



Evaluation Report
That's a Good Idea! Mentoring Program
For Centroc



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TAGI Mentoring Program - Participating Councils

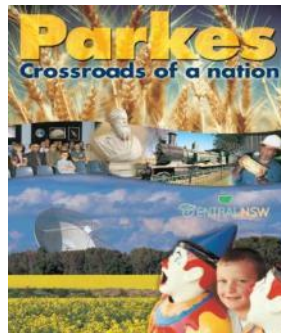


Kira-Lee Foster and Sally Atkinson
 Mentor: **Grahame Collier**, T Issues Consultancy

Francois Van Der Berg
 Mentor: **Chris Gray**, GEMS Pty Ltd



Paul O'Brien
 Mentor: **Peter Davies**, UTS Centre for Local Government



John Nyman
 Mentor: **Les Robinson**, Enabling Change



Deborah McGrath
 Mentor: **Hazel Storey**, The Storey Agency

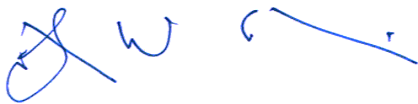


Highlights of this Report

The *That's a Good Idea* Mentoring Program formed an effective component of the overall *That's a Good Idea* [TAGI] Program. The mentoring program was undertaken with nominated staff from five Centroc Councils in the Central West of NSW and was evaluated as a part of the evaluation of the whole TAGI program. Highlights of the evaluation reported in this document are:

- ✓ The TAGI Mentoring program successfully enhanced the skills and confidence levels of mentees in planning, delivering and championing sustainability efforts within their Councils.
- ✓ In at least three out of the five councils there were substantial gains in integrating sustainability more into Council protocols, procedures and activities as a result of the Mentoring Program. It would be reasonable to expect that these gains will continue to be achieved more and more over time because of the increased capacity of the mentees.
- ✓ In all Councils there were sustainability projects of quality initiated and delivered as a part of the TAGI Mentoring program. It would be reasonable to expect that improved project management and delivery will continue to occur over time, because of the increase in capacity of the mentees and the level of Council commitment.
- ✓ High quality and supportive relationships were built up between the mentees and their mentors, so that the project could be delivered effectively. The quality of relationship is vital to any successful mentoring program and was a feature of the approach used in the TAGI Mentoring Program.
- ✓ Four case studies, describing the mentoring processes used and the achievements made, have been developed and placed on the Centroc Website. A fifth case study will be developed when the final project is completed, early in 2011.

- ✓ Centroc has established six more highly competent champions of sustainability within its member Councils – into the future, these champions will carry the issue forward within their own Council and more broadly.
- ✓ Centroc has trialed a cost effective mentoring model and although there are some recommendations for modification of the model, the results of this pilot are highly positive.
- ✓ Centroc has constructed all of the building blocks necessary for replication of the project with other member Councils and nominated mentees. Successful projects should be replicated and there is momentum within the Centroc Councils to do this.
- ✓ Through this program, Centroc has established successful relationships with five high quality mentees who can be integrated into other capacity building activities, as appropriate. The work of the mentors cannot be underestimated in the success of the TAGI Mentoring Program.



Director

T Issues Consultancy

December 2010

TAGI Mentoring Program – Evaluation Report

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Reading this report

It is important that the reader of the report understands how it is written. All quotes from people involved in the project and its evaluation are highlighted in italics, they are not personally sourced but in the majority of instances that are sourced to a role within the project, for example: a mentor said....

Also quotes have been modified to take out names of people and Councils and maintain confidentiality. XXXX[person] and YYYY [Council] have been used in the text.

Where information can be presented graphically, it is done that way.

Acknowledgments

The work of a number of people is acknowledged. Without their efforts this program would not have occurred:

Rachael Young - TAGI Program Manager

Catriona McKenzie - TAGI Mentoring Program Coordinator for the first half of the program

Senior staff from the Centroc Councils involved in this program who supported their staff members through it and provided valuable input into the evaluation

Mentors – Les Robinson, Hazel Storey, Chris Gray and Peter Davies [and Grahame Collier]

Mentees – without whom the program would not have occurred – Paul O'Brien, Francois Van Der Berg, Deborah McGrath, John Nyman, Kira-Lee Foster and Sally Atkinson

A. Introduction

This report outlines the key findings from the evaluation of the *That's a Good Idea Mentoring Program*, delivered by the Central NSW Regional Organisation of Councils [Centroc] during 2010 as a part of the That's A Good Idea Sustainability Program [TAGI].

"That's a Good Idea!" is Centroc's flagship sustainability project; it recognises that there are significant knowledge gaps throughout the region in terms of sustainable ideas and practice Councils. That's a Good Idea! focuses on three areas to build sustainable practice in the Centroc region:

- Capacity Building
- Council Organisational Change
- Composting.

This program established five mentoring relationships across for different Centroc Councils, as is described in detail below. The outputs of the project are also identified in the four [to date] case studies that have been developed and are available on the TAGI website: <http://www.centroc.com.au>.

This report uses all of the information collated during the formal evaluation process of the TAGI Mentoring Program to identify findings, highlights and recommendations for the future. The range of data analysed to evaluate the program includes that drawn from mentor and mentee registration forms; orientation training day notes and observations; mentee learning plans and monthly meeting schedules and reports; completed mid program evaluation forms; mid program workshop notes and observations; end of program evaluation forms; and end of program workshop meeting minutes and evaluation of that meeting. In addition data was collected from key informants in all Councils and from the TAGI Program Manager.

This report was written by Grahame Collier from T Issues Consultancy, who for the last three months of the project had a dual role as mentor and Mentoring Program Coordinator. This followed the work of Catriona McKenzie from Centroc who coordinated the first phase of the project.



B. Program Overview

The purpose, objectives and intended outcomes of the TAGI Mentoring Program

The TAGI Mentoring Program brought together Council officers in the Central NSW region seeking professional development (mentees) in the area of sustainability together with experts in the field (mentors) to gain new perspectives and insights into how to incorporate sustainable practices into local government operations and practices.

The TAGI Mentoring Program, a component of *That's a Good Idea!* is a three year project (commenced March 2007) that has been funded through the NSW Environmental Trust. It was funded to deliver three key focus areas:

- In-Council sustainability which is being advanced through programs such as the sustainability calendar which rolls out a new activity every quarter.
- Mentoring and training to build the capacity of Council staff from the project officer to the GM.
- Composting activities to promote the use of Council green waste as a compost ingredient in balanced commercial composting.

This report focuses on a part of the second of the focus areas – Mentoring and Training - and is set within the following Overall Project Objectives:

- To develop knowledge and pathways to enable member councils become the most sustainable region in Australia.
- To build sustained communication networks between member councils that facilitate the sharing of knowledge and experience with regards to sustainability.

The specific mentoring/capacity building goals of Councils in sustainability, are:

- To build capacity of Councils across the Centroc region in regard to implementing sustainability practices.
- To implement a practical mentoring program to build Council officer capacity and confidence with a view to implementing successful strategies for improved sustainability.

Key desired outcomes of *The TAGI Mentoring Program*:

- To provide a mentoring and capacity building program for Centroc member councils that provides participants with knowledge, skill and confidence to incorporate sustainable practices into local government operations.
- Triple bottom line outcomes
- Long term impacts of council decisions are considered in light of sustainability drivers, with issues such as full life cycle assessment and climate change impacts being given appropriate consideration.
- Through raised awareness, increased knowledge and capacity within Councils and communities across Central NSW, sustainability programs are designed and implemented.
- To demonstrate real change with regards to the sustainability of the region through the development of pathways, use of knowledge and implementing environmental programming.
- Behavioural changes Sustainability is increasingly recognised and acted upon as a key local government responsibility.
- The isolation experienced by staff working on environmental and sustainability projects is decreased through positive communications and experiences.

- There is increased confidence and capacity within member Councils to work with sustainability and climate change initiatives.

The Program Arrangements

The TAGI Mentoring program was built around a strong governance structure, which is summarised below:

Mentee identification - A formal expression of interest process was undertaken with all Centroc Councils to identify mentees. Five were selected.

Mentee management - Each mentee was formally linked to the project through a contractual arrangement and the development of a Learning Plan, see Appendix for template. This plan was worked up with the Mentor and signed off by both parties and the Centroc Program Manager.

Mentor Identification and Contracting - Expressions of interest were sought for program mentors. Formal proposals were received and assessed against the selection criteria and mentors were contracted and linked to a mentee. All mentor/mentee relationships were expected to deliver at least twelve hours of support to the mentee, either face-to-face and/or telephone, on-line etc.

Ongoing Project Coordination – This was undertaken by the Mentoring Project Coordinator and involved maintaining monthly telephone contact with mentees/mentors, organising and evaluating project meetings etc.

Workshops - Three workshops were held during the program – an inception workshop which linked mentors, mentees and the program; a mid-term workshop, for mentees only; and a final workshop. This was originally scheduled only for mentees but three mentors also attended by special arrangement, all were invited.

Case Studies - Five case studies focusing on the five separate mentoring partnerships have been developed. Four are completed at the time of writing this report.

Evaluation - All workshops were evaluated and evaluation data was collected at mid-term and the end of the program, from mentees and mentors. In addition, data was collected from key informants to the project.

Mentoring Arrangements

There were five mentoring partnerships in the program.

Council	Mentee / Council Officer	Mentor
Blayney Shire Council	Paul O'Brien	Peter Davies, UTS Centre for Local Government
Lachlan Shire Council	Francois Van Der Berg	Chris Gray, GEMS Pty Ltd
Lithgow City Council	Deborah McGrath	Hazel Storey, The Storey Agency
Parkes Shire Council	John Nyman	Les Robinson, Enabling Change
Young Shire Council	Kira-Lee Foster and Sally Atkinson	Grahame Collier, T Issues Consultancy

For each of these arrangements, a Learning Plan was developed and signed off and face-to-face, telephone, email and webinar contact was undertaken.



The evaluation process

Data for this evaluation was drawn from a range of sources including:


- Evaluation data provided at mid-term and at the end of the project by mentees and mentors. See evaluation forms used to generate this data in the Appendix.
- Responses to questionnaires provided by key informants for each Council and from the Centroc Project Manager.
- Evaluation of mid-term and final meetings and presentations delivered at those meetings by mentees.
- Data included in the four case studies.
- Desk research including a review of the Learning Plans and meeting records from meetings between the mentors and the mentees
- Data from the handover process, Catriona McKenzie, Rachael Young and Grahame Collier.



C. What Occurred?

While each of the mentoring partnerships was set up under the same structural arrangements, all proceeded differently as relationships developed and Learning Plans were implemented. The strength of this program was in the flexibility of approach allowed to each mentoring partnership¹. As indicated above, a case study of each mentoring partnership has been developed and hence the discussion of what occurred is a summary only.

Council	Summary of action
 <p data-bbox="126 961 532 1129"> Francois Van Der Berg Mentor: Chris Gray, GEMS Pty Ltd </p>	<p data-bbox="560 499 1479 632">At Lachlan Shire it was decided that the first thing to do was form an in house sustainability group. The establishment of that committee is the basis on which Francois is building his very exciting and innovative program.</p> <p data-bbox="560 663 1479 863">Happily Council colleagues agreed that a Sustainability Group was needed and Francois now manages the group like a typical Council Working Party with formal Meeting Agendas, Minutes and Actions allocated to different group members. This approach has been extremely successful. It is an approach that Chris will now adopt for all similar projects that he is responsible for managing.</p> <p data-bbox="560 894 1479 1031">The Group Minutes and Action Plans now form the basis of Francois' regular reports to senior management and Council and these have encouraged the General Manager at Lachlan Shire Council to get right behind the program.</p> <p data-bbox="560 1062 1479 1136">In addition, a number of projects have been undertaken including community composting workshops and events.</p> <p data-bbox="560 1167 1479 1241">Francois and Chris maintained regular contact on the phone and email and met face-to-face on a number of occasions.</p>
	<p data-bbox="560 1278 1479 1478">This mentoring partnership involved two mentees and a mentor. This way of working emerged early in the process after the first inception meeting. Council and the mentor were supportive of both Kira and Sally being mentored. The other difference in this mentoring partnership was that three long face-to-face meetings were held as well as phone meetings and email contact.</p> <p data-bbox="560 1509 1479 1677">All three people involved in this program put a significant amount of effort into building a mentoring relationship that was beneficial. The Learning Plan provided the framework through which this occurred. The original scope of the Learning Plan, developed at the outset of the project was for Kira (as the Mentee) to:</p> <ul data-bbox="706 1682 1446 1808" style="list-style-type: none"> ○ increase knowledge & understanding of sustainability ○ develop strategies to implement sustainable practices through the development of two projects: Project 1 – Reuse of backwash water from swimming pool for

¹ In this context a 'mentoring partnership/ is the relationship between mentor and mentee in each location.

<p>Kira-Lee Foster and Sally Atkinson</p> <p>Mentor: Grahame Collier, T Issues Consultancy</p>	<p>irrigation, Project 2 – Sedimentation & Erosion Control – education of community, builders/developers.</p> <p>As Sally became more involved, the project/learning plan changed to involve two mentees and the Learning Plan was broadened so that it took on more of a focus about what Young Shire might do to become more sustainable and be a sustainability leader. Essentially this meant that another learning objective was added to the plan and this resulted in additional activities in the mentoring process. These were:</p> <ul style="list-style-type: none"> ▪ Gaps Project – identify opportunities for sustainability projects within Young Shire Council & the community ▪ Consult with senior management about which sustainability projects might be commenced when, and how sustainability could be moved forward. <p>This project was also characterised by meetings between mentees, mentor, the GM and the relevant Director.</p>
 <p>Deborah McGrath</p> <p>Mentor: Hazel Storey, The Storey Agency</p>	<p>In her expression of interest to participate in the TAGI Program, Deb identified a wish to obtain “a greater understanding of sustainability reporting requirements. Ways to engage the community to identify issues and outcomes associated with State of Environment Reporting and Community Strategic Planning. And a greater understanding of corporate sustainability issues and impacts.”</p> <p>At the first meeting respective expectations of the relationship and Deb’s proposed learning goals were discussed. In addition to the obvious technical learning goals (for the Lithgow City Council) two more draft goals were added, these were personal to Deb and her own professional development. The goals were revisited and scoped into make them more achievable at the next meeting, resulting in three key learning objectives:</p> <ul style="list-style-type: none"> – how to amend Council’s current reporting to ensure sustainable outcomes across Key Principle Activity areas. – developing partnerships for ongoing or short-term delivery of projects and programs – develop confidence and skills in leadership. <p>Knowing the broad learning goals meant that broad topics for discussion could be identified for the first few sessions – leaving the rest blank so they could be populated by Deb’s emerging needs/interests. The first session was held face-to-face at Council [three hours together]. The rest were structured two hour telephone meetings, complete with a coffee and (where possible!) cake break.</p> <p>At the commencement of each session Deb’s personal goals were reviewed, prior to the more technical and applied learning. This meant that Deb could reflect on how she had applied or tested her skills and knowledge since the previous session. This also allowed for self-monitoring of progress and learning – and celebration of experiences.</p>

	<p>Whilst the first few sessions were organised and led by Hazel who provided reading as preparation for the session's discussion (according to the learning needs that Deb had identified) the middle of the program saw Deb setting the agenda and leading items of discussion. All sessions and activities within them were ultimately related to the learning goals and specific work that she was doing within Council. This process helped with testing ideas, approaches and skills in a respectful and safe environment. For example; the exploration of the use of De Bono's 6 Thinking Hats by reading before sessions, appraising the approach and usefulness in different situations, and then in later sessions, applying it when assessing some of the long-term strategic plan which Deb was updating.</p>
 <p>Paul O'Brien Mentor: Peter Davies, UTS Centre for Local Government</p>	<p>The way in which the program rolled out in Blayney Shire Council was different to that in the other four Councils involved. The mentoring process is continuing and to date no case study has been developed. It is understood that the program will be completed by mid January.</p> <p>Paul's learning objective is to: <i>Develop understanding on consultative and participative process to increase engagement of the community and council to improve decision making.</i> The draft intended outcomes are:</p> <ul style="list-style-type: none"> • want to achieve active engagement, meaningful input/conversation, community ownership of outcomes • maximise community involvement in decision marking process • create awareness among community, and Council [staff/Councillors]. <p>Due to other work commitments there has been limited progress towards to outcomes of the project at the time of writing of this report. One face-to-face meeting occurred during the early stage of the project thought the outcomes of this meeting in refining the project and planning for the delivery was limited. Blayney will be using this program to assist in the development of their community strategic plan that is scheduled to commence in December 2010. The ongoing involvement of the TAGI program will involve a number of face-to-face meetings and the provision of assistance to develop and implement a community consultation process.</p>
	<p>Again this project rolled out in a much different way to some of the others. John's Learning Plan identified the need to engage more effectively with the community in a hands-on way, as his primary learning need. Les' role was to assist him to develop the skills and understandings to meet this need. The project remained at working at this level and was conducted by phone and email. Less face-to-face contact hours were undertaken in this project than those in Lachlan, Young and Lithgow.</p> <p>Initially John went to a Landcare meeting and asked about which direction the group wanted to go, and what they wanted to achieve.</p>

<p>John Nyman</p> <p>Mentor: Les Robinson, Enabling Change</p>	<p>They suggested running a community gardening day and BBQ, hosted by Parkes and Districts Land care, in an effort to raise awareness. John organised promotional material and arranged for it to be advertised in the local newspaper. He then organised sponsorship from Northparkes Mine for food, and arranged to borrow equipment and a trailer from Council. The gardening day involved working with Landcare, scouts, brownies, and families to undertake some much needed repairs to a neglected area. The day was a success and enabled the forming of contacts to later run composting workshops at a local nursery. A group evaluation of the day at the following Landcare meeting indicated that people were keen to run another similar activity in the near future.</p> <p>Work with the Mentor during the planning phase provided a focus on the process of the activities, breaking them down into individual components, and then reconstructing them to carry out the activities. Les Robinson also provided review and improvement of promotional material, but more importantly he facilitated the linking with existing networks for the running and evaluation of the projects. Nearer to the completion of the TAGI Mentoring project, Les and John discussed the evaluation of the program, specifically what John would have done as a result of the program that he otherwise would not have done, what he had done differently as a result of the program, and any experiences he has gained from the program.</p>
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Composting Workshop: Parkes Shire Council

D. Findings

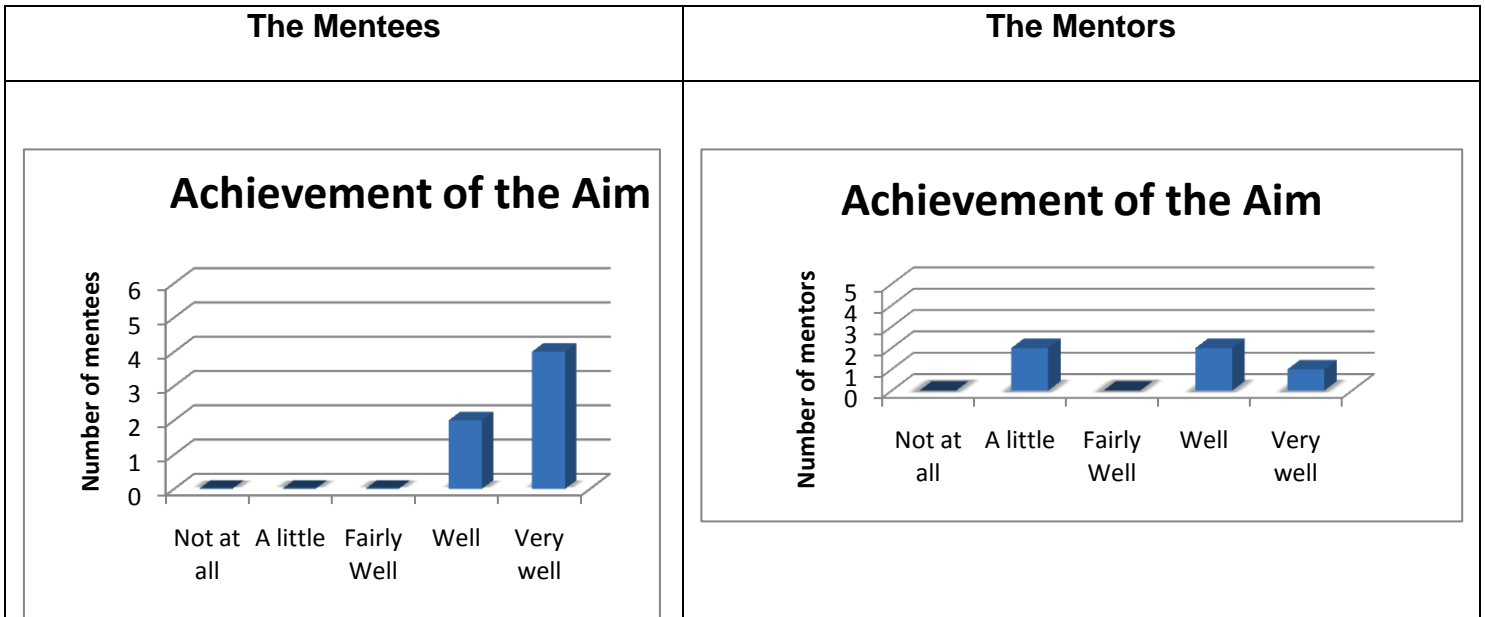
This section outlines the findings of the evaluation of this project. Findings have been structured in relation to each of the key objectives of the program.

Finding 1. The TAGI Mentoring Program provided a mentoring and capacity building program for selected Centroc member Councils that provided participants with knowledge, skill and confidence to incorporate sustainable practices into local government operations.

This finding relates to the aim of the program and whether it was achieved. Probably the most telling comment about this finding came from one of the key informants to the program. When discussing the gains made by Council from the program, one mentee commented that XXX staff gained:

Robust and stronger ability throughout the process and more self reliant as a result. It reinforced their ability.

Clearly from the graph below, the mentees thought the program aim was achieved, either well [[33%] or very well [66%]. The mentors however were not as positive, with 40% saying that the aim had only been achieved, 'a little'. The remaining 60% said it had been achieved well or very well.



The following comment illustrates the views of the mentors who doubted that the aim had been well achieved.

I say "a little" because this mentoring relationship could not have provided XXXX Council with significant benefits, in that it involved a junior employee and focused on activities which had no priority or significance for council.

On the other hand one mentor was more convinced the aim was achieved after the final meeting.

Hearing the stories from the mentees demonstrated that participant's skills, knowledge and confidence were built- at least in specific aspects of sustainability related practice.

Clearly mentors saw the benefits to Council more broadly as an important part of the program, and where these occurred, they judged the program as worthy.

For mentees, the following quotes identify why they believed that the aim had been achieved

XXXX [mentor] was the perfect match for YYYYY. XXXX got a huge amount out of the project and certainly through mentoring have gained knowledge, skills and confidence in sustainability and introducing sustainable practices in XXX Council and our workplace.

My knowledge in relation to the whole "Sustainability" concept improved 100%. I thought I knew what sustainability was all about, but after commencement of the program I realised I'm totally wrong. The program empowered me with lots of knowledge and I started to implement sustainability concepts in my workplace.

It also provides an opportunity to gain knowledge from experts in the field and explore selected areas in more depth depending on the mentee's prior knowledge, emerging needs and level of interest. This isn't offered in more formal or structured learning environments.

Key informants also were positive in their responses to the program. All believed that there had been highly significant gains made by their staff and that they had improved: knowledge, skills and confidence, a great deal.

Knowledge builds confidence and as their knowledge has improved so has their confidence.

All the mentees have surged ahead in terms of confidence in their understanding of sustainability and in their confidence to undertake this type of programming. All mentees are using their new found knowledge in their jobs on a daily basis. [Key Informant comment]

The best features of the program, identified by both mentees and mentors are detailed in the table below. This indicates that there were many positive features related to the aims of the program.

I thought there were some excellent things achieved and also some valuable lessons learnt from the process. I think probably the most important reason for its success was the capacity of Centroc [Rachael] to match mentors and mentees.

Best Features - Mentees	Best Features - Mentors
<p>A number of mentees rated their mentor as the best feature. For example. <i>The best feature of the program was XXX – our Mentor – enthusiasm and passion for</i></p>	<p>For the mentors, there were a range of positive features. In summary these were:</p> <ul style="list-style-type: none"> • The opportunity to work with a Council that

<p><i>sustainability & the program, encouragement and knowledge. Thanks HEAPS.</i></p> <p>Most liked face-to-face meetings and a number commented that Mentors/Mentees were well matched.</p> <p>Coordination of the program by Centroc was seen as very positive – particularly the work Rachael has done as the driver of the project. Networking with others and building up contacts was also valued, as was exposure to a range of professionals both mentor and mentee.</p> <p>Interactive learning was highly valued – <i>gained lots of knowledge.</i></p>	<p>recognised they need some professional development support and willingly accept and act on advice.</p> <ul style="list-style-type: none"> • Opportunity to work with a really interesting and committed individual. • Time with mentees face-to-face. • Meeting with GM and Director Environment and Planning about the program and how to take sustainability forward at XXX. • Having real projects to progress. • Organisation by CENTROC and matching of people. • Gaining greater appreciation of pressures faced by regional councils.
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Finding 2. There is only limited data about enhanced understanding about long term impacts of Council decisions are considered in light of sustainability drivers, with issues such as full life cycle assessment and climate change impacts being given appropriate consideration.

There is very little data available about any shift in how sustainability is considered in Council decisions as a result of the *TAGI mentoring Program*. Clearly this program objective is a stretch in terms of the program's capacity to enhance longer term and complex Council processes. The program's focus was on building capacity and from increased capacity comes enhanced understanding and change in the level of consideration given to significant but complicated issues, like life cycle assessment and the impact of climate change.

As indicated by the following quote by one of the key informants, it is probably premature and perhaps over-ambitious, to expect change of such magnitude:

I think it is a little early for this question from my perspective. Certainly the council's decision to support staff in the engagement with this program is a reflection of the changing priority for Councils. I am sure we will see much more movement in the future. I think the case studies highlight our successes here.

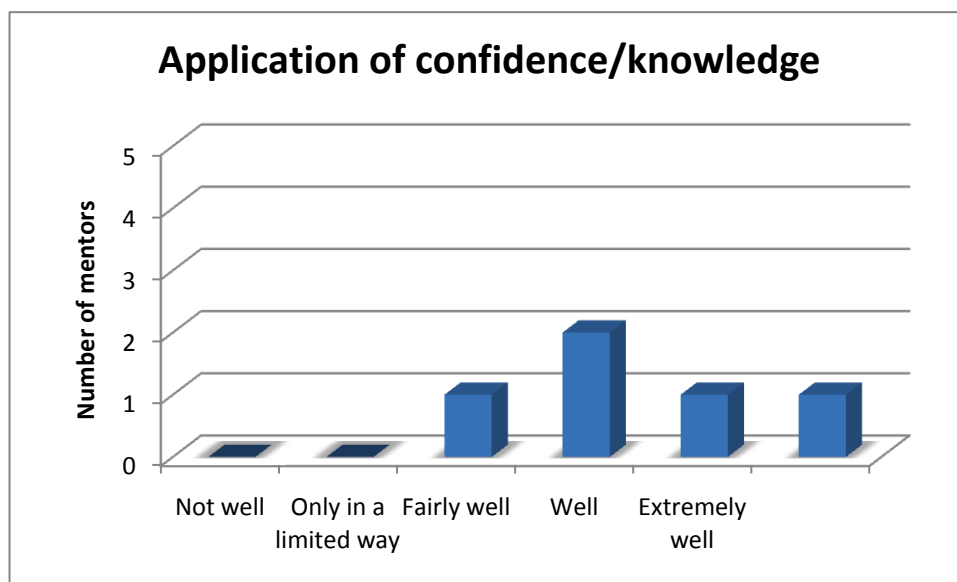
There are some interesting early movements though; for example, through the work of their Sustainability Committee, set up with the impetus of this project, there is a change in Lachlan Shire's approach to contracting and procurement with a significant priority being given to local suppliers and providers.

As mentees become more involved in progressing sustainability within their Council, it is anticipated that there will be further examples enhanced consideration of sustainability drivers.

Finding 3. Through raised awareness, increased knowledge and capacity within councils and communities across Central NSW, there is evidence that improved sustainability programs are designed and implemented.

Mentors were of the view that there was a significant increase in knowledge and capacity of their mentees [see graph below] as a result of the program and that this was having an impact upon the sustainability programs delivered by Councils. In this regard, it should be noted that:

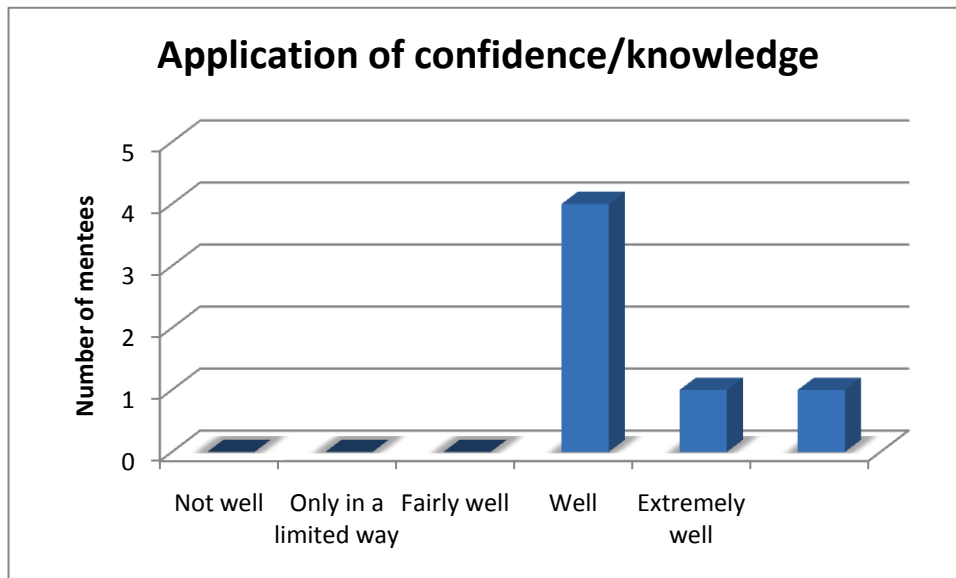
- One mentor did not complete this question because the program was still a work in progress.
- One mentor responded ‘fairly well’ only to this question which seemed to reflect a more limited involvement in the mentoring process in this partnership.
- The other three mentors said ‘well’ or ‘extremely well’ in response to this question.



Examples of the improved sustainability programs provided by mentors included:

- establishment of in-house sustainability committee, which has similar status to other major Council committees
- encouragement of all Council personnel to have a say in more sustainable programs for their organisation
- implementation of Energy Management, Water Management and Waste Management programs within the organisation
- conduct of extremely successful community engagement programs, for example a composting workshop which attracted 75 people
- significant change in Council staff practices with more sustainable outcomes, for example, double-sided printing etc.
- development of Gaps and Opportunities paper and subsequent discussions with Exec about which projects to carry forward from this paper. Development of projects from this paper, where immediate gains can be made. Ongoing discussion with GM and Director about sustainability in XXXX

Mentees were even more positive in their response to the extent to which the program had provided knowledge and built capacity to deliver effective programs. The graph below indicates their responses. Note that one mentee did not complete this question because the project is unfinished.



The mentees also provided a number of examples of improved sustainability programs, including:

Young Shire: Although one of our projects (Backwash water reuse) is still waiting for basic data before being able to go ahead. The Sedimentation & Erosion Control Project has been well received by most builders – we will continue to increase understanding and compliance through further education. The Opportunities Paper is being worked through and implemented over time by both Kira and myself, both now having the confidence to implement these projects (and encourage others to be involved). The skills and confidence gained through this project are being applied on a daily basis in my general work duties.

Lachlan Shire: Improved inter-departmental communications and time management of programs. I have been invited to provide updates to the Corporate Management Team monthly meeting on IPR and Corporate Planning. I have been acknowledged as the driver/leader of the implementation of Integrated Planning and Reporting Framework.

Establishment of a sustainability working group at Council involving staff across the board from Engineering to Admin, HR, Directors of departments is a key and important outcome of this project.

Lithgow City: Implemented programs such as: Double sided printing, recycling of waste paper from Council in the composting project, staff training on sending paperless faxes, recycling of scrap metal, default changes to computers, information session to promote sustainability and enhance staff's knowledge on this topic, community home composting workshops, getting all staff involved in sustainability etc. Investigating other options for council such as the installation of PV cells etc.

We have developed some programs on a staff level – better recycling & garbage methods, printing double sided, and using scrap paper as a notepad.

In terms of public, we have a continuing education program with our local trades people on erosion and sedimentation control measures.

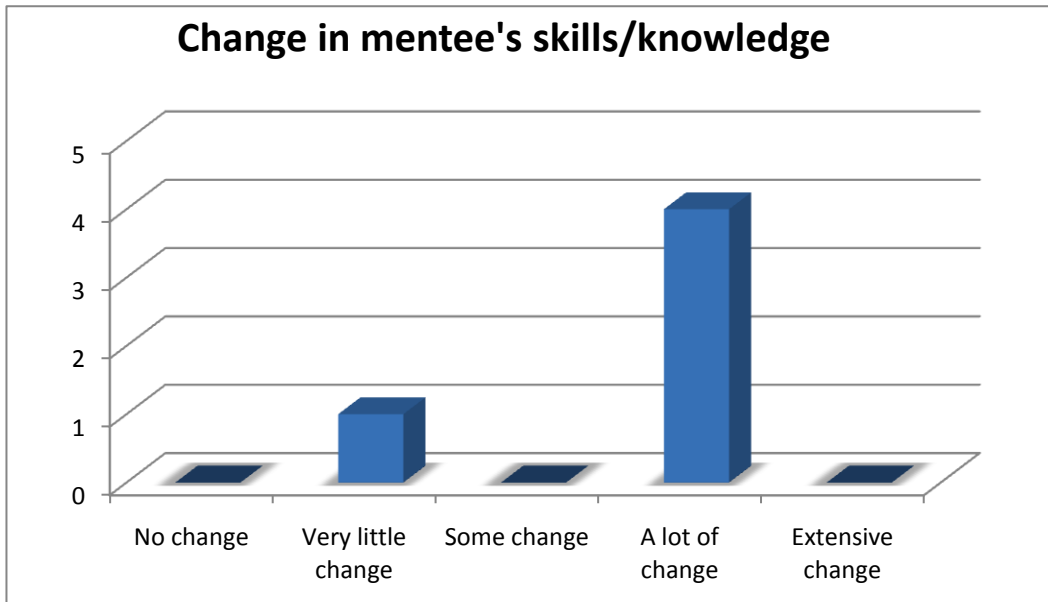
Parkes Shire: Applied confidence and knowledge to my job, as we are networking with various community groups to implement sustainability initiatives, including Landcare, the Library, and Childcare Centres.

Blayney Shire: initial planning undertaken regarding a new approach to community engagement across Blayney.

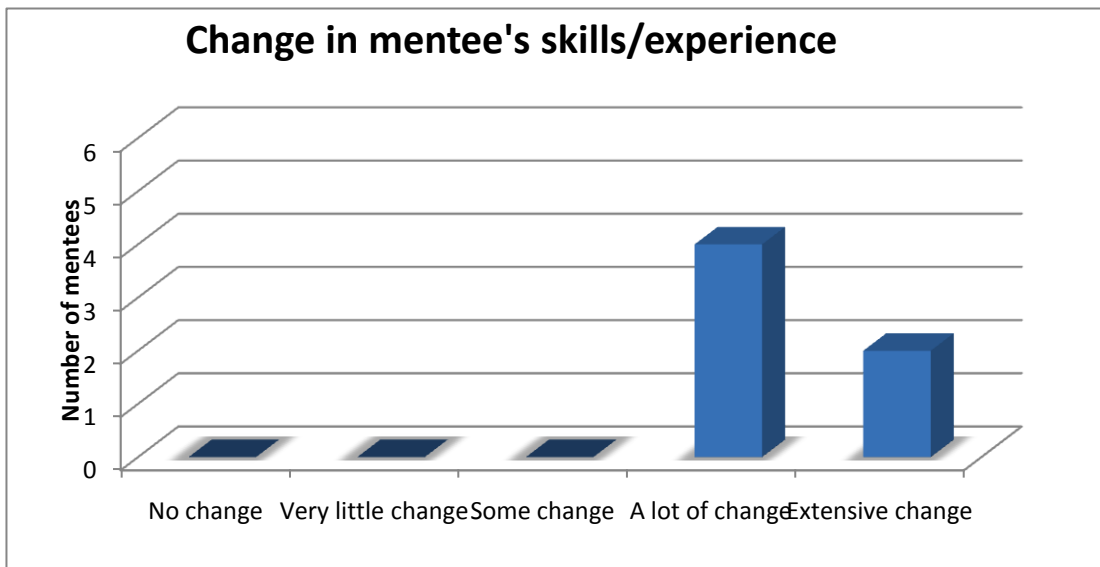
Finding 4. There is significant evidence of increased mentee confidence and skill, and enhanced capacity to work within councils about sustainability and climate change initiatives.

Clearly the skills of mentees were improved through the program as illustrated by the following graphs

The mentors indicated the level of change in mentee's skills as follows



The mentees said their skill level had changed significantly



Mentees unanimously said that there were significant changes in skill levels and this is an important outcome of the program.

Mentors generally reported a substantial increase in the skills demonstrated by their mentees. It is noted that there was one exception to this, where a mentor reported 'very little change'. In commenting though, this mentor said that the mentee *was highly skilled and genuinely interested in sustainability, but he just wasn't sure how to get things happening.*

He went on further to comment that:

At the beginning of the exercise XXXXX wasn't real sure that much could be achieved at XXX Council. He wasn't real sure himself what sustainability was all about and therefore if he didn't have a good understanding he was concerned he would have difficulty encouraging peers to become involved. He now operates, what I think, has the potential to be one of the more exciting sustainability programs offered in a regional and rural council throughout NSW.

Confidence levels certainly improved. All key informants who responded made mention of the fact that there was a great deal of confidence gained by staff through involvement in this program. This is an important result because in the main key informants were the managers of the mentees, and they can see the benefits from the program.

One mentee reported that:

I started off by having very little knowledge of sustainability, and was quite nervous (scared), after the very first initial meeting in Bathurst. After having a very supportive XXXX, my knowledge increased over time, as well as confidence, on the various projects we worked on. I felt very comfortable in our group, at our last meeting, held recently at Bathurst, & would feel even more comfortable in talking about sustainability practices to various members of XXXX Shire.

Two mentors noted a significant shift in confidence in their mentees:

From a baseline of low confidence and poor public relations skills, XXX organised public events that required considerable negotiation and consultation, not to mention designing flyers etc.

XXX was coming from low knowledge base in any aspect of corporate planning, let alone integrated planning. XXX is now able to talk from a more informed perspective about the topic and is responsible for developing the framework for her Council. XXX is now not only more confident, but also connected to networks of support within her professional area.

While clearly this finding demonstrates a significant increase in skills and confidence levels, there is a need for mentees to back their judgment more. In this regard, one mentor commented that:

Certainly both XXXX have grown in confidence. But XXXX still appears a little reluctant to back judgments in tight challenging situations. XXXX is much more confident within him/herself but needs to work on assertiveness and other communication skills into the future.

Finding 5. There is evidence that the mentoring program forged strong and productive relationships between mentee/s and their mentor.

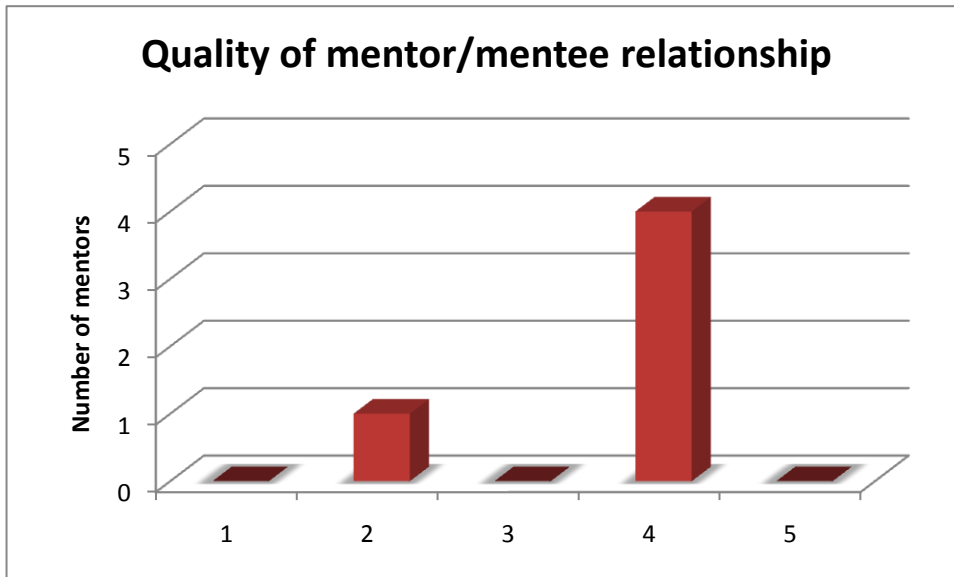
Specific feedback about relationship building

In the program evaluation, mentors were asked to choose up to six words from those below that describe their views about the mentoring relationship.

enjoyable	thought-provoking	useless	helpful	disorganised
waste of time	valuable	satisfying	boring	achieved nothing
okay	gave mentor new insights		confronting	patronising
mediocre	irrelevant	good	quality time	unnecessary

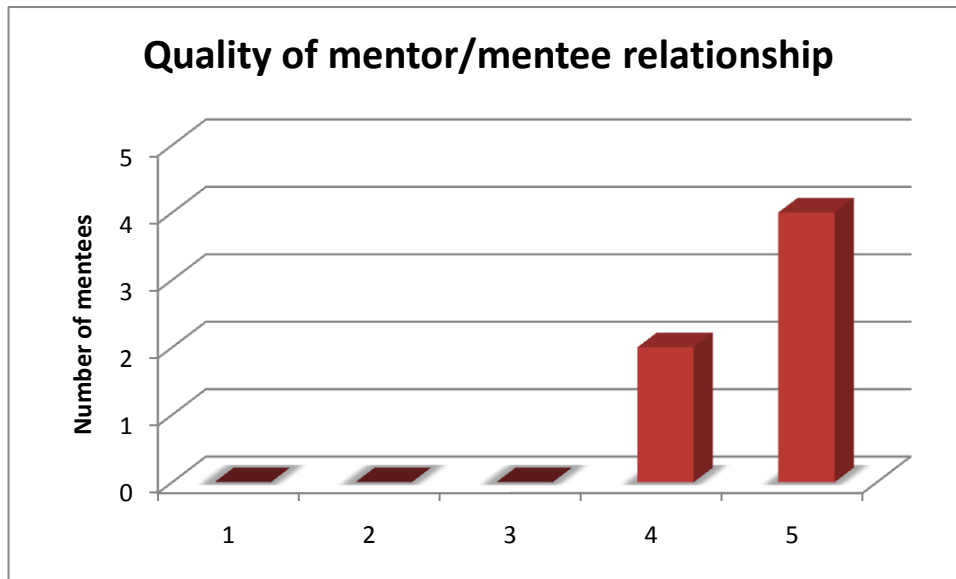
The words chosen by the mentors were: Enjoyable (3 responses); Helpful (3) Gave mentor new insights (3); Valuable (2); Thought provoking (2); Quality time (2); Good, Appropriate; Satisfying and Mediocre (1 each).

Mentors reported on the relationship as follows, where ‘1’ equals poor and ‘5’ equals excellent



Mentees were also asked to select from the same list of words – above – about the quality of the mentoring relationship. The words chosen by the mentees were: Valuable (6 responses/ 100%); Thought provoking (6/100%); Enjoyable (5); Gave mentee new insights (5); Helpful (5); Quality time (5); Satisfying (4); Good and Appropriate (1 respondent each). This indicates a high level of satisfaction on the part of the mentees.

Mentees reported on the quality of the relationship as follows



In terms of the relationship building process, some interesting data is available on who drove the project. No mentor indicated that it was totally driven by the mentor or the mentee. Two mentors said it was mostly driven by them and three said it was driven equally by the Mentor and the Mentee. Among the interesting comments included are:

I have maintained a hands-off position to allow the mentee to want to participate on XXX terms and timetable. This approach was taken as I believe the program was not about at: manager/subordinate relationship particularly as the mentee was XXXX; and to not do the task/ job as a consultant would ordinarily do – one of the outcomes was for the mentee to acquire new skills not simply receive technical documentation.

In response to the question about who drove the project, the mentees said that it was driven equally by both mentor and mentee [four responses] or that it was driven mostly by the mentor [2 responses]. Some interesting quotes included:

Mentor was great in reminding XXX to stick to timelines, send agendas for meetings etc.

Although XXX led the process to begin with XXX encouraged me to lead our sessions as we progressed though the program. The sessions were also driven by my emerging needs so it was very organic and flexible.

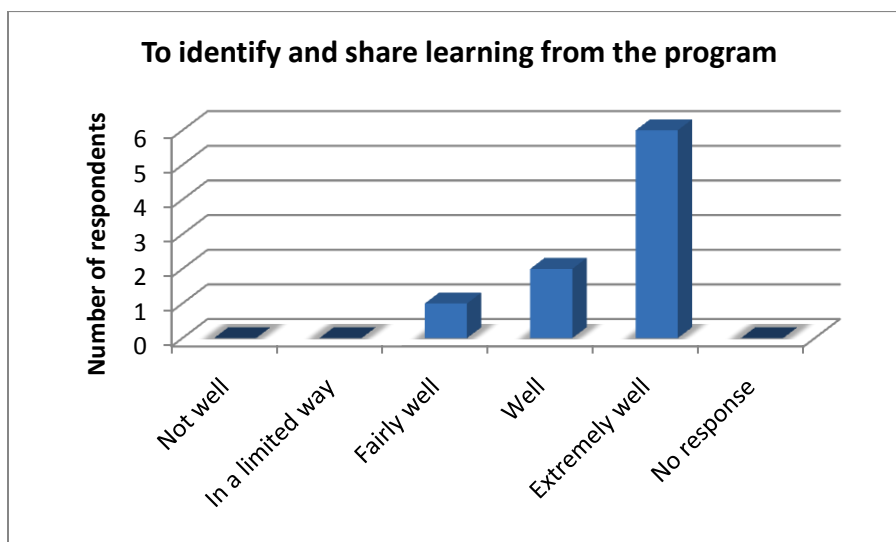
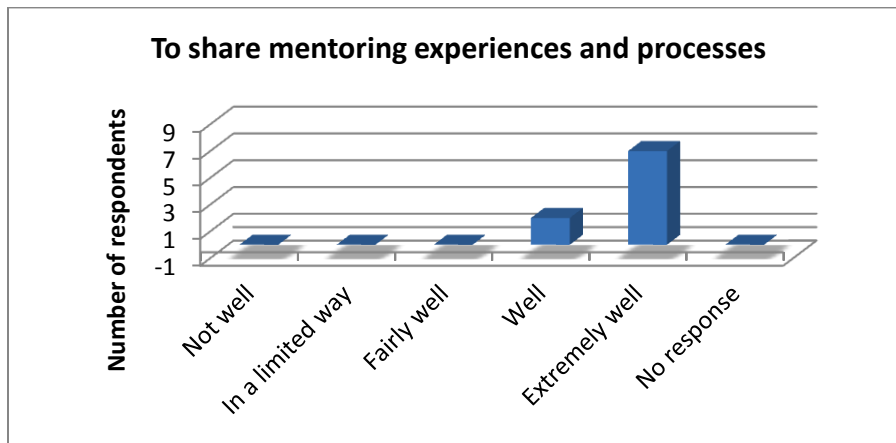
The mentor provided the guidance and leadership for the Program, and I (the Mentee) was required to plan, organise and prepare the details.

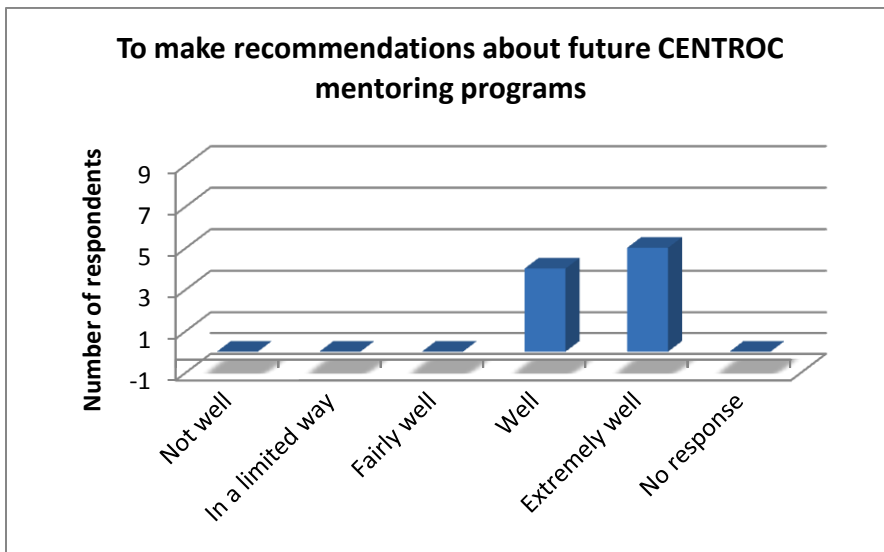
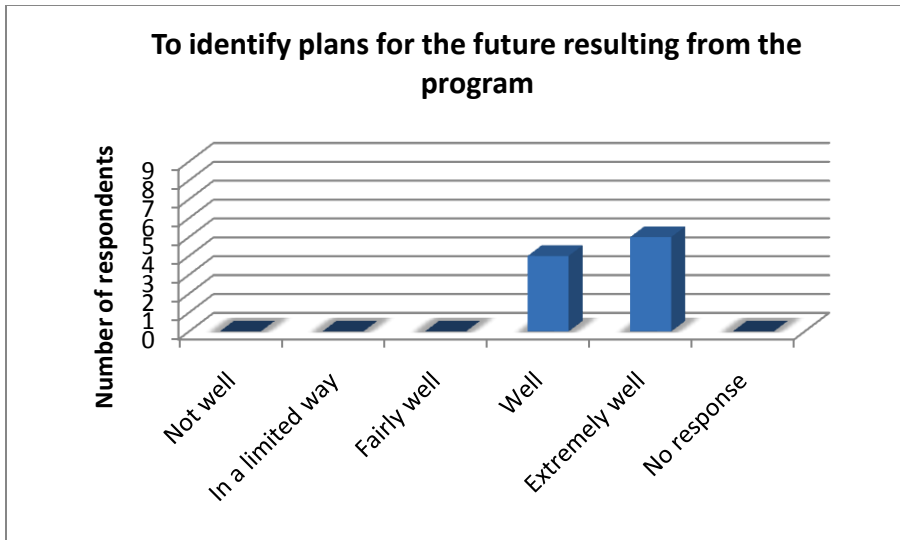
In this data generally there is an interesting congruence between the responses of the mentors and the mentees. The literature around mentoring and leadership programs, indicates that they are more beneficial when driven equally by both players in the mentoring relationship.

Meeting evaluation and relationship building

The centrality and importance of the relationships were further evidenced at the final meeting of the TAGI Mentoring Program, which occurred on 13 October 2010 in Bathurst [see Appendix]. This brought together all of the mentees, three of the mentors and the TAGI Program Manager. It provided an opportunity to finalise the program, discuss the key outputs, and to consider success factors and what might be changed for possible future programs. Note - both mid-term and inception meetings were evaluated and the findings were formative within the ongoing delivery of the program, although specific meeting reports were not collated.

The following extract from the final meeting evaluation report indicates that the final meeting was positively evaluated by all participants and the following graphs report on participant's feedback on the specific meeting objectives.





It is clear from this data that participants felt convinced that all of the meeting objectives were met, although perhaps there could be some improvement in the objective, 'sharing learning from the program' for one participant. Relationship building through the program was strong and positive.

Finding 6. There were gains made in the program will sustain over time.

Data is available that indicates that there were gains made locally in delivering programs that will sustain over time. Most importantly all of the mentees are better able to design and deliver sustainability programs that have lasting impact. Their Councils and any subsequent employers will gain from this enhancement of their skills. Also a number of sustainability projects have been designed and delivered. These include:



Erosion and sediment control fact sheets and auditing program at Young Shire

Swimming Pool Backwash Project at Young Shire

FREE
Composting Workshops

Parkes Shire Council is sponsoring **FREE** Composting Workshop to be held on Sunday 19th and Saturday 25th September at Greenparks Garden Nursery, from 10am until 12pm, with a **FREE** morning tea. A compost bin will be given away as a lucky door prize.

compost82_0910Q

CENTRAL NSW COUNCILS
Parkes Shire Council

Composting workshops at Parkes Shire Council and Lachlan Shire Council.

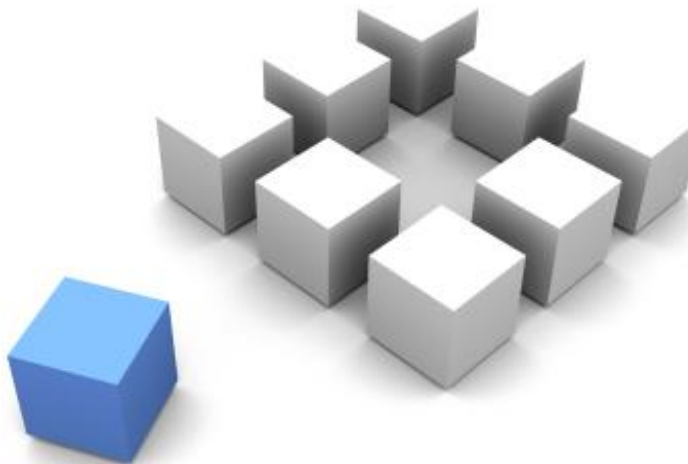
Changes within Council practices. Recycling, composting, double sided printing etc. Lithgow City



Family Friendly Gardening at Parkes



Compost in a bottle, Parkes Library



Implementation of Community Strategic Plan and delivery program at Lithgow City Council
Development of a weekly corporate calendar which is emailed to the Corporate Management Team and key staff



Investigation into other sustainability strategies such as the installation of PV cells, solar hot water etc to improve sustainability of Council and community facilities at Lachlan Shire.

Finding 7. There were some challenges in the design or implementation of the project.

Despite the fact that this was a successful project and all other findings identified have been achieved, there were still some challenges that were identified and some improvements that might be made in future programs. This Section of the reports deals with these.

Challenge 1. The Blayney Shire Council experience: The way in which the program rolled out in Blayney Shire was different to that in the other four Councils involved in the program. In part this is because the mentee at Blayney was a Director in the Council, and had significant workload issues. There did appear to be a lack of engagement in the structure and deliverables of the project in the early stages, even though these were clearly agreed at the outset. The mentee states that:

However my time constraints have reduced my ability to complete the project. As discussed having two people at each Council may help with this.

There seemed to be a reluctance to establish formal processes and the requirement to establish regular meetings between mentor/mentee did not occur well. This has been rectified more lately in the project, but the timeframe has had to be extended. The project does not seem to have been well embedded internally within the mentee's Council and it has required substantial intervention by Centroc staff to maintain its viability.

Challenge 2. Project Diversity. The project operated at different levels in different places, For example in Parkes Shire, the mentee and his Council were happy to work at a specific project level, whereas in Lachlan Shire and Lithgow City the project worked at a much broader level and had significant more impact on extending Council's focus on sustainability. This diversity of focus meant that five individual journeys were followed and different mentoring capacities, skills and depth occurred through each journey.

Challenge 3. The inaugural program. This was the first occasion on which a program of this sort was conducted and like all initial programs there were some improvements that could be made for next time. Although the program was very successful mentees and mentors were able to identify some features that did not work as well as others. The data below outlines this feedback and it has been analysed and is reflected in the recommendations for the future.

Worst Features – mentees said

Improvements at Program Commencement

- Not having a great understanding at the start whether management was on board and fully supportive, and not really having much of an idea about what could be achieved.
- At the beginning of the program we weren't really aware of what we were applying for.

Communication with other mentees

- Finding out at the end what other mentees were doing. It would have been good to know at the beginning as some areas crossed over or others have already done that so the knowledge circle could have been expanded.

Communication with Mentors

- Not enough face-to-face time with mentors – three mentees said this.

Program Logistics

- Travelling.
- Reliance on own time and reliance on own resources.
- Requirement to track time spent on activities.
- My lack of time. Clashes with work program – not much time available.

Worst Features – mentors said

Time and budget

The expectations and program deliverables were extensive but there was a need for:

- A budget that allowed more opportunities to visit the mentee's Council.
- More resources. There was insufficient face-to-face resourcing. I contributed substantial time beyond the contract. Also it was a shame that XXXX's manager would not pay his airfare so he could attend specific training I offered; of direct benefit to his project.

Linking the program into the Councils better

- Need to formalise GM and senior officer input and link to the project. Lack of centrality of this project. Needs to be more a part of the 'main game'.
- Lack of formality and requirement for regular meetings between mentor / mentee, internally within the mentee's Council (as part of a project team) and between the officers in the ROC.
- No 'mentoring of Council' except through mentees. Ideally the project could be one that is delivered within a team, so that the whole project team, rather than an individual, benefits from the mentoring process. In which case the mentor would meet a number of occasions with the project team.

I believe the starting point should be a mentee with a challenging project that has important strategic priority for council, so that the mentee has a strong motivation to seek out the mentor and so that managers, executives and other staff are drawn into the learning.

Challenge 4. *Impact over time.* One of the challenges of any capacity building program is to measure the impact over time. This point was made by a mentor, within the final evaluation questionnaire.

I suppose the hard thing with doing an evaluation now is that the real measure of success will be in twelve months time where those who have worked more on the process than program, will then see their programs being put in place.

In discussing this issue, one of the mentors in conversation with the Program Coordinator, identified a different model for mentoring in a more ongoing manner. This involved the establishment of a program that was based on: *Pairing with Councils* (e.g. NSROC and Centroc), whereby there could be a mentoring arrangement established between like staff and teams in partner Councils. This model is explained further in the recommendations, below – see model 2. It would require much more investigation and development before it could be implemented.

E. Recommendations

The following recommendations were made by the mentors and mentees at the final meeting about the future delivery of the program. These, and the program evaluation findings, informed the overall program recommendations about the future of the program. – see below.

Mentor Group:

It was recommended that:

- An early meeting mentee-mentor- Director and GM is built into the timetable early in the process. Confirms Learning Plan and way forward.
- There should be no change in the program duration. Six months is recommended but with some flexibility.
- Two face-to-face meetings minimum, and funded as part of the program (including one above) and at least 20 minutes of the second one with GM included.
- Mid-term workshop to include all mentors/mentees. This could coincide with the second council visit and face to face meeting with the GM.
- At the inception meeting, a longer time is given to set up the learning agreement (realism in what can be achieved).
- Learning styles assessment process –built into the early processes of the program and linked throughout the program.

Mentee Group

It was recommended that:

- More face-to-face meetings to be built into the program design.
- Mentors to attend more meetings with mentees – especially the mid-term meeting.
- Group Councils together to work on similar projects as appropriate.
- Facilitate more e-mail contact on projects throughout program (between mentees and councils re projects).
- Rework the nature of the Buddy System – needs to work better, multiple mentees need to also come to meetings/debrief.
- Conduct a Workshop (1 day) prior to doing program – What's it all about. Invite up to five people per Council to this workshop, including the Director and the mentee/s. Include content about sustainability, leadership for sustainability etc, awareness of education, the nature of the Mentoring Program etc. Workshop program to be developed by one or more of the mentees.
- Mentees to meet with Management prior to kick off of program in order to gain their support and ideas.

Final Recommendation

It is strongly recommended that Centroc continues to support the delivery of mentoring programs for officers from its member Councils to promote sustainability into the future..

In this regard, two possible models are proposed, the first is an extension of the current program and is informed by this evaluation, the second is a suggestion by one of the mentors involved in the current program. They are not mutually exclusive and Model 1 can be put in place within a relatively short timeframe with the minimum of additional work.

Model 1

Conduct further [TAGI] Mentoring Programs similar to the first program in the following aspects:

- Six months program with some built-in flexibility to extend if required.
- Inception meeting and final meeting to occur.
- Mid-term workshop to occur but to include all mentors/mentees.
- Program to be based on learning plan approach and all mentees to be assisted to develop an achievable leaning plan. This plan should be signed off at least at director level with the Council.
- Centroc determines mentor/mentee partnerships/pairing as occurred in the 2010 program.

Building on the evaluation of the first TAGI Mentoring program, future programs should be varied as follows:

- Allowing up to three mentees per Council to be part of the program. Each to have a separate learning plan, but meetings to be held simultaneously.
- At least two face-to-face meetings between mentors and mentees must be funded as part of the program. The first of these needs to be a meeting mentee-mentor at the Council and include a meeting with the Director and GM. This should confirm the Learning Plan and way forward and gain commitment from senior staff to the mentoring program.
- The second face-to-face meeting should also include time with the Director/GM and should occur at the time of the mid-term meeting or after.
- The process at the inception meeting should be varied as follows:
 - a longer time is given to set up the learning agreement (realism in what can be achieved)
 - a learning styles assessment process is built into the early processes of the program and linked throughout the program.
- On the day immediately prior to the Inception meeting, conduct a Workshop (1 day) about sustainability in local government. This could be conducted by TAGI staff or a mentor, Invite up to five people per Council to this workshop, including the Director and the mentee/s. Include content about sustainability, leadership for sustainability etc, awareness of education, the nature of the Mentoring Program etc. At this workshop determine who the mentee's buddies are and how this program will work. Note this workshop is mandatory for all Councils who enter the program.
- Develop formal contracts with the following:
 - Each mentor – to cover time and nature of the mentoring process and how to apply for variation.
 - Each mentee – to cover the deliverables and timing of the project and what to do in order to vary these.
 - Each mentee's host Council – to cover the responsibilities of Senior Council staff under this project. This could be signed off at Director level and include meeting responsibilities and support required.
- There needs to be more contact e-mail/phone etc throughout program between mentees at participating councils re projects. Mentees need to be better informed about what each is doing, not just find this out at the final meeting.
- There may be economies of scale in having mentors work with mentees from more than one Council.

Model 2.

A mentoring partnership between Centroc Councils and the Councils from another ROC. It is recommended that this model is further investigated by Centroc staff. The following thoughts are designed to assist this process.

- All Councils in NSW are on a journey towards sustainability, especially now that the Integrated Planning and Reporting model is in place. Increasingly they have a mutuality of purpose about sustainability.
- There is room and need for Councils to support each other in this process.
- As far as a broader mentoring program is concerned, there may be merit in pursuing a sister ROC program. This would entail a group of geographically similar councils to work collaboratively on areas of common interest. This could take two forms. First, using councils within one ROC to pair with a council in another ROC. Second, using the existing professional officers groups that exist within the ROC to mentor and share experiences.

Note that the professional officers groups within ROC (with the unfortunate acronym of POG) is not too dissimilar to other professional groups such as exists with environmental education but more local in focus and therefore has the potential to have greater focus on local or projects of shared interest)

- This model would allow for both Councils to determine where mentoring might best occur and then link staff together. For example, if the Centroc Council required support in its strategic planning for sustainability, links could be made with the planners from the other Council and a learning plan could be developed. Similarly the ROC Council might be able to assist its partner council in another aspect of sustainability.
- This model would require a significant amount of structure and form, and a champion at senior level within each ROC and its Councils. That given however, it provides a significant opportunity for Councils to forge improved learning partnerships

If this model is to be investigated, it is further recommended that after it is scoped, it is trialed between two willing ROCs and member Councils, over a six month period, in the first instance.



APPENDIX

TAGI Mentoring Program - Learning Plan

The aim of the TAGI Mentoring Program is to bring Council officers in the Central NSW region seeking high quality individualised professional development (mentees) in the area of sustainability together with experts in the field (mentors) to gain new perspectives and insights into how to incorporate sustainable practices into local government operations. This Learning Plan is designed to support and guide the work you undertake during the program with your mentor. This Learning Plan must be signed by you and your mentor and submitted by **Tuesday 23 March 2010** at the latest to catriona.mckenzie@centroc.com.au.

Learning Objectives	Learning Resources	Action Plan		Evidence	Timeline
Discuss briefly with your mentor what you think you need to learn and why. Then, please specify here what you want to achieve during the program, focusing on three major learning objectives and making them relevant to your area of work or responsibility. <i>For example: I wish to learn about how to better engage the community in sustainability.</i>	What learning resources are available to you to be able to achieve your learning objectives? <i>For example: work with my mentor to research and design a community engagement strategy, attend a community engagement workshop etc</i>	Outline what you are going to do to facilitate this learning? <i>For example: design a community engagement strategy with the support of my mentor</i>	Indicate here your step by step approach to make this happen <i>For example: 1) Research community engagement options. 2) Design a draft community engagement strategy 3) Circulate the draft strategy within council 4) Finalise strategy 5) Strategy adopted by Council.</i>	Nominate milestones that show progress towards achieving your goals. <i>For example completion or partial completion of an activity.</i>	Please indicate a time line to reach milestones for the goals you have chosen.
1					
2					
3					

Mentee's Name:.....Mentee's Signature:.....Date:.....

Mentor's Name:.....Mentor's Signature:.....Date:.....



Mentor Evaluation Form

Mid Program Evaluation, TAGI Mentoring Program

Name: _____ Organisation: _____

Instructions

Please complete all items on the feedback form. This process is to provide input into the mid program workshop for the TAGI Mentoring Program. Information provided will remain confidential but collated data may be used in the mid program workshop and final reports.

Overall Project Objectives

1. During Orientation & Training day you were asked what your expectations were of the program. Does the current mentoring program meet these expectations?
2. Do you think there has been a change in mentee skills/knowledge regarding how to implement strategies for improved sustainability as a result of the mentoring program so far? Please explain your response
3. Do you think there has been a change in mentee confidence regarding how to implement strategies for improved sustainability as a result of the mentoring program so far? Please explain your response
4. How well do you think your mentee has applied this confidence and knowledge to their chosen area of local government operations so far? Please provide an example of how this is or isn't happening.
5. What do you like, dislike or value about the program? What are some suggestions for program improvement?

The Learning Plan

6. Do you think the learning plan has been a useful tool in helping your mentee to meet their overall mentoring program objectives?

7. Do you think your mentee has found the learning plan easy to use? Please provide comment
8. Do you find your mentee's learning plan goals clear and easy to understand?
9. Do you think your mentee's learning plan will meet the overall objectives of the mentoring program which are to build the capacity and confidence of council staff to implement strategies for improved sustainability?

The Mentoring Partnership

10. How do you feel about your mentoring relationship? Are you happy with your mentee?
11. Do you feel that the roles and responsibilities of the mentor and mentee are clearly established and well understood?
12. Do you think the "buddy system" has been beneficial to the mentoring program?
13. Has your mentee honoured the agreed meeting schedule and how many meetings have you had so far?
14. Do you feel you are adequately driving the learning process with your mentee? Is the mentee matching or exceeding this effort?
15. Have you obtain sufficient support from the TAGI Project Officer during the course of the Program so far? If No, please provide suggestions for improved support.

Other

16. This is Centroc's first mentoring program and of necessity it has been run on a very tight budget. If there were more money available what additions would you recommend to the program, keeping in mind that we want a program that does not have a huge time requirement, enables council staff to experience a mentoring relationship [mostly] for the first time and builds their confidence and capacity to act on sustainability.
17. Any other comments or suggestions would be most welcome



TAGI Mentoring Final Evaluation Form

Please complete all items on the feedback form. This process is to provide input into the Final program workshop and report for the TAGI Mentoring Program. Information provided will remain confidential but collated data may be used in the final reports. Form to be completed by both mentors and mentees. It is important that you indicate who completed the form.

Name....

- The Aim of the TAGI Mentoring Project was: *To provide a mentoring and capacity building program for Centroc member councils that provides participants with knowledge, skill and confidence to incorporate sustainable practices into local government operations* How well did your experience of the project achieve this aim? *Bold the appropriate response below and comment.*
 - *Very well*
 - *Well*
 - *Fairly well*
 - *A little*
 - *Not at all*

- To what extent has there been a change in your/mentee skills/knowledge regarding how to implement strategies for improved sustainability as a result of the mentoring program so far?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Change	Very little change	Some change	A lot of change	Extensive change

Please explain your response

- To what extent has there been a change in your/mentee confidence regarding how to implement strategies for improved sustainability as a result of the mentoring program so far?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No change	Very little change	Some change	A lot of change	Extensive change

Please explain your response

- If you identified no change as your response for Question 2 please move on now to Question 4. If however you believe there has been some change in your [or your mentee's]

confidence and knowledge, how well have they/you applied this developed confidence and knowledge within Council?"

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not well	Only in a limited way	Fairly well	Well	Extremely well

Please give examples

5 The best and worst features of the program were?

Best Features	Worst Features

6 What is the one thing you will remember most about the program?

Mentee to complete	Mentor to complete

7 **For Mentees only** From the list of words and phrases provided below choose up to six that describe your views about the mentoring relationship. *Note you can select one phrase up to six times, but you only get six votes*

enjoyable thought-provoking useless helpful disorganised
waste of time valuable satisfying boring achieved nothing
okay gave me new insights confronting patronising appropriate
mediocre irrelevant good quality time unnecessary

8 **For Mentors only** From the list of words and phrases provided below choose up to six that describe your views about the mentoring relationship. *Note you can select one phrase up to six times, but you only get six votes*

enjoyable thought-provoking useless helpful disorganised
waste of time valuable satisfying boring achieved nothing
okay gave mentor new insights confronting patronising appropriate
mediocre irrelevant good quality time unnecessary

9 Who drove the mentoring process/relationship during the learning process? Please select the most accurate response from those below

- Almost totally driven by the Mentor
- Driven mostly by the Mentor
- Driven equally by the Mentor and the Mentee
- More driven by the Mentee than the Mentor
- Driven totally by the Mentee

Please add any comments

10 On a scale of 1 to 5 where 1 is low and 5 is high give a numerical rating to the quality of the mentor/ mentee relationship

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

11 In general, do you have suggestions for program improvement? What are they?

12 If the budget for the mentoring program could be improved for next year, what specific aspects of program management or implementation do you think could be improved?

13 If you had to make the decision to re-run the program would you do it? Why?

Case Study Template



TAGi Mentoring Case Study.... Council

Mentors and Mentees. This is the template for your case study. Can you work together to complete it and send it to Grahame by XXXX, You can either complete it in prose as a finished document, or complete it in dot points and I will work it up and get it back to you for final drafting and your OK. A couple of other issues:

- *Can you send me [or insert] a photo or two that reflects your relationship and/or project that you worked on.*
- *When you write your case study can you delete all text in italics from this document? They are instructions for you*

Your writing style needs to be as engaging as possible and the whole case study should be about three pages

Finally your Council must approve the text of the case study because it will be published.

Title of your Case Study...

About the Mentee...

About the Mentor...

In this section provide 2/3 sentences about each of you

Brief Introduction to TAGI Mentoring Program

Description of Mentoring Learning Plan and Relationship

This Section contains two elements. It details what the Mentee wanted to learn from the process [i.e. what is in the Learning Plan]. It also focuses on the nature of the relationship that was established between the Mentor and the Mentee. What was the relationship like, how was it built and what characterised it? Be as specific as possible.

Outcomes for Mentees

This Section outlines what the Mentee gained from the process in specific terms, what skills, what credibility, what knowledge, what awareness?

Outcomes for Council

This Section outlines what Council gained from the mentoring process, This might include policies, protocols, materials, events, committees, discussion documents, more aware staff etc. Be as specific as possible.

Lessons Learned about Mentoring

This is a brief Section that provides an assessment of what both mentors and mentees learnt about good mentoring

For More Information Contact



TAGI Mentoring Program End Program Workshop Evaluation Form

Please circle if you are a mentor.....a mentee

1. Please circle some of the following words or phrases that describe your views about the workshop. *There are 16 words in all circle as many as you like*

satisfying	enjoyable	boring	useless
thought-provoking	a waste of time	challenging	interesting
irrelevant	down-to-earth too long	good	
quality time	unnecessary	added nothing new	mediocre

2. On a scale of 1 to 5 where 1 equals 'poor' and 5 equals 'great' give this workshop a score in the box

..

3. Rate how well each workshop objective was met on a scale in the table below

Objective	Not Well	In a Limited Way	Fairly well	Well	Extremely well
To share mentoring experiences and processes					
To identify and share learning from the program					
To identify plans for the future resulting from the program					
To make recommendations about future CENTROC mentoring programs					

4. If you could change one thing about the workshop, what would it be?

5. Any other comments