

Mentoring Readiness Assessment

Rank yourself as a Mentor, 1 being "NOT AT ALL" and 5 being "ALWAYS".

I believe I...

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|----|---|--------|--------|--------|--------|--------|
| 1 | Ask questions to be sure I understand what others are saying. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 2 | Know what is important to me. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 3 | Maintain confidentiality when others share sensitive information. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 4 | Praise and compliment others. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 5 | Demonstrate inspiring actions which challenge others to improve. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 6 | Give others specific (as opposed to vague) feedback on their behaviors. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 7 | Help others learn the risks involved in their actions or projects. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 8 | Suggest people for others to contact or observe in order to help them develop. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 9 | Assist others in setting achievable goals and identifying ways to reach them. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 10 | Use appropriate nonverbal language when listening to others. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 11 | Set appropriate goals to reach in my personal life and career. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 12 | Admit my errors and take responsibility for correcting them. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 13 | Point out others' positive traits (such as perseverance, integrity) in addition to their performance and accomplishments. | 1 O | 2 O | 3 O | 4 O | 5 O |
| 14 | Help others notice or observe people who are inspiring. | 1 O | 2 O | 3 O | 4 O | 5 O |

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|----|---|--------|--------|--------|--------|--------|
| 15 | Use positive, non-derogatory words to tell others when their behaviors or products are not satisfactory. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 16 | Make suggestions to help others avoid major mistakes. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 17 | Personally introduce others to appropriate contacts who could help them. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 18 | Directly teach others new knowledge or skills by explaining, giving examples, or asking questions. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 19 | Summarize key elements of what I discuss with others, as appropriate. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 20 | Recognize areas in which I am able to perform well. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 21 | Help others feel valued and included. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 22 | Express thanks and appreciation to others. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 23 | Challenge others to rise above the mundane and do significant things in their lives. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 24 | Give corrective feedback in private, not in front of others. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 25 | Help others monitor their progress toward goals and refocus as needed. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 26 | Make certain people's abilities and accomplishments are noticed by others. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 27 | Act as a "learning broker"—assist others in finding resources such as people or books to help them learn. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 28 | Avoid interrupting others when they are speaking. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |
| 29 | Recognize my specific weaknesses or growth areas. | 1 0 | 2 0 | 3 0 | 4 0 | 5 0 |

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|----|---|--------|--------|--------|--------|--------|
| 30 | Respects other's limits and boundaries. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ |
| 31 | Write encouraging notes or e-mail or leave complimentary voice mail messages. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ |
| 32 | Make optimistic predictions about their future successes. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ |
| 33 | Offer useful suggestions to try next time when giving others corrective feedback. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ |
| 34 | Intervene as an advocate for others in difficult situations, if requested. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ |
| 35 | Give others opportunities or assignments that enable them to demonstrate their abilities to others. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ |
| 36 | Demonstrate or model effective actions that help others learn new skills. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ |

SCORES:

Less than 60: You are clearly keen on becoming a Mentor and you can now see the range of areas to focus on to improve your general competencies and approach to working with others and operating as a learning guide. You will most likely benefit from Mentor Training and having a Mentor yourself. It's unlikely that now would be a good time for you to Mentor others.

61 – 120: You already have some of the capabilities and qualities to be a Mentor. What areas can you identify from the list that you could most closely focus on to improve your overall ability as a Mentor and a learning guide? Can you work on these areas with your own Mentor? You may benefit from some Mentoring training.

121 – 180: You have many of attributes and approaches which good Mentors utilise to enable learners to progress professionally and personally. Would you like to become a Mentor? Have you already some experience of Mentoring? With some guidance and practice it's likely you'd enjoy, and be very good at, Mentoring others.