

# Mentoring Readiness Checklist – For Mentors<sup>1</sup>

## Instructions:

Check all the items that you agree with in relation to your upcoming mentoring commitment.

Name of the Mentee (optional): \_\_\_\_\_

## Before Entering the Relationship

- I have a sincere **interest** in helping this person succeed.
- I am clear about my **role** as a mentor.
- I can commit adequate **time** to mentoring this person.
- I am willing to use my **network** of contacts to help my mentee.
- I have the **support** I need to be able to engage in mentoring in a meaningful way.
- I am committed to developing my own **mentoring skills**.

## Upon Initial Conversations

- There appears to be mutual interest and **compatibility**.
- Our **assumptions** about the process are congruent.
- I am the **right person** to help achieve my mentee's goals.
- I **can engage** in helping my mentee succeed.
- I have access to the kind of **opportunities** that can support my mentee's development.
- I have/ will have a **mentoring plan** in place with my mentee.
- My mentee and I have decided **how often** we should meet.

## After Initial Conversations and in Early Stages

- My mentee and I have **accountabilities** in place.
- The **goals** of the mentoring relationships are defined and clear.
- My mentee and I have developed **norms** that we both agree to.
- My mentee and I have articulated **criteria for success**.
- My mentee and I are **able to adjust our goals and plan** if my mentee needs.
- My Mentee and I have **articulated operating assumptions** about confidentiality.
- My mentee and I have **established openness** in whether to bring our mentoring relationship to a **close** when the mentoring goals are met.
- The boundaries and limitations of our relationship have enough room for **flexibility** on how the relationship develops.

<sup>1</sup> Developed by Rania Sanford, EdD, with adaptation from The Mentor's Guide: Facilitating Effective Learning Relationships, by Lois J. Zachary. Jossey-Bass. 2000.

# Mentoring Readiness Action Sheet – For Mentors

## Next Steps

- The goal is to enter mentoring with a realistic commitment to:
  - a) your prospective mentee’s success, and
  - b) the process of mentoring.
- The arch of the mentoring process starts with an articulation and definition of expectations and goals, is sustained through mutual accountability to support and act towards goals, and evolves into recognition when the relationship has matured into successful closure (celebration of mentee success).
- Use your responses on page 1 to think about your strengths and expectations from your role as a mentor.
- **Identify areas that you did not check.** These are weak spots that could hinder your effectiveness as a mentor for your mentee. Reflect on the reasons for your lack of readiness in this area(s). For example, consider your own priorities, expertise, and motivations; and/or evaluate the support you have for your role as a mentor. Then, identify the resources (your chair/chief, a peer, your own mentor) that could inform possible next steps. Ask critical questions to get you ready for your commitment: How important is your role as a mentor to you? Why? What other ways could compensate for your lack of readiness so that the best interest of your mentee is still realized. Fill out the Mentor Readiness Plan below with some possible next steps.

## Your Mentor Readiness Plan

Area you miss/unable to fully commit or follow process	Action(s) you will take to build up your readiness	Action(s) you will take to seek other ways to compensate
<i>Example: I don't have time to mentor this person...</i>	<i>Example: 1. I will find out what my mentee's expectations are in terms of meeting frequency. 2. I will schedule meetings with mentee over meals. Ask assistant to schedule in advance...</i>	<i>Example: 1. Seek a co-mentor to share the load/or offer more time than I can. 2. Mentor on subset of needs.</i>