



## Stage one mentoring checklist

- Why have I become a mentor/mentee?
- What do I offer/ what do I want?
- What significant issues might arise?
- What do I feel strongly about?
- Which are the areas where I prefer my mentor/mentee to 'match' me; over which I am neutral; which I would like us to be different?
- What about issues of trust and respect?
- What are my own psychological/personal/thinking/working styles? How do they affect the way I interact with others?
- What mentoring skills do I want my mentor to have?
- How much time will we have?
- Where will we meet?
- What mutual contacts are we likely to have? How might that affect the mentoring?
- What is my attitude towards self-development?
- Who has been mentor to me? What did I gain?
- Who else is involved in this process (e.g. senior management, mentee's line manager)?

## Questions to help build rapport

- What opinions do we share?
- What do we have in common?
- How much does each of us like to control?
- How will we share control - mentee over content, mentor over process?
- Do we have the ability to behave in a nurturing way to each other?
- Is this a two-way process?
- Can we be spontaneous?
- How shall we show our real emotions and let each know how we really feel?
- How shall we ensure confidentiality?
- How best can we work together in a logical manner to solve problems and make decisions?
- How will we cooperate?
- What are our previous experiences of cooperating like?
- How flexible can we be?
- How will we challenge each other?
- Are we in danger of conforming for the sake of it?
- How will we handle conflicts and avoid spending valuable time in arguments?
- How can we use the contracting process to reinforce our genuine connection with each other?

## Contracting

Contracting is a way of negotiating a learning agreement or framework for the relationship. It has many advantages and adds to the quality of the interactions. It occurs at two levels; the whole relationship and each mentoring session. Contracting ensures that both parties are clear about:

- the purpose of the mentoring scheme within which the mentoring relationship is to occur
- the respective roles of mentor and mentee
- the responsibilities of both parties
- what mentoring actually means in the particular context so that a shared vision can be agreed
- the nature of the relationship
- what is likely to happen
- the boundaries of the relationship
- how mentor and mentee will be expected to behave
- the ground rules with regard to confidentiality, and accessibility



- the working methods to be employed
- the mechanism to seek agreement to make changes
- the framework of future meetings

Contracting can be viewed as having four components (Hay, 1995):

- the procedural contract
- the professional contract
- the personal contract
- the psychological contract

It may take more than one meeting to cover all these issues which sets the style of subsequent meetings.