

NTPS Aboriginal Employee Mentor Program

Mentor Workbook



positive
feedback
difference
community
traditions
journey
nations
customs
silence
respect
communication
future potential
sorry business

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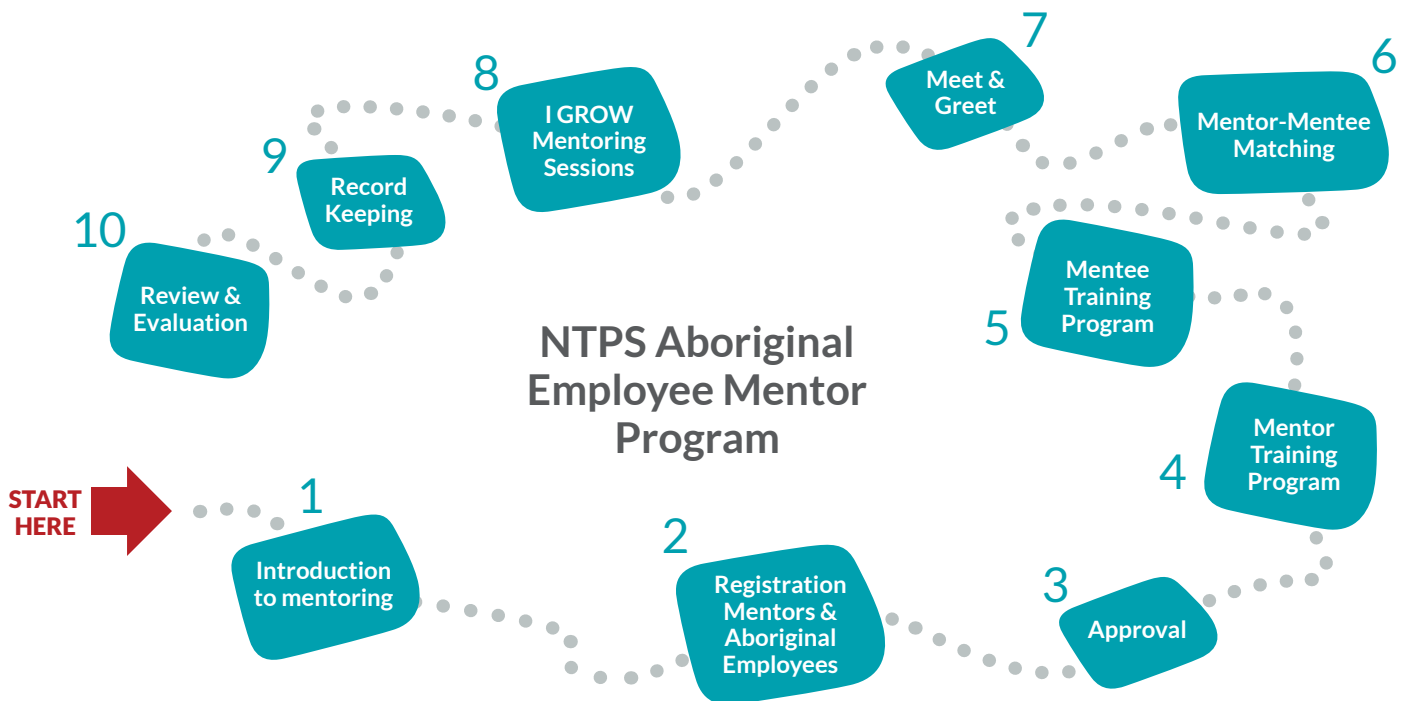


Using this Mentor Workbook

The **Mentor Workbook** provides practical challenges to understand and experience mentoring. We will walk through the Mentoring Journey and complete challenges along the way in a two day workshop.

Mentoring Journey

The journey is an exciting one – full of challenges!! It begins with an introduction to mentoring and takes a track that stops at meeting places along the way to enable Aboriginal employees to grow through the support of trusted guides or mentors.





Challenge 1

What is the key purpose of the Aboriginal Employee Mentor Program (AEMP)?



Challenge 2 VIPS Personal Profile



List your top three Values, Interests, Personality and Skills using the VIPS Profile (refer to appendix in Resource Book).

Values

1.

2.

3.

Interests

1.

2.

3.

Personality

1.

2.

3.

Skills

1.

2.

3.



Divide into pairs, get to know each other – speed introduction to the group.
60 secs each person!

Tell us their **Name, Agency, Job Role**

Highlight some of their Values, Interests, Personality and Skills

This space is for notes on person you will introduce

What makes a great Mentor?



Challenge 3 What are some of the skills of a great mentor for Aboriginal employees?



List some of the skills of a great mentor for Aboriginal employees?

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Differences between a Mentor and a Coach



Challenge 4 What is the difference between a Mentor and a Coach



A Mentor	A Coach



Challenge 5 Check your mentor skills



Assess your potential as a successful mentor by rating yourself on the following mentor skills. For each skill, circle the appropriate number. Total the numbers and read the interpretation below. This is an indicative guide only.

	Excellent	Very Good	Good	Poor
Listening	5	3	1	0
Encouraging	5	3	1	0
Inspiring / motivating	5	3	1	0
Questioning	5	3	1	0
Giving Feedback	5	3	1	0
Cross-Cultural communication	5	3	1	0
Perceptive	5	3	1	0
Instructing	5	3	1	0
Trustworthy / confidential	5	3	1	0
Manage Risks	5	3	1	0
Connecting & networking	5	3	1	0
TOTAL				

- 39-45** Excellent mentor skills; you could coach other mentors; concentrate any improvement efforts on fine-tuning your style with particular mentees.
- 27-38** Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor.
- 9-26** Good mentor skills; work on your less-developed skills in order to acquire strong mentees and have better relationships with them.
- 8 or less** You'll benefit from developing mentor skills and observing others who have strong skills. Alternatively, maybe mentoring is not your strength and you are better suited to be a supportive manager or supervisor.

Matching People to Roles



Challenge 6 Matching people to support you in life and work



Select from the following people and match to the situations below
Put the person(s) next to the situation and outline what their role is.

Coach Elder Manager Mentor Uncle / Aunt Counsellor Trainer

Situation	Who would you talk to?	What is their role?
You have a Performance Review		
You need support in implementing a project		
You would like to learn new skills at work		
You are having personal problems		
Need someone to look after your kids		
Want to achieve your goals and progress in your career		
Problems in the community		

Why do Mentoring?



Challenge 7 Benefits of Mentoring



Identify at least three benefits mentoring has for each target group below.

Divide into three groups and get group to quickly brainstorm ideas.

Each group to share findings

NTPS	
Mentee	
Mentor	

Cross-Cultural Mentoring

It is important to understand that all cultures have law / lore, language, land, kinship and obligations. The terms used in the NTPS may be different yet the fundamental nature of a 'culture' is the same. The respect given to Aboriginal cultural lore, language, land, kinship and obligations needs to be acknowledged and valued by mentors. The NTPS depends on parallel 'cultural norms, obligations and practices'. The foundations of culture apply to working in the NTPS and also to the provision of services and engagement with Aboriginal communities.



Challenge 8a International Maps

	Cultural Dimensions	Western cultures (Australian)	Indigenous cultures
1.	Individual v Collective		
2.	Time v Relationships		
3.	Direct v Indirect		
4.	Gender Equality v Gender Roles		



Challenge 8b Compare similarities and differences

Aboriginal culture	NTPS culture
<p>Lore</p> <p>'The values that shape me in this space'</p> <p>The lores of my people, the way we live with each other, our lands and our waters, don't be greedy, be equitable and honourable.</p>	<p>Law</p>

Language

'The way I communicate in this space'

It's more than words, body language, mannerisms and spoken language, unique communication style.

"Aboriginal groups continue to speak ancestral languages and follow traditional cultural practices, including traditional forms of negotiation and agreement..."

Remote Engagement and Coordination Strategy

"It is not about more consultations but about listening to what the true message is. What is wanted is quality meetings that people act on."

Gunbalanya community member 2010

Land

'My connection to place'

My land is my home, where I belong, where my ancestors are from, that's my connection to country.

Kinship

'My connection to people'

My kinship connections run deep, like my connection to country, we are the same, we cannot separate our people from our country and they are the same thing.

A huge strength of Aboriginal employees in the NTPS is their 'kinship connections' with clients and fellow Aboriginal employees.

The term 'client-centric' is a natural way for Aboriginal employees to connect at a deeper level of understanding.

Obligations

Obligations, ceremony and tradition is in everything, they shape who we are as Aboriginal people, they make us unique in the way it requires us to be in certain times, my ceremony and tradition will always guide me.



How to Mentor others



Challenge 9 Mentoring situations



How would you respond to the following situations as a Mentee and as a Mentor?

Situation 1

Discrimination

There have been a few situations where things have been said that I have taken offense to, but I don't know how to raise them with my Manager because I don't know how it will be received, I've only just started my job and I'm worried that it will come back on me. Maybe I should just forget about it, I don't really want to because it's really affected me but I don't know how to talk about it, and who I should talk to.

Mentee response:

Mentor response:

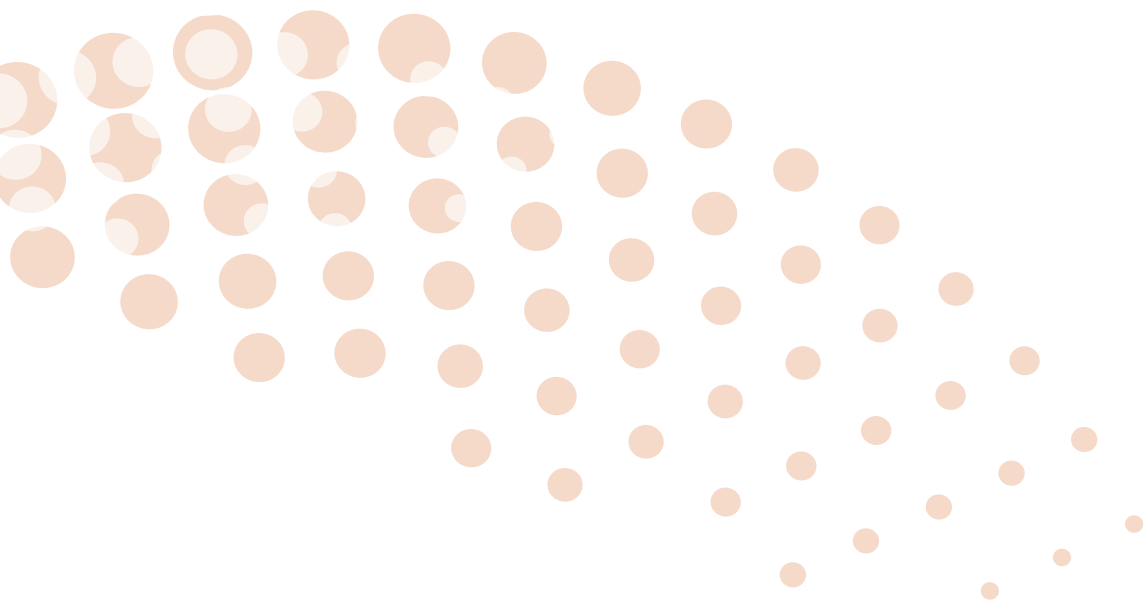
<p>Situation 2 Cultural obligations / responsibility</p>	<p>My heart is heavy, my family is hurting as we are in Sorry business, plus I have cultural responsibilities in this time, of which are of the utmost importance to me, but I'm worried that work won't understand. How do I talk about it?</p> <p>Mentee response:</p> <p>Mentor response:</p>
<p>Situation 3 Personal issue</p>	<p>I'm struggling, the demands on me from work and family are really weighing me down, and I'm escaping through gambling, which is affecting my finances. I feel desperate, and it's affecting my mental health because I'm worrying all the time. I need help, but I'm too shame to talk about it.</p> <p>Mentee response:</p> <p>Mentor response:</p>

SITUATION 4**Mentee missing sessions**

I like spending time with my mentor but the demands in the job make it difficult to get to the mentoring sessions. I feel I'm torn between getting the work done and spending time working on my goals.

Mentee response:

Mentor response:





Challenge 10 Listening and questioning techniques



The best way to understand mentoring is to be a mentor e.g. mentor someone at work or a niece or nephew in the community

List some different types of questions you may ask them

Type of Question	Example (at least one for each type of question)
General open or closed	
Open	
Closed	
Clarifying	

Demonstrate listening techniques



Instructions

- 1 Divide into two equal groups – listeners and talkers.
- 2 Talkers will need to talk enthusiastically for two minutes about something they are passionate about (e.g. interest, hobby, sport, social issue, family).



3 All talkers to leave the room for five minutes to prepare their talk.

Space for notes:



4 Talkers to return to the room.
Commence activity – talkers talk for two minutes on chosen topic.



5 Facilitator to stop group and reflect on experience.

Space for notes:



6 Discuss and list – what tips do you think are most important to build trust in a relationship?

Space for notes:

Meet and Greet



Challenge 11 Practical 'Meet and Greet' Role Plays



Maximum TIME: 30 minutes (2 x 15 mins each)

1

Divide into pairs
Maximum time 10 -15 mins. for each 'Meet and Greet'

2

Decide who will be Mentor and Mentee



3

Mentor-Mentee get to know each other (briefly)

4

VIPS Profile may be used as a discussion starter

5

Complete the Mentor Agreement with your Mentee

6

Agree on next meeting

7

Swap roles

8

Repeat process 3 - 6

Notes:

Mentor Agreement

This Mentor Agreement outlines the shared responsibilities and obligations of the partnership between _____ (Mentor) and _____ (Mentee).

We agree to discuss the Mentee's personal and professional goals as outlined in the I GROW Mentee Record and work together to identify strategies and key actions to achieve these goals.

Expectations

My expectations as the Mentee are:

My expectations and responsibilities as the Mentor are:

Meeting Conditions

Duration (please circle): Weekly Fortnightly Monthly Other: _____

Venue: _____

Time: _____

Note: The mentor meetings will remain confidential unless it affects the duty of care of either parties, in which this will be discussed and course of action agreed between the Mentee and Mentor.

Mentor signature: _____

Mentee signature: _____

Date: _____

Date: _____

'Meet and Greet' Observer Checklist



Mentor	
Mentee	
Before the Meeting	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organise time / place - minimise any distractions <input checked="" type="checkbox"/> Create positive impression first contact face-to-face or by phone
During the 'Meet & Greet'	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Explain the purpose of mentoring program and your role as a mentor <input checked="" type="checkbox"/> Connect, gain rapport and show empathy <input checked="" type="checkbox"/> Find where they are from (cultural identity) <input checked="" type="checkbox"/> Use questioning techniques <input checked="" type="checkbox"/> Apply active listening skills <input checked="" type="checkbox"/> Pay attention to details - record relevant comments <input checked="" type="checkbox"/> Share VIPS profiles and discuss values, interests, personality and skills <input checked="" type="checkbox"/> Develop Mentoring Agreement together <input checked="" type="checkbox"/> Discuss scope or boundaries, ground rules and confidentiality <input checked="" type="checkbox"/> Be helpful and provide next steps to arrange first mentoring session
After the Meeting	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Make sure Mentoring Agreement is accurately completed <input checked="" type="checkbox"/> Print out VIPS Profile (RIASEC scores) for Mentee file <input checked="" type="checkbox"/> Confirm NEXT meeting time / place <input checked="" type="checkbox"/> Remind the employee at least the day before
Comments	

Mentor signature

Date



Challenge 12 Life Wheel



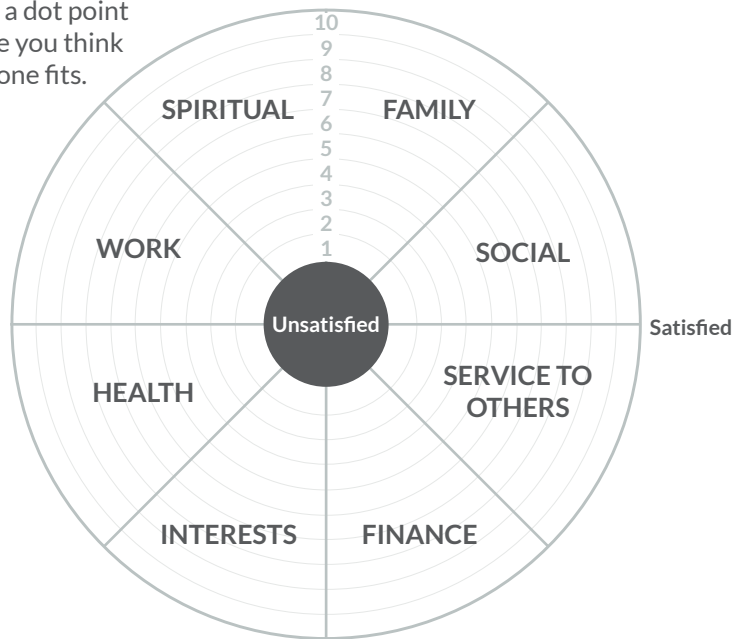
The Life Wheel is designed to discover areas in your life that are going great and other areas that you may need to set goals in improving.

Put a dot in the sections in the wheel that you are happy with in life.



Rate your satisfaction of each section on a scale of 0-10.

Place a dot point where you think each one fits.



Identify three areas you would like to set goals in?



Goal Setting



Challenge **13** 'Dare to Dream' on Goal Setting



Watch video 'Dare to Dream' on Goal Setting by Tom O'Toole.

<p>What are some goal setting tips?</p>		
<p>What type of 'attitude' do you need to succeed in life?</p>		
<p>Above the Line Thinking Things I can do:</p>		



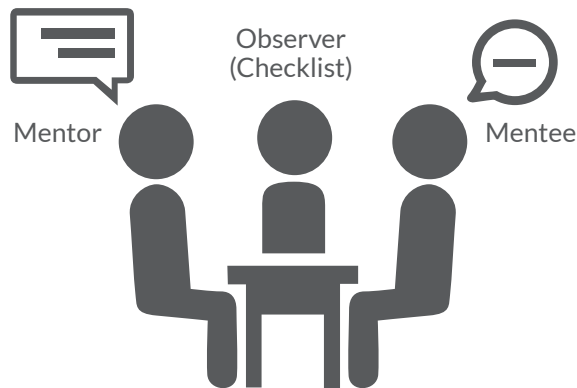
Challenge 14 Mentoring using 'I GROW' Model



Watch 'Coaching Role Play' video.



Role play.



- 1 Use I GROW Model – Issue, Goal, Reality, Options and Way forward (refer to Appendix – 'Stages of the I GROW Model').
- 2 Decide on a work or personal issue that you want to work on (refer to Life Wheel).
- 3 Divide into groups of three – Decide who will be the Mentor, Mentee and Observer (five minutes each).
- 4 Mentor to complete 'I Grow Mentee Record' on page 23.
- 5 Observer to provide honest feedback to the mentor (use observer checklist on page 24).



'I GROW' Mentee Record

'I GROW'																								
Personal Data	Date:	Mentor Name:	Employee Name:																					
Issue Refer to 'Life Wheel'	Finances – Health – Service to others – Work –																							
Goal Dreams, aspiration																								
Reality Barriers to achieving goal (e.g. lack of education, community problems, lack confidence, no money)																								
Overall motivation to achieve the goal	0 1 2 3 4 5 6 7 8 9 10																							
Options	<table border="1"> <thead> <tr> <th>No.</th> <th>Explore different options with the mentee</th> <th>✓</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> </tbody> </table>			No.	Explore different options with the mentee	✓	1			2			3			4			5			Mentor Notes		
	No.	Explore different options with the mentee	✓																					
	1																							
	2																							
	3																							
	4																							
5																								
Way forward	Date	ACTION PLAN Specific activities to be undertaken <i>(refer to options selected & notes)</i>	Responsibility of Mentor	Responsibility of Employee	Target Date	Completed																		



Observer Checklist

Mentor:	Mentee:				
Mentoring Skills	Excellent	Very Good	Good	Improve	Not applicable
Gained rapport and trust					
Showed empathy & respect					
Listening and Questioning					
Encouraging					
<i>'I GROW' process</i>					
Issues identified					
Goals set					
Reality checked					
Options selected					
Way Forward - Action Plan					
Comments:					
Date:	Observer:				
	Observer signed:				

Mentor Relationships



Challenge 15 Maintaining mentoring relationships

List 3 ways to build confidence, self-esteem, respect and trust in the mentoring relationship:

Outline at least 3 techniques you can apply to resolve differences and maintain the mentoring relationships:

What options do you have if you feel you are unable to mentor the person?

How do you end a mentor relationship in a positive way?

Who can you seek assistance from within your organisation if needed?



Challenge 16 Are you ready to be a mentor?



Checklist for Mentor selection:

- Aboriginal or non-Aboriginal middle management employee (Administrative Officer 5 or equivalent and above)
- Attended and participated in two day Mentor Workshop
- Culturally inclusive and understanding of Aboriginal culture in NT
- Resides in one or more of the NTPS rollout regions
- Willing to mentor Aboriginal Employees
- Be available (as required) to support other mentors
- Passion and motivation to develop mentoring in the NTPS
- Completion of challenges in Mentor Workshop
- Completed Personal Biography
- Completed OCPE 'Foundational Cross Cultural Story' e-Learn



Things to do



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