

Mentoring for NGOs and CBOs
Self-Assessment

Instructions: The self-assessment is designed to determine your understanding of the information presented in this module. After reading the material answer the following questions. Use the scoring key at the end to gauge your understanding of the topic.

Mentoring

True or False:

- _____ 1. Mentoring involves using people with experience and knowledge to advise others.
- _____ 2. In a mentoring relationship the mentor is the person receiving advice.
- _____ 3. Mentoring must take place in person, face-to-face.
- _____ 4. In addition to advice, a mentor also helps a mentee to develop various capabilities.
- _____ 5. The teacher-student relationship is usually more detached than the mentor-mentee relationship.
- _____ 6. Unlike mentorship, leadership is a team effort between followers and leaders.
- _____ 7. A coach focuses on a task, and a mentor focuses on the process and on progress.
- _____ 8. In mentoring, the learning process is mentor-driven.
- _____ 9. Mentoring makes learning on the job possible.
- _____ 10. Unlike learning in a classroom setting, mentorship offers an individualized way of learning.

11. List five principles of an effective mentoring programme. (5 points)

_____	_____
_____	_____

12. List four styles of mentoring. (4 points)

True or False:

_____ 13. Central to the mentor-mentee relationship is imparting of skills in a two-way system.

_____ 14. A mentor must be 5 to 10 years older than the mentee.

_____ 15. Mentoring requires more times than most workers can afford.

_____ 16. It is possible for one experience in a particular field to require mentoring in another field.

Mentoring Process

Match the mentoring phase in the right-hand column with its purpose and features in the left-hand column. (Note: the phases may be used more than once.)

- | | |
|---|----------------|
| _____ 17. Cultivation phase | A. Phase one |
| _____ 18. Mentees move to independence | B. Phase two |
| _____ 19. Test expectations against reality | C. Phase three |
| _____ 20. Seminars after training | D. Phase four |
| _____ 21. Create relationships | |
| _____ 22. Separation phase | |
| _____ 23. Re-checking issues of importance | |
| _____ 24. Establish a mentorship process | |
| _____ 25. Redefinition phase | |

Based on a formal mentoring structure, fill in the blank space with the correct term.

26. _____ coordinates activities for the mentoring process

27. _____ manages the organization in general.

28. A group of people who organize activities to be implemented is called a _____.

29. Those who oversee the general running of an organization are the _____.

30. _____ do the training.

31. List four functions of a mentor. (4 points)

True or False:

_____ 32. Potential mentors are normally recruited from existing NGOs and CBOs.

_____ 33. Age is one factor that might be used to match mentors with mentees.

_____ 34. Cultural issues could be a concern in mentors and mentees of different sexes.

_____ 35. A ground rule of the mentoring process involves following up on what was agreed upon.

_____ 36. A needs assessment should take place after a training curriculum has been developed.

_____ 37. In developing a training curriculum it is important to place new skills in context with the mentees experience.

_____ 38. Managing a mentorship programme does not require management skills.

Practical Mentoring Skills

Match the mentoring tool in the right-hand column with the appropriate description in the left-hand column.

- | | |
|---|---------------------------|
| _____ 39. Commitment to mentees that is filled out by mentors at the end of training | A. Self assessment form |
| _____ 40. Mentoring activities plan based on a shared vision between mentor and mentee | B. Personal vision form |
| _____ 41. Self appraisal by mentor and mentee that forms the basis for a mentoring plan | C. Vision accomplishment |
| _____ 42. Commitment to mentor that is filled out by mentee at the end of training | D. Quarterly plan format |
| _____ 43. Focus areas identified by mentee to help reach his or her goals | E. Mentoring journal |
| _____ 44. Record of the mentoring process as it unfolds | F. Mentor's contract form |
| _____ 45. Identifies priority areas for mentee to work on | G. Mentee's contract form |

True or False:

- _____ 46. A mentor should identify potential in the mentee and help develop it.
- _____ 47. A mentor should take full responsibility for the mentee's learning.
- _____ 48. Desirable personal attributes of mentors include good listening skills and flexibility.
- _____ 49. Central to the mentoring process is a good relationship between mentor and mentee.
- _____ 50. A morally weak or unscrupulous mentor is an example of a work environment related barrier to a successful mentoring experience.

Perform One-to-One Training on the Job

51. What are the three items that must be prepared, and given to the division manager, human resources and the development division before on-the-job training begins? (3 points)

True or False:

_____ 52. An initial interview between trainer and trainee should take place after the general orientation.

_____ 53. The purpose of the general orientation is to introduce the trainee to the organization.

_____ 54. It is the trainer's responsibility to demonstrate how the job is done and to evaluate progress.

_____ 55. It is the trainee's responsibility to identify and reduce barriers impacting job performance.

56. List 5 areas that must be clarified so that the trainee knows what is expected of him or her. (5 points)

57. List the five principles that should guide a trainer in judging evidence of a trainee's performance. (5 points)

True or False:

_____ 58. Following training and assessment, it is important to provide feedback to the trainee.

_____ 59. If a trainee fails to improve, he or she is automatically dismissed.

_____ 60. The training review includes an analysis of the strengths and weaknesses of the training intervention.

Scoring Key

Give yourself 1 point for each correct answer then fill in your total score below.

(1) True; (2) False; (3) False; (4) True; (5) True; (6) False; (7) True; (8) False; (9) True; (10) True; (11) it must be purposeful, culturally acceptable, have close mentoring, identifiable outcomes and be process oriented with long-term aims; (12) Facilitation, counseling, motivating, role modeling; (13) True; (14) False; (15) False; (16) True; (17) B; (18) C; (19) B; (20) D; (21) A; (22) C; (23) D; (24) A; (25) D; (26) Programme coordinator; (27) Organizational manager (28) Task force; (29) Board members; (30) Trainers; (31) Design goals and objectives, prepare a biography, plan the meeting schedule and discussions items, produce written agreements/contracts; (32) False; (33) True; (34) True; (35) True; (36) False; (37) True; (38) False; (39) F; (40) D; (41) A; (42) G; (43) C; (44) E; (45) B; (46) True; (47) False; (48) True; (49) True; (50) False; (51) Training plan, information pack, memorandum of training arrangements; (52) False; (53) True; (54) True; (55) False; (56) Purpose of the job; key performance/result areas; standards of performance, targets, action plan; (57) validity, authenticity, currency, consistency, sufficiency. (58) True; (59) False; (60) True.

TOTAL SCORE: _____

(Number of correct answers)

Interpret your score:

72-80 points: You have a good to excellent understanding of the material.

64-71 points: You have a good understanding of the material but should review the information related to the questions that you answered incorrectly.

56-63 points: You have an average understanding of the material and should carefully re-read the sections that contain the questions you answered incorrectly.

≤55 points: You have an inadequate understanding of the material. Repeat this module before proceeding.

NOTE: The material in this module is intended to provide general principles and guidelines for those working in NGOs and CBOs. To be effective, the reader must also understand national and local rules, regulations, customs and practices that pertain to his or her specific organization.