

Worksheet 3: Planning for first meetings – a mentee’s checklist

Use this checklist to plan initial meetings with your mentors in light of what you hope to achieve over the long term.

- _____ Arrange first meeting with a prospective mentor
- _____ Explain your goals for meetings and ask how confidentiality should be handled
- _____ Discuss with your mentor what you both perceive as the boundaries of the mentoring relationship.
- _____ Review the current experience and qualifications. Record these on a professional development plan (see Worksheet 4).
- _____ Discuss and record your immediate and long-term goals. Explore useful professional development experiences in view of these goals. Discuss options and target dates.
- _____ Discuss and record any issues that may affect the mentoring relationship such as time, financial constraints, lack of confidence, or newness to the role, etc.
- _____ Arrange a meeting schedule with your mentor (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Request that meeting records be kept confidential and in a safe place.
- _____ Discuss with your mentor the following activities that can form part of your mentoring relationship:
 - ☐ Getting advice on strategies for improving teaching or research
 - ☐ Organizing observation(s) of teaching and providing constructive feedback
 - ☐ Organizing a session of work shadowing (in a campus or other employment setting)
 - ☐ Getting advice on issues or concerns with colleagues in study or research groups
- ☐ Providing feedback from other sources (students, faculty, administrators, and other mentors in or outside the university)
- _____ Create a mentoring action plan that reflects different professional development needs at different stages of your graduate program.
- _____ Encourage your mentor to reflect regularly with you on your goals, achievements, and areas for improvement. Compose a brief reflection essay (e.g., ½ page) prior to each meeting.
- _____ Amend your mentoring action plan as needed by focusing on your developing needs.

Adapted from: Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees. Association of Colleges and the Further Education National Training Organisation, Learning and Skills Council: Coventry, England.