

# Mentoring Partnership Accountability Tool

Instructions: The mentor and student mentee should each review these questions and prepare their reflections prior to meeting to discuss how the mentoring relationship is working.

| <b>Mentor:</b><br><br><b>Mentee:</b><br><br><b>Date:</b>                                      | Always | Most of the time | Some of the time | Never | Comments |
|---|--------|------------------|------------------|-------|----------|
| <b>We meet regularly.</b>   |        |                  |                  |       |          |
| <b>We do a good job of communicating schedule changes that may affect mentoring meetings.</b> |        |                  |                  |       |          |
| <b>We notify one another if we cannot follow up or honor our commitments to each other.</b>   |        |                  |                  |       |          |
| <b>We eliminate outside influences and distractions when we meet.</b>                         |        |                  |                  |       |          |
| <b>We honor our mentoring agreement, including regular reflective evaluations.</b>            |        |                  |                  |       |          |
| <b>We check out our assumptions.</b>  |        |                  |                  |       |          |

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| <b>Our communication is clear and misunderstandings are infrequent.</b>  |  |  |  |  |  |
| <b>We have identified sufficient and varied opportunities for learning through the goals we set (Do we need to do more or reset the goals?).</b> |  |  |  |  |  |
| <b>We have put in place a variety of mechanisms to ensure continuous feedback.</b>   |  |  |  |  |  |
| <b>Feedback is given candidly, thoughtfully, and constructively.</b>   |  |  |  |  |  |
| <b>We are making progress toward achieving the SMART goals that we set.</b>  |  |  |  |  |  |
| <b>We provide feedback regularly and make sure it is two-way.</b>  |  |  |  |  |  |
| <b>Our meetings are relevant, focused, and meaningful.</b>   |  |  |  |  |  |
| <b>We acknowledge and address conflict when it occurs.</b>   |  |  |  |  |  |
| <b>We are conscientious about safeguarding confidentiality.</b>  |  |  |  |  |  |
| <b>As the mentor, I am providing adequate support to facilitate learning.</b>  |  |  |  |  |  |

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| As the mentee, I am receiving adequate support that is helping me learn and grow.  |  |  |  |  |  |
| We are continuing to work on maintaining the trust in this relationship.   |  |  |  |  |  |
| We are continuing to build and maintain a productive relationship.   |  |  |  |  |  |
| The quality of our mentoring interaction is satisfactory.  |  |  |  |  |  |
| We are continuously working on improving the quality of our mentoring interaction.   |  |  |  |  |  |
| There are things that we avoid discussing during the mentoring relationship (Do we need to address them? Are there any stumbling blocks that we need to address together or with help?). |  |  |  |  |  |

*Adapted from The Mentor's Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011) and The Mentee's Guide: Making Mentoring Work for You (Lois J. Zachary, 2012)*