

Mentoring Template

Design Document



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Mentoring Template

Project Description

The mentoring template is a generic mentoring program that can be used/adjusted to fit as many mentoring programs as possible over a range of durations.

The goal setting and refinement framework used in the program is called GROW and both students and mentors will respond to this framework throughout. GROW is an established and popular coaching tool in order to elicit a structured and participant driven approach to goal setting.

Additionally, Mentoring supports the growth of important 21st Century Skills for the mentee participants. This learning can enable students to close the skill gap widely seen in graduates entering into employment in our rapidly changing and technology-centred world. From The World Economic Forum (WEF) list of sixteen 21st Century skills ([Appendix 1](#)) in *BYK 'J gjc b Zc fÆ 9Xi WUhc b* (2015), the following skills are self-assessed and developed throughout the mentoring program: Initiative, Communication, Persistence/Grit, Adaptability, Critical Thinking/Problem Solving.

The program design is structured according to Kolb's theory for Experiential Learning ([Appendix 2](#)); the program guides them through the cyclical planning, execution, reflection and feedback elements that typify this experiential learning cycle. Supported by learning content, participants apply a series of reflection activities throughout this program, which is an essential building block of experiential learning (Kolb, 1984). By embedding this pedagogical approach into the learning design, this program provides an integrated learning experience for participants that not only addresses essential 21st Century skills but also facilitates reflective and feedback-informed practice.

Project Goals

The aim of this project is to facilitate and support the participant-mentor relationship and experiential learning with reflection over the period of mentorship. Mentees can set goals and evaluate their performance and progress supported by their mentor and in-built learning content. They also apply critical feedback in order to reflect and refine their goals.




Learning Outcomes

Number	Learning Outcome
%	<p>Develop and refine personal and/or professional goals utilising the GROW framework</p> <p>This program aims to support and scaffold the difficult task of setting and achieving goals. Participants will be required to set and refine their goals throughout the program utilising a mentoring/coaching framework.</p>
&	<p>Engage with a mentor, applying critical feedback to reflect on and refine goals</p> <p>This program allows participants to engage with a mentor to both set and achieve a set of goals over the timeline of the program. Participants will develop reflection skills and be capable of implementing critical feedback to refine and develop their goals and skills.</p>
'	<p>Demonstrate and apply experiential learning, including reflection</p> <p>This program includes the GROW framework and select Project Learning content that supports participants through the experiential learning cycle, complete with critical reflection on both successes and failures. This framework runs throughout the duration of the program and allows participants to apply and reflect on the learning from real-world activities and the meaningful interactions they are experiencing.</p>

Success Criteria

Success Criteria	Description	Measurement Mechanism	Goal
<i>DfUVWYfUÆ :YYXVUW_Æ G fj YmÆ</i>	Students and industry mentors will fill out a feedback survey at the end of the experience	Final Reflection & Mentor Feedback Survey	8+
<i>Gh XYbhÆ Dfc[fYggÆ</i>	Students have sustained participation and interest in the program, demonstrated by having completed all Reflect & Refine assessments.	Reflect & Refine 1-5	5 x Reflection Videos and 5 x GROW plan refinements completed
<i>æa dfcj YXÆ 7ca dYHbWYgÆ</i>	Students have recorded improvements in Initiative, Communication, Persistence, Adaptability & Critical Thinking.	Self-Assessment & Final Reflection	Improved in at least 2 competencies by at least 1 level.

Key Users

User	Objective	Values	Experience
	<p>Employ experiential learning including meaningful reflective practice to evaluate performance and progress during experiential learning with the support of a mentor.</p>	<p>Setting and striving for goals Structured framework, making goal setting manageable, measurable and achievable Insight and feedback from professional Mentor Networks and contacts Supportive environment and clarity of expectations Improve reflective practice and understanding of how to use reflection on experiences to reevaluate goals.</p>	<p><u>Real World</u> 6 x meetings with mentors Action goals and make connections/network</p> <p><u>Practera App</u> Upload GROW plan (refinements) Receive feedback Access learning content Submit self-assessment on key competencies Practise self-reflection through written and video individual submissions Provide “fast-feedback” when prompted Feedback Survey in Final Reflection</p>
	<p>Support students, provide feedback.</p>	<p>Engage in participant support by following a goal-setting model (GROW) and providing feedback to mentee Develop coaching & management skills and experience Engage with student ideas and aspirations Give back to the community</p>	<p><u>Real World</u> 6 x meetings with mentors</p> <p><u>Practera App</u> Opt-in mentoring content Review mentee's submissions for reflective videos and GROW plan (refinements) Providing structured feedback to students Provide “fast-feedback” when prompted Feedback Survey</p>
	<p>Ensure program success and monitor teams progress</p>	<p>Drive a structured, consistent, high quality experience and outputs Analytics for real time monitoring, efficient support / intervention and reporting</p>	<p>Practera Web for monitoring student teams, mentor feedback and overall success/progression Garner actionable insights Undertake targeted interventions</p>

Assessments

Assessment	Description	Learning Outcomes	Format
<i>GY`Z UggYgga YbhÆ</i>	<p>Students answer the following questions to prepare for their Mentoring program: Describe a time when you set a goal and didn't reach it. What were the obstacles? What would you change if you were to do it again? What skills do you need to work on in this mentoring program in order to successfully attain your goal? Students then complete a self-assessment of the following competencies, rating themselves as Expert, Proficient, Competent, Advanced Beginner or Novice:</p> <ul style="list-style-type: none"> - Initiative, Communication, Persistence/Grit, Adaptability, Critical Thinking/Problem Solving. 	3	Reflection, written + multiple choice
<i>hlfçXi WÆ Mt i fgY`ZÆ</i>	<p>Students need to upload a Video introduction for their mentor (introduce self, explain initial goal and timeline).</p> <p>Optional Mentor video response.</p>	1, 2	Moderated with optional feedback, video upload.
<i>; FCK `D'Ub.Æ 8Yj Y`cd / Æ 7ca a jÆ</i>	<p>Develop 1st personal GROW plan according to framework: lay out the Goal, Current Reality, Obstacles and Way Forward/Will, in a concise, clear and measurable fashion.</p>	1, 2, 3	Moderated with feedback, written.
<i>FYZYWjcb %) Æ</i>	<p>Students complete 5 Reflections, one before every Mentor Meeting. Student need to reflect on progress toward their goal(s) in a reflective video. They then articulate in a textbox below whether they're on track and what they want the discussion points for the next mentor meeting to be.</p>	1, 2, 3	Moderated with feedback, video upload + written.
<i>; FCK `d'Ub.Æ FYZbY %) Æ</i>	<p>Students complete 5 GROW plan Refinements, one after every Mentor Meeting. Students refine their goal (if necessary), outline any further obstacles/options, and outline the Way Forward to their goal.</p>	1, 2, 3	Moderated with feedback, written.

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:]bU`FYZYW]cbÆ	This is the accompanying assessment to Self-Assessment. Students reflect on whether they have accomplished what they set out to achieve, how they did it, with what support, and how this will impact their future. They then assess the Key Competencies for a second time to note any progress.	3	Reflection, written.
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Content

The following are the major components of the program with increased detail in the tables:

GROW Framework: The GROW framework is a tried and tested model to structure coaching/mentoring sessions.

The power of the GROW model is that it leads to a clearly defined end result through four phases: Goal, Current Reality, Obstacles/Options, Way Forward/Will. The coachee is personally active in identifying problems and generating ideas for solutions.

The GROW coaching model stands for learning through experience: reflection, insight, making choices and pursuing them.

Practera supplies supportive GROW content for both mentors and mentees.

Collaborative Project Learning (Self & Learning) content (Practera supplied)
This content can be provided in multiple videos that are open source and feature Practera CEO, Beau Leese. All transcripts are available if you would like to reshoot or repurpose the material.

Element	Description	Models
GYZE	Help learners develop self awareness to be able to identify strengths, weaknesses and blind spots of their professional personality, then apply self management to proactively develop their knowledge, skills and abilities.	Self Awareness, Self Management, Leading Self
@Ufb]b[Æ	Help learners understand the value of and apply the experiential learning cycle to deepen knowledge, skill and ability (KSA) acquisition from an applied learning experience.	Kolb's Experiential Learning cycle. Bain's 5R's Reflection Framework
; cUÆ	This is the stage where participants are coming up with the outcome they will ideally achieve by the end of the project. This is driven by questions such as: What do you want to get out of this program? What behaviour do you want to change? What outcome do you want to see? What is the ideal situation? This topic is supported by content about SMART targets, encouraging mentees to set goals that are Specific, Measurable, Attainable, Relevant and Time Based.	The GROW Model

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<p>7i ffYbhÆ FYU]mæÆ</p>	<p>In the second stage of the GROW model, students need to establish what the current reality is and the problem that they need to solve in order to achieve their goal. Mentees would answer such questions as: What is happening now (what, who, when, and how often?) and what is the effect of this? Have you already taken steps towards your goals? Does this goal conflict with any other objectives?</p>	<p>The GROW Model</p>
<p>CdhjcbgÆ</p>	<p>In the third stage of the GROW model, mentees need to establish possible options they can explore to achieve their goal. Mentees need to generate as many options as possible. In order to do this, their mentors will ask them questions such as: What else could you do? What are the advantages and disadvantages of each option? What obstacles stand in your way? What if this or that constraint were removed? Would that change things?</p>	<p>The GROW Model</p>
<p>K J'Æ</p>	<p>This is the stage at which mentees start committing to what they're actually going to do to achieve their goal. What are you going to do now? What else and by when? How can you keep yourself motivated? When and how often will you review progress? How will you get support if you need it?</p>	<p>The GROW Model</p>
<p><ck 'tc [YbhÆ h.Y'a cgicZÆ ci f'mci fÆ a Ybhc fÆ fY`Uhjcbg\]dA</p>	<p>Content to advise students how to profit from their mentor-mentee relationship, guiding them to be proactive, curious, open and respectful.</p>	

High Level Workflow

Here's a high-level overview of how this course design could flow on Practera:

Milestone	Activities & Tasks	Assessments/ Deliverables
<p><i>%Æ K Y'Vt'a YÆ</i></p>	<p>Welcome Welcome to the Program What you will learn Program Overview How does this Program Work? Mobile Webpage</p>	
	<p><i>•bfcXi Wjcb tc Dfc YWw@Ufb]b[! 'GY'ZÆ</i></p> <p>Introduction to Project Learning Introduction to Self Emotional Intelligence Leading Self Skill Development Planning Self-Assessment</p>	<p>Self-assessment of Key Competencies</p>
<p><i>@ 7?98 i bhj'GY'Z5ggYgg YbhdI V'lg\YXÆ</i></p>		
<p><i>&Æ ; FCK Æ</i></p>	<p><i>; FCK Æ</i> The GROW model G - goal Introduce Yourself</p>	<p>Introduce Yourself</p>
	<p>Project Learning – Learn Introduction to Learn Feedback Reflection Reflective Writing How to get the most out of your mentor relationship Meeting with Mentor assessment (Have you met your mentor)</p>	<p>Meeting with Mentor</p>
	<p><i>@ 7?98 i bhj'A YYhb[k Jh'A Ybfc'VtcbZfa YX'UgÆ UHYbXYXÆ</i></p> <p>GROW plan R - Current Reality O & W - Options & Will GROW Plan: Develop & Commit</p>	<p>GROW Plan: Develop & Commit</p>
<p><i>@ 7?98 i bhj'; FCK 'D'Ub.'8Yj Y'cd / '7ca a J'ig Va JHYXÆ</i></p>		
<p><i>Æ 'Æ FYZYWV'Æ FYZbyÆ</i></p>	<p>Reflect & Refine 1 *PLACEHOLDER* Reflect on your GROW Plan Reflection 1 GROW Plan: Refine</p>	<p>Reflection 1 GROW Plan: Refine</p>
	<p><i>@ 7?98 i bhj'; FCK 'D'Ub.'FYZby'g Va JHYX</i></p> <p>Reflect & Refine 2 Reflection 2 GROW Plan: Refine 2</p>	<p>Reflection 2 GROW Plan: Refine 2</p>

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	<p>@ 7?98 i bhj; FCK 'D'Ub. FYZbY' &g Va JHYX</p> <p>Reflect & Refine 3Æ Reflection 3 GROW Plan: Refine 3</p>	<p>Reflection 3 GROW Plan: Refine 3</p>
	<p>@ 7?98 i bhj; FCK 'D'Ub. FYZbY' 'g Va JHYX</p> <p>Reflect & Refine 4Æ Reflection 4 GROW Plan: Refine 4Æ</p>	<p>Reflection 4 GROW Plan: Refine 4</p>
	<p>@ 7?98 i bhj; FCK 'D'Ub. FYZbY' (g Va JHYX</p> <p>Reflect & Refine 5 Reflection 5 GROW Plan: Refine 5Æ</p>	<p>Reflection 5 GROW Plan: Refine 5</p>
<p>@ 7?98 i bhj; FCK 'D'Ub. FYZbY' Wta d'YHYXÆ</p>		
<p>(Æ 7 cbWi gjcbA</p>	<p>Conclusion Final Reflection</p>	<p>Final Reflection</p>
	<p>Networking & Making Connections Introduction to Networking Great LinkedIn Profiles Do's and Don't's of LinkedIn Networking How to Use LinkedIn to Start Your Career Other Ways to Connect</p>	

To Consider

Which questions would you like to ask throughout the program and how often (fast feedback)? These can be configured to be any question with any answer that helps to “pulse check” and monitor progress throughout the cohort in the pie charts on your dashboard. Here's an example:

- Student - Are you on track to achieve your goal? (Yes/No)
- Student - Have you met with your mentor in the past 7 days (Yes/No)
- Student - Which stage do you think you are at?
(Forming/Storming/Norming/Performing)
- Mentor - Is your mentee on track (Yes/No)

