensitive.
Annexure 3

**EXPRESSION OF INTEREST**

Nomination as a potential **mentor**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone (h):</th>
<th>Phone (w):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have an interest in being a mentor because…

Using the ACU’s *Framework for Educational Leadership in Queensland Catholic Schools* (G.Spry) which of the following Key Dimensions of Educational Leadership do you believe you are most strong in?

- Inner Leadership
- Human Leadership
- Community Leadership
- Educational Leadership
- Organisational Leadership
- Faith Leadership

In which Dimension(s) would you be willing to mentor?

_________________________________________________________________________

_________________________________________________________________________

I recognise that if I am accepted as a mentor that:

a. I am committed to a mentee for one year.
b. I will negotiate a mentoring agreement with a mentee.
c. Some release time may have to be sought for meetings and induction programs.
d. I am participating in a research project whose results will be published by QCEC.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal:

I endorse this expression of interest as a potential mentor in the QCEC/Religious Institute project.

I recognise that some release time may need to be negotiated to facilitate meetings and for induction programs.

<table>
<thead>
<tr>
<th>Signature: Principal/Employing Authority (if a principal is submitting this document.)</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office use only

<table>
<thead>
<tr>
<th>Accepted</th>
<th>Y</th>
<th>N</th>
<th>Mentee:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ANNEXURE 4

### EXPRESSION OF INTEREST
Nomination as a potential **mentee**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone (h):</td>
<td></td>
<td>Phone (w):</td>
</tr>
</tbody>
</table>

I have an interest in being a mentee because

Please attach a brief outline of any leadership experiences you have had, or any projects you may have undertaken. You should outline the context, and if possible, describe outcomes.

Using the ACU’s *Framework for Educational Leadership in Queensland Catholic Schools* (G.Spry) which of the following Key Dimensions of Educational Leadership do you believe you are most strong in?

- Inner Leadership
- Human Leadership
- Community Leadership
- Educational Leadership
- Organisational Leadership
- Faith Leadership

Which of the Key Dimensions of Educational Leadership would you most wish to develop further?

---

I recognise that if I am accepted as a mentee that:

- f. I am committed to a mentor for one year.
- g. I will negotiate a mentoring agreement with a mentor.
- h. Some release time may have to be sought for meetings and induction programs.
- i. I am participating in a research project whose results will be published by QCEC.

Signature: | Date: |
--- | --- |
Principal: |

I endorse this expression of interest as a potential mentee in the QCEC/Religious Institute project.

Signature: Principal | Date: |

Principal's comments to support this application:

<table>
<thead>
<tr>
<th>Office use only</th>
<th>Accepted Y N</th>
<th>Mentor:</th>
</tr>
</thead>
</table>
ANNEXURE 5

MENTORING AGREEMENT

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Print name</th>
<th>Mentee</th>
<th>Print name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nominated area of special interest (Personal, Relational, Professional, Missional) 

List goals to be achieved (mentee) 
Indicate to what extent these goals reflect the school’s future directions. 
Goals are to be specific and measurable.

List any mentoring strategies/activities/projects that may be used.

Mentoring program begins on ____________________________2004
Mentoring program ends on ____________________________2004

We agree to meet once (a week, a fortnight, a month) for one hour, where oral feedback is to be given, noted and signed by both parties. 
(The mentee's journal is an important part of the process. The mentor may also wish to keep a reflective journal.) A written evaluation will be generated by both parties at the conclusion of the program.

We agree to
- Honour a commitment to regular meetings
- Attend training and formation sessions as provided by the project team.
- Respect the confidentiality of the mentor/mentee relationship
- Participate in a spirit of collaboration and mutual development
- Recognise that an important principle of mentoring is a generosity of spirit and professionalism.
- Submit an evaluation document at the conclusion of the program to the project coordinator
- Be prepared to be involved in the formal evaluation of the project.
- Terminate the mentor/mentee relationship at the request of either party and to inform the project coordinator should this occur.

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Sign</th>
<th>Mentee</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
ANNEXURE 6

PERSONAL REFLECTIONS PROFORMA
(to be used with the trial Developmental Exercise - p.12 based on the capabilities framework)

What do you identify as your areas of strength?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What do you identify as your areas for development?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Possible Strategies/Activities/Projects you can see in your current role that would involve using the capabilities that you would like to develop.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

_________________________________________________________________________
_________________________________________________________________________

ANNEXURE 7

MENTOR/MENTEE JOURNAL – FIRST MEETING

Date

Discussion:

Capability Areas for Development

What can I do in my Current setting to develop these capabilities?

Possible Activity/Project and a brief description of what is entailed

Discerned Project
(Possible questions – how will you measure success? What will get in the way of this working? What could ensure that this project is successful? What is the first thing you would like to see happen and why?)

Description of the Project

Leadership Capabilities Being Targeted for development by this project

Strategies/Actions and timeframe

Indicators
ANNEXURE 8

MENTOR/MENTEE JOURNAL – MEETING RECORD

Date

The Strategy/Actions I have attempted to implement.

The things that went well

The things that did not go well.

What I would do differently next time.

How did this develop or not develop the desired capability?

Discussion and Questions

Future Discerned Project
(Possible questions – how will you measure success? What will get in the way of this working? What could ensure that this project is successful? What is the first thing you would like to see happen and why?)

Description of the Project Activity

Leadership Capabilities Being Targeted for development by this project activity.

Strategies/Actions and Timeframe

Indicators
ANNEXURE 9

MID-YEAR EVALUATION SHEET
CHARACTERISTICS OF EFFECTIVE MENTORING

Ascribe a score out of five for each of the following characteristics of effective mentoring previously identified by the group in relation to your own mentoring experience.

Purposeful Companionship
- Outcome – Professional growth of Mentor / Mentee
- Clear Goals
- Credibility (Mentor needs this)
- Encouraging Vision
- Challenge
- Challenging with appropriate support
- A reflective process based on dimensions of leadership

Engaging Companionship
- Listening
- Active Listening
- Communication

Perceptive Companionship
- Mutuality
- Sense of being valued
- Affirming
- Shared Wisdom
- Perceptive Companionship

Integrity in Companionship
- Honesty
- Trust
- Freedom
- Respect
- Acceptance of uniqueness
- Trust
- Genuineness
- Genuine Interest

Structures
- Efficient
- Support Material
- Follow Up

General Comments
ANNEXURE 10

END of YEAR EVALUATION PROFORMA

What was the best thing about your involvement in the mentoring project?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What was the most difficult thing about your involvement in this project?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If you were involved in this project again what would you might you do differently?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
# ANNEXURE 11

## SAMPLE AGENDA

*Mentoring Project Induction Day Agenda*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45am</td>
<td>Registration – Tea Coffee</td>
</tr>
<tr>
<td>9.00am</td>
<td><strong>Welcome</strong> (Mr Joe McCorley - Executive Director QCEC)</td>
</tr>
<tr>
<td></td>
<td>Prayer</td>
</tr>
<tr>
<td></td>
<td>Emmaus Walk / Introductions</td>
</tr>
<tr>
<td>10.00am</td>
<td><strong>Overview of a Framework for Christian Leadership</strong></td>
</tr>
<tr>
<td></td>
<td>(Gayle and Brendan)</td>
</tr>
<tr>
<td>10.30am</td>
<td><strong>Morning Tea</strong></td>
</tr>
<tr>
<td>11.00am</td>
<td><strong>What Makes a Successful Mentoring Program?</strong></td>
</tr>
<tr>
<td></td>
<td>(Gerry and Ann)</td>
</tr>
<tr>
<td>12.00pm</td>
<td><strong>Developmental Reflection Exercise on Leadership Capabilities</strong></td>
</tr>
<tr>
<td></td>
<td>(Gayle and Brendan)</td>
</tr>
<tr>
<td>1.00pm</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>1.45pm</td>
<td><strong>Identification of Individual Strengths and Needs</strong></td>
</tr>
<tr>
<td></td>
<td>(in two separate groups: Ann and Brendan-Mentors; Gayle &amp; Gerry - Mentees)</td>
</tr>
<tr>
<td>2.15pm</td>
<td><strong>Matching Exercise (Large Group)</strong></td>
</tr>
<tr>
<td></td>
<td>(Ann and Gerry)</td>
</tr>
<tr>
<td>2.30pm</td>
<td><strong>Tools for Mentoring (Workbook, agreement)</strong></td>
</tr>
<tr>
<td></td>
<td>(Gerry)</td>
</tr>
<tr>
<td>2.45pm</td>
<td><strong>Mentor / Mentee Meetings</strong></td>
</tr>
<tr>
<td>3.15pm</td>
<td><strong>How Do I Feel? (Mad/Sad/Glad/Scared?)</strong></td>
</tr>
<tr>
<td></td>
<td>(Brendan?)</td>
</tr>
<tr>
<td>3.30pm</td>
<td><strong>Song / Drinks</strong></td>
</tr>
</tbody>
</table>
## ANNEXURE 12

### SAMPLE AGENDA

*Mentoring Project Mid Year Evaluations Meeting Agenda*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00pm</td>
<td><strong>Registration – Tea Coffee</strong></td>
</tr>
<tr>
<td>3.15pm</td>
<td><strong>Prayer</strong> “There are many Gifts but only one Giver”</td>
</tr>
<tr>
<td>3.30pm</td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td></td>
<td>“Capability Area - Project Feedback”</td>
</tr>
<tr>
<td></td>
<td>- Divide groups into three pairs (mentee/mentor).</td>
</tr>
<tr>
<td></td>
<td>- Complete feedback sheets and share what projects etc that</td>
</tr>
<tr>
<td></td>
<td>have been undertaken.</td>
</tr>
<tr>
<td></td>
<td>- Whole group – simple reflection;</td>
</tr>
<tr>
<td></td>
<td>- What did you hear?</td>
</tr>
<tr>
<td></td>
<td>- What was your reaction?</td>
</tr>
<tr>
<td></td>
<td>- Any insights from this?</td>
</tr>
</tbody>
</table>

| 4.00pm | **Session 3**                                                        |
|        | “Characteristics of Effective Mentoring Evaluation”                   |
|        | **Part One**                                                         |
|        | Individually: Rate your experience of mentoring against the descriptors developed at the start of the project rate each area out of 5. |
|        | **Part Two**                                                         |
|        | Share perceptions and discuss differences in mentor/mentee pairs (remember honesty is one of the characteristics of effective mentoring). |
|        | **Part Three**                                                       |
|        | - 3 x 2 grouping and develop:-                                       |
|        |   - positives                                                        |
|        |   - negative                                                         |
|        |   - strategies for the enhancing of the companionship.(So What!)      |
|        | **Record on Paper – place on the sticky wall under the headings**    |
|        | Positives, Negatives, Strategies for Enhancement                      |
### Session 4

- Grab a drink and break into Mentee or Mentor groups.
- So how do I become a better Mentee or Mentor:
  - positives
  - negatives
  - Strategies for Enhancing the Companionship (So What).
- Record on paper and place on wall.

### Session 5

- Review the data on each of the:
  - positives
  - negatives
  - way forward

Key messages from each area.

O  What are the key words?
R  What’s my reaction to this?
I  What insights have I gained?
D  What do I do with these insights…

### Song / Drinks

5.30pm
## ANNEXURE 13

### SAMPLE AGENDA

**Mentoring Project End of Year Evaluation Meeting**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00pm</td>
<td>Registration / Coffee/Tea</td>
</tr>
<tr>
<td>3.15pm</td>
<td><strong>Prayer</strong>&lt;br&gt;Set up sacred space with compass stone, cloth candle Bible etc&lt;br&gt;Song: Gather Liam Lawnton from <em>Light the Fire</em>&lt;br&gt;“Prayer for the Journey” handout</td>
</tr>
<tr>
<td>3.30pm</td>
<td><strong>Session 1 My Learnings (40 mins)</strong>&lt;br&gt;<em>Individual Reflection</em>: (15 mins)&lt;br&gt;Reflect on the Leadership Capabilities that you had targeted for development/strength area at the beginning of the year and identify the areas of this capability that you have enhanced/shared during the course of the mentoring project. What other capabilities or leadership dimensions were also developed/shared? Complete individual learning sheet.&lt;br&gt;Resources: Leadership Framework and the Capability Reflection Tool; Learning Sheet Proforma&lt;br&gt;<em>Paired Reflection</em> (10 mins)&lt;br&gt;Share individual reflection with one’s own mentor/mentee.&lt;br&gt;<em>Group Learnings</em> (15 mins)&lt;br&gt;Each pair share with the whole group their key learnings from the Learning Sheet Proforma.</td>
</tr>
<tr>
<td>4.15pm</td>
<td><strong>Session 2 Now What? – An Individual Response Workshop (1hr)</strong>&lt;br&gt;What do I do now to further my leadership development?&lt;br&gt;Goal: to identify key ideas and strategies for further leadership development.</td>
</tr>
<tr>
<td>5.15pm</td>
<td><strong>Session 3 Now What? – A Strategic Response (30 mins)</strong>&lt;br&gt;<em>Exploring Options – Focused Discussion to Decide on the Future of the Project.</em>&lt;br&gt;Objective: From what you have heard today, what words and phrases stood out for you in relation to the mentoring project?&lt;br&gt;Reflective: How did being involved in the mentoring project make you feel?&lt;br&gt;Interpretive: What are our insights about the project?&lt;br&gt;Decisional: What should be the future of the project?&lt;br&gt;What are the next steps?</td>
</tr>
<tr>
<td>5.45pm</td>
<td><strong>Session 4 ACU Input (Dr Gayle Spry) Process for gaining academic credit</strong></td>
</tr>
<tr>
<td>5.50pm</td>
<td><strong>Close: Reading The Emmaus Journey</strong>&lt;br&gt;Song: “Sacred Story” by Liam Lawnton. Final Prayer&lt;br&gt;Drinks</td>
</tr>
</tbody>
</table>