**HO2: Sample mentoring self-assessment grid**

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| **Mentoring behaviours and skills** | **This is one of my strengths** | **I (would) sometimes do this** | **This is a development need for me** |
| I ask probing, challenging questions which get people thinking for themselves |  |  |  |
| The majority of the questions I ask are open |  |  |  |
| I’m effective at distinguishing problems from symptoms; helping mentees pick up the real issues |  |  |  |
| I listen well and frequently summarize |  |  |  |
| I respect time committed in my diary to mentoring someone; I don’t allow other things to take over |  |  |  |
| I’m good at seeing when a mentee needs help, not leaving them to struggle unnecessarily |  |  |  |
| I build my mentee’s confidence in themselves |  |  |  |
| I regularly give balanced feedback, so mentees are clear about their strengths & development needs |  |  |  |
| I actively ask for feedback from my mentee about my effectiveness as their mentor |  |  |  |
| I’m effective at standing back from the task and focusing attention on the mentee’s learning |  |  |  |
| I get the balance between listening and talking in mentoring sessions right |  |  |  |
| I talk to my mentee about what I find difficult when I think it’s appropriate |  |  |  |
| I remain aware of my own preferences/prejudices so that they don’t influence me inappropriately |  |  |  |
| I have a wide range of mentoring styles - challenging, supporting, drawing out, probing, proposing, etc. |  |  |  |
| I talk about my own experiences and performance – both positive and negative when that helps my mentee. |  |  |  |
| I’m effective at changing my mentoring style to suit the needs of each mentee. |  |  |  |
| I don’t try to solve problems for my mentees. Instead I focus on developing their own problem-solving skills. |  |  |  |
| I’m good at understanding things from somebody else’s point of view |  |  |  |
| I don’t see my position as a mentor as having to know all the answers. It’s more about having the questions. |  |  |  |
| I leave mentees with a positive, ‘can-do’ feeling after mentoring sessions |  |  |  |