

Mentoring Guidelines & Training Pack



Compiled on behalf of the British Parachute Association
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1 INTRODUCTION

As the National Governing Body for sport parachuting in the United Kingdom, the British Parachute Association (“BPA”) maintains and promotes the highest standards of safety and training in the sport. The BPA acknowledges that a structured support network is an essential catalyst for encouraging participation, development and pursuance of excellence at all levels of skydiving. Therefore the BPA Development Committee set up “Rise Up” in January 2017.

Rise Up acts as the main hub for sharing knowledge and experience about many difficult or important topics in skydiving such as budgeting, setting goals, competing and careers. Members can join the network as a mentor and/or a mentee.

The primary beneficiaries of the programme are:

- a. A Licence parachutists or members;
- b. All students under training including Category System, AFF and Tandem;
- c. Fun jumpers or competitors;
- d. Experienced skydivers;
- e. Aspiring leaders (including instructors, coaches and judges); and
- f. Newly qualified coaches or instructors

It is important to note that Rise Up is not only a mentoring programme but also a skills-sharing network. This means that as well as gaining practical leadership experience, mentors can also share their broad range of knowledge and expertise with each other to learn something new.

The success of every mentoring programme is largely dependent on its mentors. They play an important role in improving the operating environment and culture of the sport. Therefore we would like to ensure that all of our mentors have a clear understanding of their roles and have developed some of the fundamental mentoring skills. The standards and requirements which we expect of our mentors are set out in this document.

All mentors are required to read the mentoring guidelines carefully and adhere to the rules set out therein. We have also provided optional mentoring materials as part of this training pack and mentors are advised to use them for best practice.

Members should refer to the latest version of this document which is dated on the first page, for the most up to date terms.

All questions and/or enquiries regarding Rise Up should be addressed to Ms Yassi Molazadeh at yassi@bpa.org.uk.

2 RISE UP'S MENTORING RULES

We do not intend to regulate all aspects of your mentoring relationship, however it is necessary to set out some basic rules as solid foundation for building a strong and effective network. We strive to provide reliable advice and assistance and aim to alleviate any risks of potential wrongdoing.

The basic rules were developed in order to:

- Assist mentors to discuss and establish a framework within which to facilitate an individual's development
- Help the mentor and mentee to understand what to expect from the mentoring relationship
- Clarify the rights and responsibilities of both parties in the mentoring relationship
- Encourage discussion to define any boundaries to that relationship
- Clarify the issues of confidentiality within the mentoring relationship

It might be helpful to give the mentee a copy of the basic mentoring rules before or at the first meeting. You can then discuss and agree your own "ground rules" with the mentee at the beginning of the first session (further details regarding ground rules please see the Mentoring Tips section > Planning and Mentoring > 3. Establishing an agreement).

THE RULES

The following rules are set out in addition to the BPA's general policies, regulations and practice codes. All mentors should have regard to the BPA's Operations Manual¹ which, in the event of conflict, precedes any rules set out in this document.

1. Mentor-mentee relationships must not be exploited by either party for any commercial purposes.
2. Participants in the Rise Up programme must act with integrity and genuine interest in the purpose for which the programme was designed.
3. No discrimination shall be tolerated in assigning a mentor or a mentee based on gender, age, religion, race or any other personal characteristics.
4. All discussions between mentors and mentees are completely confidential; however, maintaining confidentiality regarding issues raised/discussed during the session should not compromise the mentor with respect to any laws. For instance, if there is a real likelihood that serious physical or mental harm will be caused to a person(s), the mentor can override the requirement for confidentiality and may take appropriate steps, with the full knowledge of the mentee.

¹ A copy of the BPA's Operations Manual can be found at <http://www.bpa.org.uk/staysafe/operations-manual/>

5. Mentors should act in the best interest of their mentees at all times except where restricted by law and they must not allow their independence to be compromised.
6. Mentors should encourage equality of opportunity and strive to further the objectives of Rise Up which are as follows:
 - 6.1. Improve retention of members;
 - 6.2. Encourage more female skydivers to join, compete, continue and lead;
 - 6.3. Facilitate open and honest discussions about safety;
 - 6.4. Inspire healthy competition and raise medal winners;
 - 6.5. Create a highly skilled and approachable community; and
 - 6.6. Ensure that participants have fun whilst progressing.
7. Mentors must not give advice on matters that are outside of their expertise or experience level. In particular, issues regarding safety should always be referred back to the mentee's instructor or coach if one is available. Otherwise, the mentor must exercise sound judgement and decide whether they are qualified to give such advice or refer the matter to someone who has the necessary skills and qualifications.
8. Mentors should conduct mentoring discussions in an open, honest, supportive and non-judgmental manner and the mentoring sessions should ideally take place in a quiet and private place with no interruptions.
9. The mentor:
 - 9.1. Will demonstrate a commitment to the development of their mentoring skills
 - 9.2. Can refer to another mentor if they feel they have reached their limitations to help (this should take place in consultation with the mentee)
 - 9.3. Will explain the role of the mentor and explore the expectations of the mentee
 - 9.4. Will be objective and non-judgmental. They are not there to assess the mentee's performance
 - 9.5. Will explain the need for any notes written during a mentoring session, what will happen to these notes and how the mentee can gain access to them
 - 9.6. Has protected time allocated for mentoring sessions and any preparation required
10. The mentee:
 - 10.1. Will retain the ownership for their development
 - 10.2. Will take responsibility for their Personal Development Plan (PDP) and undertake to:
 - identify their learning & development needs
 - consider how to meet these needs
 - undertake the development activities identified in their plan

3 MENTORING GUIDELINES

“Mentoring is a process rather than an event; mentors must see themselves as managers of a process, rather than passing on knowledge” (Galvin 1998)

Mentoring is essentially a two-way process in which you as a mentor, will help a mentee:

- Discover desired skills, objectives and ambitions and how best to achieve them
- Plan for the future by analysing different options
- Be accountable for a development plan
- Challenge assumptions to become self reliant and independent
- Focus on short and long term goals to reach full potential

Your role includes:

- Developing your mentee(s)' knowledge and skills
- Being a role model
- Building the confidence of the mentee(s) you are working with
- Being a resource - either sharing your own knowledge or directing the mentee(s) to other sources of information
- Challenging and questioning the mentee(s)' current practices
- Providing introductions to other people who can help
- Developing self-awareness in the mentee(s) (empowerment)

Mentoring can be formal or informal, and can be adapted to meet the needs of individuals. It does not matter what form it takes as long as both you and the mentee see the value in the relationship and it helps you to develop and progress. Being an effective mentor involves understanding and finding out how the mentee learns best. Therefore the instructions set out in this section, serve only as guidelines to enable you to:

- plan and organise the mentoring relationship; and
- assist the mentee to develop and improve.

You should recognise that mentees will have different requirements and/or learning styles and you will need to adapt your approach accordingly. Remember that effective mentors facilitate learning.

THE MENTORING PROCEDURE

Rise Up's mentoring procedure involves 7 steps spread across a 4-stage Mentoring Cycle.

The 4 stages outline the main objectives of each mentoring phase and what should be covered. They also provide an overview of how mentoring is conducted from beginning to end. The duration of each stage varies depending on the nature of the mentee's goals but each stage should be followed by the next until the cycle is completed. The 4 stages are:

1. Acceptance and contact initiation
2. Discovery meeting
3. Progress meeting
4. Final meeting

The 7 steps provide tips on how to achieve the main objectives during each stage. Effectively they describe the planning and mentoring part of the procedure. The 7 steps are:

1. Identifying needs
2. Goal setting
3. Establishing an agreement ("ground rules")
4. Observation
5. Analysis and feedback
6. Action planning
7. Review

Matching mentors and mentees

The following factors are taken into consideration when finding a suitable match for the mentoring relationship:

- Location of both mentor and mentee's drop zone or other geographical connections such as place of residence and convenience
- the needs of the mentee and the goals, if any, stated in the application
- the experience and special skills of the mentor
- mentor's overall characteristic as an appropriate role model

The Mentoring Cycle

The 4 stages of a mentoring cycle is outlined in this section. Please note that there may be as many progress meetings as necessary. It is called a *Progress Meeting* to highlight the matters that should be discussed during meetings of such nature. You may also have more than one Discovery Meeting if your mentee would like more time to think about their goals and initial advice given.

Stage 1 - Acceptance and Contact Initiation

When a suitable mentee is identified, you will be contacted first to confirm that you are happy to accept the assignment. Upon receiving your confirmation and consent, your details will be provided to the mentee.

Following acceptance of an assignment, you should contact your mentee to introduce yourself and arrange a meeting. At this stage you are best advised to avoid any detailed discussions about the mentoring goals or relationship and you should postpone it until the first meeting (called "discovery meeting" in Stage 2 below) when both parties are prepared and focused.

Ideally the first meeting should be conducted in person if possible and in a private place or at a setting away from the drop zone (e.g. in a coffee shop).

Not all meetings or discussions have to occur in face-to-face meetings; you will need to decide on how to best communicate during the relationship. Unfortunately not all mentees (and sometimes mentors) will have the ability to meet in person on a regular basis. The choice of medium for communication will depend on each individual's personal preferences as well as the availability of access to technology and costs. Some options other than in person include telephone, email and Skype or other video conferencing. Whichever platform or combination of platforms you choose, you must ensure that confidentiality is not compromised.

Mentoring at a distance can be sometimes very challenging and time consuming. However, mentees tend to give more consideration to their progression when they have to write about it, and you will certainly be more deliberative in your responses. They will also have a permanent record of your feedback and can refer back to it in the future. So it's best to consider the advantages and disadvantages of all options before you make a decision and discuss it with the mentee.

A "Mentor Logbook" is attached to the back of this training pack. You must record the key points of the mentoring meetings in the logbook each time and bind them together in a folder. It is designed to provide you with a record of all the mentoring sessions, and it can be referred to at each meeting. There are sections for ground rules, needs, goals and

action planning, analysis and feedback. It is to be used as a brief record of the discussions and the targets agreed, allowing follow-up of these points in a structured way.

Stage 2 - The Discovery Meeting

The best example of how meetings should be conducted is as follows:

1. You and the mentee introduce yourselves
2. You share some of your skydiving career highlights and why you are volunteering as a mentor
3. You explain how the sessions will generally work (following the mentoring process cycle stages 1 to 4)
4. You talk about ground rules (as explained under the 7 Steps - Planning and Mentoring section > 3. Establishing and agreement) and their importance, and write these down and both of you sign off in the logbook
5. You invite the mentee to tell their skydiving story so far
6. You both identify the mentee's needs for skydiving and personal development and write these down in the logbook
7. Using the identified needs as a basis, you work together through some defined goals and write these down in the logbook
8. This time using the goals as a basis, you work together through action plans to achieve at least the first goal and write these down in the logbook
9. You recap the main points of the meeting and encourage the mentee to commit to actions that are realistically possible by the next meeting
10. You decide together on the date for the next meeting (approximately 1 month in the future)
11. Ground rules are reiterated and you may advise the mentee that it's alright to email with any questions before the next meeting

Stage 3 - Progress Meeting (there may as many progress meetings as necessary)

12. Ground rules are revisited as a reminder and also as an opportunity to update these
13. You briefly refer to the needs, goals and actions planned at the previous session
14. You ask the mentee to give an update on what they have achieved in their action plan since their last meeting, and write these down in the logbook
15. You use questioning techniques (as suggested under the 7 Steps - Planning and Mentoring section > 5. Analysis and feedback) to encourage the mentee to analyse their performance and emotions, and write these down in the logbook
16. You give feedback and encouragement

17. Using the action plan from the previous session as a basis, review this to see if they are still relevant and add changes to the logbook as required
18. You recap the main points of the meeting and encourage the mentee to commit to actions that are realistically possible by the next meeting
19. You decide together on the date for the next meeting (approximately 1 month in the future)

Stage 4 - The Final Meeting

20. You ask the mentee to give an update on what they have achieved in their action plan since their last meeting, and write these down in the logbook
21. You encourage the mentee to analyse their overall performance and emotions, and write these down in the logbook
22. You recap the needs, goals and action plans of the first meeting and how these progressed over the relationship period
23. You encourage the mentee to celebrate their achievements and how they have grown over the time
24. You give feedback and encouragement for the future
25. You ask for feedback on the mentoring relationship, and advise that the BPA would like their feedback via the 'evaluation' form provided or email
26. You encourage the mentee to let others know about the mentoring programme if they feel it would be beneficial for them

The 7 Steps - Planning and Mentoring

Whatever the purpose of your mentoring relationship, you will find it helpful to follow these steps in order to fulfil the objectives of each stage of the Mentoring Cycle:

1. Identifying needs — taking the time to set up the mentoring relationship at the start is important for its long-term success. By identifying the needs of the mentee and the mentor at the beginning of the relationship, you will be clear on what you both hope to gain from it and can better tailor the experience to meet both your needs.

2. Goal setting — after you have identified your needs you should be able to set some specific goals for the relationship, for both you and the mentee. An example of a goal for a new skydiver being mentored might be ‘to achieve a BPA C Licence by (date)’. Whereas a mentor might have a goal ‘to spend ten minutes reflecting on my own mentoring after each session and ensure the mentoring logbook is filled out meaningfully’.

3. Establishing an agreement (“ground rules”)— the agreement does not need to be a formal written one but during the initial meeting you should at least discuss and agree on some ground rules for your relationship. It might be helpful to include some or all of the following points:

- the scope of what will be discussed and any appropriate boundaries e.g. personal vs. professional issues
- the ability of either party to withdraw from the mentoring relationship e.g. due to personality clashes (in this case an alternative mentor would be provided through the Rise Up admin)
- review and follow up mechanisms
- what time period you want the relationship to run for
- how often you will meet and where
- the duration of mentoring sessions (fixed or flexible)
- cancellations within an agreed framework
- availability of the mentor outside of agreed sessions

4. Observation — observation of the mentee in action might be applicable. If this is agreed, this should focus on the needs and goals that they have already identified. You

might find it helpful to develop a simple observation checklist with your mentor to ensure that they focus their attention on your areas of need.

5. Analysis and feedback — this should be a shared process, with the mentee being given the opportunity to analyse their own progress, as well as you as the mentor providing your analysis. This will encourage the reflective development of mentees, who have the ability to analyse their own progress and improvements. Questioning is an extremely valuable tool for mentors at this stage. By asking supportive, but challenging, questions of the mentee, you will empower them to make their own analysis and improvements to their progress.

6. Action planning — once you have analysed the progress towards the goals of the mentee, together you can explore ways of improving their progress. Ideally you should write down the strategies to be used for improvement and re-visit them at the next session(s) to ensure that the strategies have been effective.

7. Review — the mentoring relationship is likely to change and grow as you progress. Some relationships are not always smooth sailing, however, and you should plan to review the effectiveness of the relationship at regular intervals. If the relationship is no longer meeting the expectations of the mentee or the mentor, then it may be time to end the relationship or find a new mentor.

Summary application of the 7 Steps

The diagram represent the 7 steps.

Steps circled in **RED** are mainly used at the Discovery Meeting (stage 2)

Steps circled in **BLUE** are mainly used at the Progress Meeting (stage 3)

***Action planning is used during both stages



RESOLVING CONFLICTS AND MENTORING TIPS

Resolving conflicts

Mentoring relies on mutual respect. Being similar types of people is not essential but valuing the characteristics that each brings to the relationship is vital. However, sometimes it doesn't matter how much goodwill exists, clashing personalities or opinions cannot be overcome. Opposing ways of doing things, if handled well, can actually be beneficial and a relationship where challenges and disagreements can have positive results.

Not all mentoring relationships will work as expected, sometimes due to:

- outside influences (e.g. family, friends, work)
- difference in age, culture or beliefs
- outgrowing the relationship
- personality clash or inappropriate match
- loss of trust or confidentiality
- misunderstanding

Conflict situations should be resolved quickly and respectfully. As the mentor, you should take charge and plan to have a difficult conversation. You should start the conversation and state the problem as objectively as possible, in an open and honest way. You should invite the mentee to state their point of view and ask questions without being defensive. You should state your point of view and then summarise the problem and encourage the mentee to suggest possible solutions. Both parties should decide on the way forward together and commit to changes to avoid the conflict occurring again.

If issues in the relationship are not resolvable, or you require assistance to resolve them, contact the Rise Up admin for advice.

Similarities and differences between instructing, coaching & mentoring

There are many professional relationships that help us to learn and achieve on our journey in the sport. The most commonly known are those with mentors, coaches and instructors. Even though there are many similarities, there are also some subtle but important differences to understand:

Mentoring	Coaching	Instructing
Broad development focus	Specific performance focus	Specific achievement focus
Voluntary relationship	Paid relationship	Required relationship
Analysing and planning	Direction and problem-solving	Teaching and assessment
Focuses on future goals	Focuses on near future outcome	Focuses on immediate competency
Support from senior to junior member	Training by experienced member	Training by professional
Long to medium-term relationship (years or months)	Medium to short-term engagement (months or weeks)	Short-term engagement (weeks or days)
Development driven	Results driven	Competency driven
Reflect on skill development	Develop advanced skills	Teach basic required skills
Develop potential	Maximise results	Assess and test ability
Encourage planning	Encourage results	Encourage learning
Guidance	Direction	Direct supervision
Goals determined by analysis	Objectives defined to suit goal	Defined competencies
Determine direction	Measurable goals	Measurable competency
Identify direction	Identify needs	Identify requirements
Analyse potential	Analyse skills gap	Analyse ability
Develop	Advise	Teach
Listen	Advise	Tell
Motivate	Motivate	Motivate

Some “Dos & Don’ts” for mentors

- ◆ Allow the mentee to take responsibility for ‘driving’ the relationship
- ◆ Have reasonable expectations of the person you are mentoring — remember they are still learning!
- ◆ Confidentiality is essential — respect the privacy of your discussions
- ◆ Respect other people’s views of the world and work with them
- ◆ Look for the best in others and offer encouragement
- ◆ Do not be afraid to take risks and do things differently
- ◆ Do not expect to be able to solve all the problems of the mentee you are mentoring — be prepared to refer them to someone else with appropriate expertise
- ◆ Acknowledge the achievements of the mentee you are mentoring
- ◆ Avoid the mentee becoming dependent on you — do not ‘mother’ them!
- ◆ Have lots of enthusiasm

Adapted from Mentor as Anything! Facilitator’s Manual
(Australian Sports Commission, 1999)

Characteristics of successful mentoring relationships

- ◆ Good rapport between the mentor and the mentee
- ◆ Trust and confidentiality
- ◆ Demonstrated interest and enthusiasm
- ◆ Clear objectives and goals
- ◆ Mutual respect
- ◆ Clear communication and feedback — mentor as a critical friend
- ◆ Comfortable physical environment for meetings
- ◆ A shared experience
- ◆ Fun and enjoyment
- ◆ Acknowledgment and celebration of achievements
- ◆ Others are aware and supportive of the mentoring relationship

Adapted from ASC Making Mentors
(Australian Sports Commission, 2002)

A checklist of mentoring pitfalls

- ◆ Not having goals and an agreement of how the relationship will work
- ◆ Not listening to each other
- ◆ Not allowing enough time to meet (and being impatient when you do)
- ◆ Mentor 'telling' the mentee what they should do
- ◆ Destructively criticising
- ◆ Not giving the mentee the space and confidence to try things
- ◆ Being too quick to give advice about 'how it is done'
- ◆ Being too protective and too willing to 'rescue'

Adapted from 'Mentoring in the Workplace' (Tovey 1999).

MENTORING JOURNEY

MEETING GUIDE & LOGBOOK



Mentor name:

Mentee name:

Commencement Date:

Completion Date:

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Guidance notes for Mentors

This logbook is designed to provide you with a record of all your mentoring sessions. There are sections for ground rules, needs, goals and action planning sessions, analysis and feedback. It is to be used as a record of the discussion you have with your mentees and the targets you have agreed with them and a section for your own summary and reflection. The opportunity to reflect on a mentoring session will give you the chance to think about the skills you have developed, as well as the achievements of your mentees.

This logbook is to be retained by the mentor until the end of the mentoring relationship and then returned to the Rise Up admin. Copies of pages may be given to the mentee on request.

The logbook is divided into six meetings and the following sections:

The first meeting

- **Section 1: Agreement**
At the first meeting, develop the “ground rules” between yourself and the mentee.
- **Section 2: Identifying Needs**
At the first meeting, discover what your mentee’s strengths and weaknesses are, and what they aspire to in the short, medium and long term.
- **Section 3: Setting Goals**
At the first meeting, help your mentee set specific targets and goals based on needs in section 2.
- **Section 4: Action Plan**
At the first meeting, help your mentee list strategies and dates to achieve tasks based on the goals in section 3.

Subsequent meetings

- **Section 5: Analysis & Feedback**
From the second meeting onwards, meetings should focus on analysing the progress of outcomes from sections 1-4 and the last action plan. Review the goals and action plan to see if you’re still on track and want to continue or change anything. Then create the next action plan for completion by the next meeting.

Final meeting

- **Section 6: Conclusion and Evaluation**

In this section, you can evaluate the relationship. Be honest and consider how you can improve the programme and the relationships.

Mentoring Meeting Log

Keep a record of all your meeting dates here. Aim to set the next meeting date at the end of each meeting. Include meeting dates/notes if there were additional discussions that were not face-to-face.

Meeting	Date	Time	Place
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
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12			
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14			
15			
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28			

Meeting # 1: _____ (date)

Section 1 - Agreement

Complete this section with your mentee and ensure that you have both agreed to the points listed below by signing at the bottom of this page. It is essential that you discuss issues of boundaries and ground rules early on in your mentoring sessions. The document can be re-visited during the relationship and the ground rules may be updated, if you both agree. If you have any questions regarding setting of ground rules please contact the Rise Up admin for assistance.

The ground rules that my mentee and I have agreed upon are:

1. Confidentiality: Everything we talk about is confidential between us, unless the Mentor feels it is essential to pass information onto somebody in authority as the information is of a harmful or an illegal nature.
2. Personal contacts: We will not use or give to others personal contact details shared with each other without prior permission (e.g. phone numbers, email addresses, home address) and we will not use social networking sites to communicate about our mentoring relationship.
- 3.

Examples: professional meeting conduct, language, respect opinions, conflict resolution

Signed (Mentor).....

Signed (Mentee).....

Date.....

Meeting # 1: _____ **(continued)**

Section 2: Identifying Needs

At the first meeting, discover what your mentee's strengths and weaknesses are, and what their aspirations are for the short, medium and long term.

You can revisit and refine these areas at each session using the analysis and feedback sections for each progress meeting.



Strengths	Weaknesses
Where do you want to be in the Short Term (6 months)?	
Where do you want to be in the Medium Term (1 year)?	
Where do you see yourself in the Long Term (3-5 years)?	

Meeting # 1: _____ (continued)

Section 3: Goal Setting

Based on what was identified in section 2, work with the mentee to set specific goals to achieve these. Be specific and ensure each goal is measurable. These goals will more than likely be progressive (i.e. one is dependent on the other being completed).

You can revisit and refine these areas at each session using the analysis and feedback sections for each progress meeting.



Goal 1:	By (date)
Goal 2:	By (date)
Goal 3:	By (date)
Goal 4:	By (date)
Goal 5:	By (date)

Meeting # 1: _____ (continued)

Section 4: Action Plan

Based on the goals set in section 3, help your mentee create an action plan to start working on at least the first goal by the next meeting. Break down the steps required to achieve each goal. Be specific and ensure each item is small enough to measure progress (and success) by the next meeting. Refer to this table at the next meeting and mark completed items.



Goal #	Steps to achieve goal	By (date)	Completed
#1	Goal: Step 1: Step 2: Step 3: Step 4: Step 5:		

Meeting # 1: _____ (continued)

Notes and Ideas:

Meeting # 2: _____ (date)

Section 5: Analysis & Feedback

Focus on analysing the outcomes of sections 1-4 from the first meeting. How did it go? What were the successes? Were there any issues encountered? Do we need to revise the ground rules, needs, goals, action plan?

Analysis

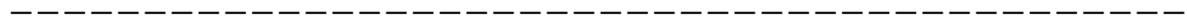
Section	Outcomes - analysis	Update required?
Ground rules		
Needs		
Goals		
Action Plan		

Feedback

From Mentor	
From Mentee	

Meeting # 2: _____ (continued)

Next Action Plan – now that you have determined how the action plan is working, create your next action plan to be completed by the next meeting.



Goal 	Steps to achieve goal	By (date)	Completed
#	Goal: Step 1: Step 2: Step 3: Step 4: Step 5:		

Meeting # 3: _____ (date)

Section 5: Analysis & Feedback

Focus on analysing the outcomes of sections 1-4 and actions from the last meeting. How did it go? What were the successes? Were there any issues encountered? Do we need to revise the ground rules, needs, goals, action plan?

Analysis

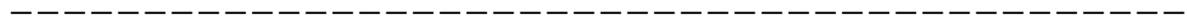
Section	Outcomes - analysis	Update required?
Ground rules		
Needs		
Goals		
Action Plan		

Feedback

From Mentor	
From Mentee	

Meeting # 3: _____ **(continued)**

Next Action Plan – now that you have determined how the action plan is working, create your next action plan to be completed by the next meeting.



Goal 	Steps to achieve goal	By (date)	Completed
#	Goal: Step 1: Step 2: Step 3: Step 4: Step 5:		

Meeting # 4: _____ (date)

Section 5: Analysis & Feedback

Focus on analysing the outcomes of sections 1-4 and actions from the last meeting. How did it go? What were the successes? Were there any issues encountered? Do we need to revise the ground rules, needs, goals, action plan?

Analysis

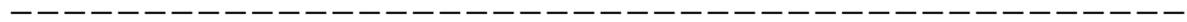
Section	Outcomes - analysis	Update required?
Ground rules		
Needs		
Goals		
Action Plan		

Feedback

From Mentor	
From Mentee	

Meeting # 4: _____ **(continued)**

Next Action Plan – now that you have determined how the action plan is working, create your next action plan to be completed by the next meeting.



Goal 	Steps to achieve goal	By (date)	Completed
#	Goal: Step 1: Step 2: Step 3: Step 4: Step 5:		

Meeting # 5: _____ (date)

Section 5: Analysis & Feedback

Focus on analysing the outcomes of sections 1-4 and actions from the last meeting. How did it go? What were the successes? Were there any issues encountered? Do we need to revise the ground rules, needs, goals, action plan?

Analysis

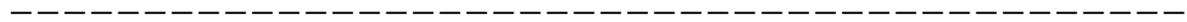
Section	Outcomes - analysis	Update required?
Ground rules		
Needs		
Goals		
Action Plan		

Feedback

From Mentor	
From Mentee	

Meeting # 5: _____ **(continued)**

Next Action Plan – now that you have determined how the action plan is working, create your next action plan to be completed by the next meeting.



Goal 	Steps to achieve goal	By (date)	Completed
#	Goal: Step 1: Step 2: Step 3: Step 4: Step 5:		

Meeting # 6: _____ (date)

Analysis & Review

Focus on analysing the outcomes of sections 1-4 and your last action plan. How did you go? What were your successes? Did you encounter any issues? Did you achieve your ground rules, needs, goals, action plan?

Analysis

Section	Outcomes - analysis	Update required?
Ground rules		
Needs		
Goals		
Action Plan		

Feedback

From Mentor	
From Mentee	

Meeting # 6: _____ (date)

Section 6: Evaluation

Evaluate the relationship - be honest and consider how you can improve the programme. In this section you can decide if you'd like to continue or reset the mentoring relationship for a further six months/sessions.

What went well?	
What would we do differently?	
What skills have we learned/ used in the mentoring programme ?	
Do we want to continue/ reset for a further 6 months?	

Top 5 Goal Setting Sheet for Mentees

Mentee's name:

My vision for 2017/2018 is to have:

My vision for 2017/2018 is to do:

My vision for 2017/2018 is to be:

Goal	Steps to achieve goal	I will accomplish this goal by:
1		
2		
3		
4		
5		

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Ending the Mentoring Relationship

Is this the end of the journey?

It doesn't have to be! Perhaps you want to continue the relationship for a further 6 months because you've only just scratched the surface. If so, just contact the Rise Up admin and let them know. You will need to continue recording the meetings as per the structure provided in the logbook above. Please still fill out the mentee and mentor evaluation forms (for the first 6 months) and return them to Rise Up's admin.

All done!

If the relationship has run its course and the mentee is prepared to set and achieve goals on their own, please contact Rise Up's admin and let them know. Also, fill out the mentee and mentor evaluation forms and return them to the Rise Up admin. Then, return the logbook to the Rise Up admin for the mentee's file. The mentee can have a copy of this logbook on request.

Evaluation Forms

Mentor Self-evaluation Questionnaire (MSQ) and Mentee Evaluation Questionnaire (MEQ) sheets are attached to the back of the Mentoring Guidelines and Training Pack. Please complete these and send them to Rise Up's admin. If you require more copies, please speak to Rise Up's admin.

Thank you!

Thank you for participating in this journey and creating a supportive environment for your fellow skydivers. Your time and efforts are appreciated!

Spread the word!

If you believe this was a valuable and beneficial programme, please let new skydivers and experienced skydivers know! Rise Up is always looking for more mentors and mentees to join the programme!

4 FEEDBACK AND QUESTIONNAIRES

There are two questionnaires; Mentee Evaluation (MEQ) and Mentor Self-evaluation (MSQ).

Please complete ask your mentees to complete a copy and send it to Rise Up's admin. You are also advised to fill out the self-evaluation questionnaire and send a copy to Rise Up's admin who can give you advice and assistance on improving the skills that you wish to develop further.

If you require more copies, please send a request to Rise Up's admin.

Mentee Evaluation Questionnaire (MEQ)

Mentor's name:

Mentee's name:

Date:

1. How would you rate the quality of the mentoring you received?

Excellent Good Fair Poor

2. Did you receive the kind of mentoring that you wanted?

Definitely not Not really Generally Definitely

3. To what extent has this mentoring fit your needs?

Almost all my needs Most of my needs
Only a few of my needs None of my needs

4. If a friend were in need of mentoring, would you recommend this mentor?

Definitely not Maybe not Possibly yes Definitely

5. How satisfied are you with the amount of mentoring you have received?

Dissatisfied Indifferent Satisfied Very Satisfied

6. Has the mentoring you received helped you develop in the sport?

Definitely Generally Not really Definitely not

7. In an overall, general sense, how satisfied were you with the mentor?

Very Satisfied Mostly Satisfied Indifferent Dissatisfied

8. If you were to seek mentoring again, would you come back to this mentor?

Definitely not I don't think so Possibly Definitely

Please add your comments:

Mentor Self-evaluation Questionnaire (MSQ)

Mentor's name:

Mentee's name:

Date:

Advising Skills		Needs Work	Developing Well		Highly Developed	
Listening Skills	I actively listen to my mentees and am able to accurately understand what they are saying	1	2	3	4	5
Relationship Skills	I establish a warm and open working relationship with my mentees and create an atmosphere of trust	1	2	3	4	5
	I communicate to my mentees that I care about them as people	1	2	3	4	5
Planning/Goal setting	I do not make decisions for my mentees, but place most of the emphasis on helping them to make decisions for themselves	1	2	3	4	5
	I am interested in my mentees' development goals, and am comfortable exploring these goals with them.	1	2	3	4	5
Referral Process	I am knowledgeable about resources and services that can fill the gaps when I can't help	1	2	3	4	5
Training Information	I keep abreast of training and events available through BPA and internationally	1	2	3	4	5
Personal Relationship	I am careful not to let my personal feelings and values influence my mentees' decisions	1	2	3	4	5
Working Relationship	I provide a trusting and supportive atmosphere	1	2	3	4	5
	I respect my mentee's individual frame of reference and attempt to relate to her/him from that point of view	1	2	3	4	5

Mentee Growth	I encourage my mentee to think independently and to make their own decisions.	1	2	3	4	5
	I help my mentee analyse their options when faced with new challenges	1	2	3	4	5
	I encourage my mentees make choices to develop in the sport	1	2	3	4	5
Professional Behaviour	I actively strive to improve my skills as an mentor	1	2	3	4	5
	I do not take my mentees' problems as my own	1	2	3	4	5
	I admit when I am not prepared or cannot deal with a situation	1	2	3	4	5

Comments/Notes for future reference: