GUIDE TO

PEER SUPPORT, COACHING AND MENTORING

March 2019

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DISCLAIMER

This guide has been prepared by Volunteering and Contact ACT (VCA) for the ACT Government in accordance with a contract executed in July 2018.

The information contained within this guide has been prepared by VCA from material obtained through an environmental scan and extensive consultation with the ACT Community Services Industry (the Industry). VCA has relied upon the accuracy, currency, and completeness of the information obtained through the environmental scan and consultations. VCA is not in any way liable for the accuracy of any of the information used or relied on by the ACT Government or a third party.

The project methodology has been limited to assessing available information, resources, tools and templates, and working with the Industry to create a curated set of fit-for-purpose resources. The broad nature of the research and analysis is such that this guide, including the accompanying tools and templates, are intended to be examples only, and do not reflect the opinion or views of VCA.

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ACKNOWLEDGEMENTS

ABOUT THIS GUIDE

This guide has been developed as part of one of the foundation actions in the ACT Community Services Industry Workforce Plan. The ACT Community Services Industry Strategy recognised that workforce attraction and retention were issues for the sector and is seeking to address this through the Workforce Plan. This guide is part of a framework that encompasses onboarding, supervision, peer support, coaching and mentoring with supplementary information on performance appraisal and probation.

It is envisaged that the availability of information, tools and templates across these areas will enable organisations in the Industry to streamline their policies and procedures. Further, the implementation of like policies and procedures across organisations will result in staff having a more consistent experience when moving within the Industry.

This guide is focused on both paid employees and volunteers who work in the Industry. Throughout the guide employees and volunteers are referred to collectively as 'staff'. This language is important because it identifies that volunteers are a critical part of the Industry's workforce and should be recognised and valued as such.

This guide was created using research obtained through an extensive environmental scan, as well as through consultation with the Industry. The information and tools provided throughout have been curated from research and developed to cater to the unique characteristics of the Industry. The research consulted, and the information provided are not exhaustive, but are examples of good practice that can be implemented by any organisation. Where a concept, statistic, model, tool or template has been copied or adapted from a specific source this source has been provided in the endnotes.

This guide is by way of general information and is designed for discretionary use. It does not replace the requirement to obtain specific operational, legal, insurance, or other advice. Volunteering and Contact ACT accepts no responsibility for any errors in the information provided, nor the effect of any such errors. The project was finalised in March 2019.

HOW TO USE THIS GUIDE

This guide is designed to give an overview of what is involved in the peer support, coaching and mentoring processes. It provides information on the different elements of peer support, coaching and mentoring and the mechanisms that can be used to implement them effectively. Importantly the guide provides information to assist organisations to:

▼ make informed decisions about why they would use peer support, coaching and mentoring,

▼ know when to use them appropriately; and,

▼ understand the key difference between the three.

The guide contains tools and templates that may be used during the peer support, coaching and mentoring process.

When using this guide, it is imperative that you consider the risk profile of your organisation. For example, some of the tools and templates, whilst providing a baseline, may not be adequate if your organisation must adhere to specific legislation or national quality standards. In these circumstances it is recommended that you seek further advice, especially regarding policies, to ensure they are compliant with all requisite legislation, standards, and other safeguarding mechanisms.

When considering your organisation's peer support, coaching and mentoring process, it is important to consider your risk profile and the level of peer support, coaching and mentoring required to effectively support staff in the workplace. Not all the concepts introduced in this guide may be relevant for your organisation – they are provided so that you can decide what is appropriate for you. The tools and templates provided are what would be considered the foundational building blocks for peer support, coaching and mentoring. They are not designed to be exhaustive, rather they provide a starting point that your organisation can adapt and improve.

ORGANISATIONAL SELF-ASSESSMENT

You are reading this guide because you are interested in peer support, coaching and mentoring. This guide has been structured to provide information on the key components of peer support, coaching and mentoring and how peer support, coaching and mentoring can be structured in your organisation. The following questions can be used to help you determine your organisation's level of maturity and competence when it comes to peer support, coaching and mentoring. If you identify areas of deficiency in your organisation's peer support, coaching and mentoring processes example tools and templates have been provided to accompany the theoretical concepts in this guide. These tools and templates are included as appendices and are available as individual, editable PDFs and Microsoft Word documents.

Peer Support Self-Assessment Questions

▼ Does my organisation have a policy on peer support?

▼ Does my organisation have a peer support procedure?

▼ Are staff within my organisation aware of our peer support policy and procedure?

▼ Is peer support occurring in line with my organisation's policy and procedure?

- ▼ Does my organisation make peer support a priority?

- ▼ Do staff in my organisation feel like they have sufficient time to invest in peer support?

- ▼ Do those participating in peer support feel it is effective?

- ▼ Is peer support helping to create a happier, healthier and more productive workplace?

In addition to ensuring you have adequate policies and procedures in place to support supervision there are other important aspects to consider, including:

- ▼ Does my organisation know if peer support is consistent among staff?

- ▼ How is my organisation monitoring compliance with our peer support policy and procedure?

- ▼ How often is my organisation reviewing our peer support policy and procedure?

- ▼ Do all staff, including employees and volunteers, have access to peer support? If not, what are the differences and why?

- ▼ Is peer support an effective mechanism that enables ongoing support and development for staff?

Coaching Self-Assessment Questions

- ▼ Does my organisation have a policy on coaching?

- ▼ Does my organisation have a coaching procedure?

- ▼ Are staff within my organisation aware of our coaching policy and procedure?

- ▼ Is coaching occurring in line with my organisation's policy and procedure?

- ▼ Does my organisation make coaching a priority?

- ▼ Do staff in my organisation feel like they have sufficient time to invest in coaching?

- ▼ Do those participating in coaching feel it is effective?

- ▼ Is coaching providing tangible benefits to those participating? Are benefits being realised in the workplace?

In addition to ensuring you have adequate policies and procedures in place to support coaching there are other important aspects to consider, including:

- ▼ Does my organisation know if coaching is accessed consistently among staff?

- ▼ How is my organisation monitoring compliance with our coaching policy and procedure?

- ▼ How often is my organisation reviewing our coaching policy and procedure?

- ▼ Do all staff, including employees and volunteers, have access to coaching? If not, what are the differences and why?

- ▼ Is coaching an effective mechanism that enables ongoing support and development for staff?

Mentoring Self-Assessment Questions

▼ Does my organisation have a policy on mentoring?

▼ Does my organisation have a mentoring procedure?

▼ Are staff within my organisation aware of our mentoring policy and procedure?

▼ Is mentoring occurring in line with my organisation's policy and procedure?

▼ Does my organisation make mentoring a priority?

▼ Do staff in my organisation feel like they have sufficient time to invest in mentoring?

▼ Do those participating in mentoring feel it is effective?

▼ Is mentoring providing tangible benefits to those participating? Are benefits being realised in the workplace?

In addition to ensuring you have adequate policies and procedures in place to support mentoring there are other important aspects to consider, including:

▼ Does my organisation know if mentoring is accessed consistently among staff?

▼ How is my organisation monitoring compliance with our mentoring policy and procedure?

▼ How often is my organisation reviewing our mentoring policy and procedure?

▼ Do all staff, including employees and volunteers, have access to mentoring? If not, what are the differences and why?

▼ Is mentoring an effective mechanism that enables ongoing support and development for staff?

INTRODUCTION

Peer support, coaching and mentoring are three powerful mechanisms to support staff wellbeing, drive staff development and facilitate innovation and continuous improvement. They are covered in one guide as they are separate but related tools that an organisation can implement for all staff.

WHAT IS PEER SUPPORT?

Peer support occurs when staff provide support, knowledge or practical help to one another. It is a coordinated/structured activity with the primary aim of providing opportunities for staff to share their experiences and learn from one another as well as supporting staff wellbeing. This sharing and learning takes place in a safe environment where there is a foundation of mutual trust and respect.

Whilst peer support often happens organically and in an informal way, structuring a peer support program can lead to enhanced outcomes for staff. In addition to discussing work matters, peer support provides a platform for staff to discuss personal issues that may be affecting their performance in the workplace thereby contributing to staff satisfaction and wellbeing in the workplace.

WHAT IS COACHING?

Coaching occurs when a person works with a staff member to identify, target and plan for performance improvement in a particular skill or knowledge area. Coaching is a distinct process, separate from mentoring, that focuses on skill and knowledge development of staff. This skill and knowledge development might be relevant to the staff member's duties, or in an area of personal interest.

WHAT IS MENTORING?

Mentoring is a relationship between an experienced person who helps to guide, advise or train a person with less experience to maximise their potential, develop their skills, and improve their capability. Mentoring is transformational and involves much more than acquiring specific skills or knowledge. Mentoring is about a relationship that has a holistic focus on professional development.[1]

KEY DIFFERENCES - PEER SUPPORT, COACHING AND MENTORING

In workplaces the terms for coaching and mentoring are often used interchangeably; however, the level of understanding around peer support and what this entails may not be well understood. The following two tables have been developed to assist organisations to understand the key differences between peer support, coaching and mentoring, and ensure the different processes are used appropriately. The second table can be used by organisations to determine which of the three processes would be most appropriate in a given circumstance.

	PEER SUPPORT	COACHING	MENTORING
Focus and reason to enact	▼ Share experience ▼ Support staff wellbeing	▼ Task and performance ▼ Receive structured support and find own solutions	▼ Build capability ▼ Facilitate growth through instruction and direction
Goals	▼ To facilitate a safe space for people in the workplace to share their experiences and learn from one another. A mechanism to encourage better practice and ensure consistency of approaches to work ▼ Build resilience	▼ To strengthen skill and knowledge base, correct inappropriate behaviour, improve performance, and grow the skills required to take on new responsibilities	▼ To support and guide growth and personal/professional development and problem solving ▼ Develop emerging leaders
Who's in Charge	▼ No one is in charge – peer support is a shared and equal learning experience	▼ The coach directs the learning and instruction	▼ The mentee is responsible for their learning
Objective	▼ To share experience in the workplace as a way to work through challenges and assist in supporting wellbeing	▼ To diagnose and address immediate problems and provide learning opportunities (based on the needs of the student)	▼ Long-term personal/career development (based on the needs of the mentee)
Strategies	▼ Create a safe, trust-based environment so people feel confident to share their experiences without fear of consequences ▼ Listening, providing an understanding sounding board, and making suggestions, insights, and connections	▼ Asking questions, making observations, and providing appropriate direction, feedback, and support ▼ Listening, skill and knowledge goal setting, building trust, and action planning	▼ Listening, providing a role model, and making suggestions, insights, and connections ▼ Questioning, goal setting, building trust, action planning
Duration	▼ Can be short term or long term ▼ More informal, meetings can take place when staff members need support	▼ Intermittently or as required. ▼ Typically between 4-12 times, meeting over 2-12 months (generally more structured with regular meetings scheduled)	▼ Long-term, often on a regular basis ▼ More informal, meetings take place when mentee needs some guidance/support
Relationship	▼ May be a peer or another person in the workplace or external to the workplace	▼ Often the manager of the person being coached, but may be a peer	▼ Usually agreed that a mentor should not be in the mentee's chain of command

	PEER SUPPORT	COACHING	MENTORING
Core Values	▼ Interactive communication ▼ Empathy ▼ Compassionate ▼ Unconditional positive regard ▼ Strengths-based ▼ Optimism ▼ Trauma-informed ▼ Person-centred ▼ Voluntary ▼ Reciprocal ▼ Active listening ▼ Privacy and confidentiality ▼ Knowledge through experience ▼ Respect ▼ Honesty	▼ Passion ▼ Professionalism ▼ Resourcefulness ▼ Focused on the student ▼ Interactive ▼ Commitment ▼ Trust ▼ Learning	▼ Honesty ▼ Integrity ▼ Commitment ▼ Learning ▼ Fun ▼ Empowerment
Components	▼ Identify need for peer support ▼ Identify resources internally or externally ▼ Have a safe and confidential space and time to meet as needed ▼ Monitor, measure, and improve	▼ Identify resources internally or externally ▼ Ask challenging, open questions to encourage innovative thinking ▼ Align the student with what motivates them ▼ Document an action plan and keep the student accountable ▼ Support without micromanaging ▼ Monitor, measure, and improve	▼ Identify resources internally or externally ▼ Ask challenging, open questions to encourage innovative thinking ▼ Align mentor with mentee goals ▼ Use formal and informal discussion to support progress towards goals ▼ Monitor, measure, and improve

The following is provided as guidance for your organisation and staff to understand whether peer support, coaching or mentoring is required.

	PEER SUPPORT	COACHING	MENTORING
As an individual how do I know whether I need peer support, coaching, or mentoring?	▼ Struggling with morale issues ▼ Not clear on how to handle/manage difficult situations ▼ Concerned this may not be the right job for me ▼ Personal issues impacting on work or work issues impacting on personal matters	▼ Have a drive for opportunities to learn something new ▼ Skills and experience gap in current role	▼ Clear goals for future development/career ▼ Looking for someone to challenge thinking ▼ Want to open eyes to new ways of doing things
How do organisations know they need peer support, coaching, or mentoring?	▼ Staff feedback raises concerns with morale and other wellbeing issues ▼ Significant turnover due to staff dissatisfaction ▼ Increase in workers compensation stress cases ▼ Reports of staff 'burn out'	▼ Underperformance common ▼ Significant change program (e.g. new technology or systems) ▼ Significant new staff levels ▼ Looking to encourage and reward staff ▼ Develop staff through experience to embed skills	▼ Looking to reward and encourage emerging leaders ▼ Organisation has significant strategic priorities requiring new ways of thinking
When would training be a better option?	▼ Cannot be replaced by training	▼ Training is only appropriate when the staff member only needs to acquire knowledge or some skills (training cannot fully replace learning as learning usually requires hands on experience)	▼ Training can supplement the development of competencies by a mentor
How do I start? (individual)	▼ Identify what my need is ▼ Look at my organisation's policy and process on peer support, coaching and mentoring and decide what best suits ▼ Discuss needs with my supervisor ▼ Identify appropriate peer to talk to ▼ Approach peer with request and seek agreement ▼ Set expectations on how peer support will happen and ensure both parties agree	▼ Identify what my need is ▼ Look at my organisation's policy and process on peer support, coaching and mentoring and decide what best suits ▼ Discuss needs with my supervisor and my proposed solution including skills and knowledge to be developed and who might be the most appropriate coach ▼ Approach coach with request and agree terms of the coaching experience	▼ Identify what my need is ▼ Look at my organisation's policy and process on peer support, coaching and mentoring and decide what best suits ▼ Identify an appropriate mentor (this may take time and you may need to seek ideas/advice from a number of sources)
How do I start? (organisation)	▼ Establish an organisational peer support policy and procedure ▼ Ensure staff are aware of policy and understand how to identify, seek out and establish peer support relationships ▼ Seek feedback (if relevant) through staff surveys on peer support needs and whether these needs are currently being addressed	▼ Establish an organisational coaching policy and procedure ▼ Ensure staff are aware of policy and understand how to identify, seek out and establish coaching ▼ Seek feedback (if relevant) through staff surveys on coaching needs and whether these needs are currently being addressed ▼ Include in performance appraisal processes	▼ Facilitated but not always driven at an organisational level ▼ Ensure your organisation has a mentoring policy and process in a place staff can access ▼ Support staff to find a mentor as required

WHY IS PEER SUPPORT IMPORTANT?

Peer support is an important aspect of staff development and wellbeing. Through peer support, people can share experiences with like-minded people and learn from one another. Sharing lived experience is a powerful way to reduce the impact of trauma and engage in creative problem-solving. Peer support fosters social connection and is an effective way to promote teamwork and collaboration in the workplace. Investing in peer support provides a safe environment for staff to debrief about their experiences and build resilience.

WHAT DOES PEER SUPPORT INVOLVE?

Peer support consists of both emotional and practical support between two or more people that have a shared experience. In the workplace, this shared experience is usually between staff undertaking similar roles.

Peer support may be one-on-one or undertaken in a group setting. The functions of peer support include:

- ▼ Assistance with day-to-day tasks
- ▼ Social and emotional support
- ▼ Linkages to further resources
- ▼ Ongoing support over time

Formal vs Informal Peer Support

Organisations may have formal peer support, informal peer support, or both. In practice, formal peer support usually takes the form of structured, pre-planned meetings. Informal peer support occurs more organically in the workplace; staff may choose to meet with one another, or they may have impromptu conversations as things arise. It is recommended that organisations make a commitment to providing peer support mechanisms based on their risk profile and the needs of their staff. In determining whether formal or informal peer support (or both) are required organisations should consider the nature of the roles their staff are performing.

Generally speaking, client-centred roles are more likely to require formal peer support processes, as these conversations aid learning, reduce the likelihood of vicarious trauma, and encourage an environment of continuous improvement. Conversely, non-client-centred roles may not require formal peer support, but it should be recognised that these staff have the same needs to de-brief, share, and learn. This is where informal peer support processes are useful. Organisations should consider building both formal and informal peer support processes into their culture and encourage staff to interact with these processes to aid their own wellbeing and development.

WHY IS COACHING IMPORTANT?

Coaching in the workplace helps to distil skills across teams and programs, share information, knowledge and skills. Coaching is also a key way to circumvent or address performance issues with staff. Coaching demonstrates a genuine interest in staff development that aids long-term retention and maximises the sharing of skills and knowledge within an organisation.

WHAT DOES COACHING INVOLVE?

Coaching involves an investment of time as regular meetings are essential to success. Staff should be supported to undertake coaching during working hours. Enabling participation during working hours demonstrates an organisational commitment to professional development. In coaching, the coach helps the student to improve their performance through skill acquisition or skill development.

There are two widely recognised models for coaching known as the GROW Model and FUEL Model. These models can be used in most circumstances to support coaching and mentoring relationships for staff.

The GROW Model[2] for Coaching and Mentoring is a simple process for developing people. The GROW Model is based on the following four principles:

1. **Goal** – establishing the goal of the coaching.

2. **Reality** – examining the current situation to understand the starting point and how to reach the goal effectively.

3. **Options** – exploring options for reaching the goal and identifying any obstacles.

4. **Will** – establishing a desire to achieve the goal and committing to specific actions.

The **FUEL Model**[3] encompasses the following four steps:

1. Frame the conversation

2. Understand the current state

3. Explore the desired state

4. Lay out a success plan

The principles in both the GROW and FUEL models can be used in any situation to structure a coaching relationship and ensure there is work towards tangible outcomes. Fundamentally, both models demonstrate there is a need to establish goals, understand the present environment, and take actions to achieve progress.

WHY IS MENTORING IMPORTANT?

Mentoring provides professional socialisation that encourages introspection by the mentee and focuses on their professional and personal success. Engaging in mentoring enables staff to understand their strengths and identify areas for improvement. Quality mentoring has a demonstrable effect on ongoing success. Mentors identify areas for growth and find ways to stimulate and motivate mentees to take ownership of their growth.

Mentoring:

▼ enhances productivity and performance of staff
▼ results in greater retention of staff
▼ reduces turnover of staff
▼ achieves cross-pollination of knowledge across the organisation
▼ aids in organisational succession planning
▼ increases staff engagement and morale

WHAT DOES MENTORING INVOLVE?

Mentors listen objectively and act as a sounding board. Their role is to ask probing questions that encourage their mentee to look at things from different perspectives. Mentors support their mentee to learn and apply critical problem-solving skills in decision-making. Further, mentors push mentees outside their comfort zone in an environment of trust, respect, and safety. A mentor plays the role of facilitator rather than coach. Mentoring is therefore relationship oriented and is long-term. Mentoring is development-focused and goal-oriented and is driven by the mentee who is the person seeking and choosing to be mentored.

PROCESS MAP ▷ PEER SUPPORT, COACHING AND MENTORING

1.
Establish need for peer support, coaching, mentoring

2.
Partner staff member with peer, coach or mentor

3.
Set goals for peer support, coaching or mentoring

4.
Monitor progress against goals

5.
Evaluate effectiveness of peer support, coaching or mentoring

PEER SUPPORT, COACHING AND MENTORING POLICY

Your organisation should have a policy that applies to all staff that supports effective peer support, coaching and mentoring. The policy should be a high-level statement of intent about your organisation's peer support, coaching and mentoring processes. Organisational policies are usually endorsed by the Board of Directors or similar, and rarely change over time. Peer support often happens organically in the workplace as staff form relationships with their colleagues, whilst coaching and mentoring have more formalised and structured processes. Your organisation should have a culture that encourages natural organic relationships and uses more formalised ones to deliver on organisational and staff needs. Your policy should consider the needs of staff, the characteristics of the work performed by staff, and risk management when establishing peer support, coaching and mentoring mechanisms.

When creating your peer support, coaching and mentoring policy, it is important to consider all of the factors in your working environment that need to be reflected in your policy. This includes references to any legislative, insurance, quality standards, or other safeguarding mechanisms that apply to your organisation. There may also be specific provisions in your funding agreements that affect your policy, and this should be reflected in the content. The Policy Template found at **Appendix A** provides a starting point, but it is likely there are additional considerations for your organisation based on your risk profile and the programs and services you deliver. This may be one area where you choose to seek further advice, such as legal advice.

PEER SUPPORT, COACHING AND MENTORING PROCEDURE

Your organisation should have a peer support, coaching and mentoring procedure that sits alongside your policy. The procedure should detail how your organisation will approach peer support, coaching and mentoring and what mechanisms you will put in place to support these functions of staff wellbeing and development.

The peer support, coaching and mentoring requirements in your organisation will likely be dictated by the type of work you are undertaking and the services you are delivering. It is important to remember that all staff, irrespective of their role, have a right to peer support, coaching and mentoring.

A Peer Support, Coaching and Mentoring Procedure can be found at **Appendix B.**

PEER SUPPORT PRACTICE GUIDELINES

Peer support plays a critical role in the support and ongoing development of staff. Peer support meetings are designed to provide a safe space for staff to share their experiences and learn from one another. In peer support there is no hierarchy and all participants are treated equally and have equal opportunity to contribute. Informal peer support usually takes the form of one-on-one conversations between colleagues. Peer support is an effective mechanism to share practices and learnings from people doing similar work and to support staff wellbeing.

RESPONSIBILITIES OF
PEER SUPPORTERS

▼ Treat others equally and with respect

▼ Be inclusive taking into account the experiences and needs of people of all genders and sexualities, from all cultures, and with all abilities

▼ Allow others space to share their experiences

▼ Be willing to share positive and negative experiences

▼ Be willing to discuss challenges

▼ Respect the privacy and confidentiality of peers

▼ Practice active listening

▼ Be open-minded to new ways of thinking and working

▼ Help to facilitate positive change

▼ Focus on people's strengths

▼ Be non-judgmental towards self and others

▼ Embrace diversity

▼ Be honest and direct whilst displaying emotional sensitivity

▼ Focus on the person, not the problem

▼ Explore content and feelings with a focus on feelings

PEER SUPPORT EVALUATION

Evaluating your peer support process is an important part of your organisation's feedback strategy. As identified in this guide, peer support is a critical and non-negotiable aspect of staff engagement, support, and performance. All staff have the right to access peer support and peer support should be a process that staff actively engage in to support their ongoing development and wellbeing.

A subjective survey disseminated to staff will enable you to understand if your peer support process is effective, and if there are areas for improvement. As an organisation you may also seek to evaluate the effect that peer support has on staff performance, engagement and management. Subjective surveys will contribute to this, but a more thorough evaluation will be required to determine cause and effect.

Sample peer support feedback questions can be found at **Appendix C.**

PEER SUPPORT CONCLUSION

Peer support is a critical staff support and development function that usually happens organically in the workplace. Whilst this organic interaction between staff is great, the absence of clear policies and procedures on peer support can lead to it being neglected. As identified throughout this guide, the peer support requirements of your staff will be dictated by the nature of their roles. It is imperative to remember that all staff have a right, and need, to access peer support in the workplace.

In addition to the elements outlined in this guide your organisation may have other processes in place for peer support. This may include staff engaging with peers in other organisations or participating in facilitated peer support meetings. Irrespective of what peer support processes you have in place, they should be fair, equitable, and prioritised in the workplace to foster staff engagement and development.

COACHING PRACTICE GUIDELINES

Coaching is a one-on-one approach that helps staff to actualise their goals and potential. The process equips staff with the knowledge, tools, and opportunities to fully develop their skills and capabilities in the workplace. Coaching helps staff to be more effective and productive in the workplace and demonstrates a commitment to their ongoing development. Coaching is distinct from management and mentoring. Further, coaching is not training, but focused on the individual developing their own skills and knowledge with the assistance of someone with more experience or skill. Throughout this guide staff participating in coaching are referred to as students.

A list of sample coaching questions can be found at **Appendix D**

In addition, coaching can be a great opportunity to discover the values of a staff member and to understand how these values influence work. A values exploration tool can be found at **Appendix E**

RESPONSIBILITIES OF THE COACH

- ▼ Commit to the student through sharing experience and providing practical advice
- ▼ Assist the student to set an achievable goal
- ▼ Assist the student to plan for success
- ▼ Be inclusive taking into account the experiences and needs of people of all genders and sexualities, from all cultures, and with all abilities
- ▼ Provide practical training as required
- ▼ Reflect on progress
- ▼ Provide feedback on the effectiveness of coaching

RESPONSIBILITIES OF THE STUDENT

- ▼ Be prepared
- ▼ Respect the coach's experience
- ▼ Recognise coaching as a learning opportunity
- ▼ Identify a goal
- ▼ Track and communicate progress towards the identified goal
- ▼ Communicate and work through challenges
- ▼ Be open to receiving feedback
- ▼ Reflect on progress towards achieving the identified goal
- ▼ Provide feedback on the effectiveness of coaching

COACHING EVALUATION

Evaluating your coaching process is an important part of your organisation's feedback strategy. As identified in this guide, coaching is one of the primary mechanisms for developing staff and increasing job satisfaction and performance.

Your evaluation should consider the viewpoints of students and coaches in your organisation. A subjective survey based on the coach and student's perceptions of their experience will enable you to understand if your coaching process is effective, and if there are areas for improvement. As an organisation you may also seek to evaluate the effect that coaching has on staff performance, engagement, and management. Subjective surveys will contribute to this, but a more thorough evaluation will be required to determine cause and effect.

A list of coaching feedback questions can be found at **Appendix F.**

COACHING CONCLUSION

Coaching is one of the easiest and most effective ways to invest in staff development and increase performance and satisfaction. Investing in a coaching process and allowing staff the time and freedom to engage in the process will have demonstrable effects on their job performance and the outcomes they achieve.

In addition to the elements outlined in this guide your organisation may have other processes in place for coaching. This may include outsourcing coaching to a third party. Irrespective of what coaching processes you have in place, they should be fair, equitable, and conducted in a manner that is beneficial for all parties.

MENTORING PRACTICE GUIDELINES

Mentoring is a relationship between an experienced person who helps to guide, advise or train a person with less experience to maximise their potential, develop their skills, and improve their capability. Mentoring is transformational and involves much more than acquiring specific skills or knowledge; it is about a relationship that has a holistic focus on personal and professional development.[4]

THE FOLLOWING GUIDELINES APPLY TO MENTORING IN THE WORKPLACE:[5]

- ▼ Mentoring is a partnership based on mutual trust and respect
- ▼ Both mentor and mentee are expected to invest in the relationship and dedicate time to its success
- ▼ Both parties have responsibility for guiding the relationship and the topics discussed
- ▼ Mentoring is a structured activity and should be based on identified goals with clear objectives
- ▼ Mentoring partnerships are about personal and professional development
- ▼ Mentors and mentees should not be in a direct reporting relationship
- ▼ Mentoring should be a voluntary activity
- ▼ Either party can end the mentoring relationship at any time without repercussions
- ▼ The effectiveness of mentoring should be reflected on at defined intervals
- ▼ Conversations between mentors and mentees should remain confidential

Sample mentoring objectives and questions can be found at **Appendix G.**

RESPONSIBILITIES OF THE MENTOR

- ▼ Commit to the mentee through sharing experience and providing practical advice
- ▼ Assist the mentee to set an achievable goal
- ▼ Be inclusive taking into account the experiences and needs of people of all genders and sexualities, from all cultures, and with all abilities
- ▼ Assist the mentee to plan for success
- ▼ Provide advice and guidance as required
- ▼ Reflect on progress
- ▼ Provide feedback on the effectiveness of mentoring

RESPONSIBILITIES OF THE MENTEE

- ▼ Be prepared for meetings
- ▼ Respect the mentor's experience
- ▼ Recognise mentoring as a professional development opportunity
- ▼ Identify a goal
- ▼ Track and communicate progress towards identified goal
- ▼ Communicate and work through challenges
- ▼ Be open to receiving feedback
- ▼ Reflect on progress towards identified goal
- ▼ Provide feedback on the effectiveness of mentoring

MENTORING EVALUATION

Evaluating your mentoring process is an important part of your organisation's feedback strategy. As identified in this guide, mentoring is one of the primary mechanisms for developing staff and increasing job satisfaction and performance.

Your evaluation should consider the viewpoints of mentors and mentees in your organisation. A subjective survey based on the mentor and mentee's perceptions of their experience will enable you to understand if your mentoring process is effective, and if there are areas for improvement. As an organisation you may also seek to evaluate the effect that mentoring has on staff performance, engagement, and management. The subjective surveys will contribute to this, but a more thorough evaluation will be required to determine cause and effect.

Sample mentoring feedback questions can be found at **Appendix H.**

MENTORING CONCLUSION

Mentoring is one of the most effective ways to invest in staff development and increase performance and satisfaction. Investing in a mentoring process and allowing staff the time and freedom to engage in the process will have demonstrable effects on their job performance and the outcomes they achieve.

In addition to the elements outlined in this guide your organisation may have other processes in place for mentoring. Irrespective of what mentoring processes you have in place, they should be fair, equitable, and conducted in a manner that is beneficial for all parties.

FURTHER RESOURCES

This guide has been developed using information and adapting material obtained through a variety of sources. A curated list of these sources has been provided below for those interested in further information or research regarding the concepts, tools and templates provided in this guide.

PROCESSES

Mentoring Guide – this guide provides an overview and six steps to effective mentoring

Successful Goal-setting: A 6-step Guide for Mentees – a useful six step process for focusing on goal-setting conversations

INFORMATION AND RESEARCH

Peer Work Strategic Framework – a comprehensive guide to peer work, including an operational framework and organisational examples

GROW Coaching Model I 56 Powerful Coaching Questions! – information on the GROW coaching model, including example coaching questions

The CEDAR Framework – information on using the CEDAR framework

Coaching Models: FUEL and GROW – an overview of the FUEL and GROW models of coaching and mentoring

Coaching vs. Mentoring: 25 Ways They're Different – a resource that explains the differences between coaching and mentoring

TOOLS AND TEMPLATES

General Peer Support Tools – a suite of tools relevant to peer support

Employer's Guide to Implementing a Peer Workforce – a comprehensive toolkit for implementing a peer workforce in an organisation

How do we evaluate the effectiveness of the coaching process? – a toolkit to assist with evaluating the coaching process

The Complete Set of Client Handouts and Worksheets from ACT books – a series of worksheets on values, goal-setting, overcoming fear and how to cope in challenging situations

APPENDIX A – PEER SUPPORT, COACHING AND MENTORING POLICY TEMPLATE

Policy Title	Staff Peer Support, Coaching and Mentoring Policy
Policy Owner	
Policy Approver	
Related Policies	
Related Procedures	
Storage Location	
Effective Date	
Review Date	

PURPOSE

The Staff Peer Support, Coaching and Mentoring Policy governs the peer support, coaching and mentoring processes for all staff at

SCOPE

This policy applies to all staff, including employees and volunteers.

DEFINITIONS

Peer Support: occurs when staff provide support, knowledge or practical help to one another to facilitate staff wellbeing and continuous improvement.

Coaching: occurs when a person works with a staff member to identify, target and plan for performance improvement in a particular skill or knowledge area.

Mentoring: is a relationship between an experienced person who helps to guide, advise or train a person with less experience to maximise their potential, develop their skills, and improve their capability.

POLICY STATEMENT

is committed to supporting and developing its staff through access to robust peer support, coaching and mentoring opportunities that meet good practice guidelines.

recognises that peer support, coaching and mentoring plays an

integral role in staff wellbeing, development, learning, and continuous improvement.

The content of peer support, coaching and mentoring meetings will remain confidential between participants except for any agreed actions and goals, or where the disclosure of the information is consented to or required by law.

PROCEDURE OVERVIEW

The policy is accompanied by the Staff Peer Support, Coaching and Mentoring Procedure that provides detailed information on the process of peer support, coaching and mentoring at

The Staff Peer Support, Coaching and Mentoring Procedure details the persons responsible for peer support, coaching and mentoring.

REVISION HISTORY

Version	Change	Author	Date of Change

APPENDIX B – PEER SUPPORT, COACHING AND MENTORING PROCEDURE TEMPLATE

Procedure Title	Staff Peer Support, Coaching and Mentoring Procedure
Procedure Owner	
Procedure Approver	
Related Policies	
Related Procedures	
Storage Location	
Effective Date	
Review Date	

PURPOSE

The Peer Support, Coaching and Mentoring Procedure details the peer support, coaching and mentoring processes for all staff. The procedure also details the roles and responsibilities associated with peer support, coaching and mentoring.

SCOPE

This procedure applies to all staff, including paid employees and volunteers.

DEFINITIONS

Peer Support: occurs when staff provide support, knowledge or practical help to one another to facilitate staff wellbeing and continuous improvement.

Coaching: occurs when a person works with a staff member to identify, target and plan for performance improvement in a particular skill or knowledge area.

Mentoring: is a relationship between an experienced person who helps to guide, advise or train a person with less experience to maximise their potential, develop their skills, and improve their capability.

RESPONSIBILITIES

The _____ has responsibility for ensuring all staff are aware of the organisation's peer support, coaching and mentoring procedure and their responsibilities under this procedure.

The _____ will delegate different parts of the peer support, coaching and mentoring process to members of the _____ team. Anyone who has been delegated responsibility by the _____ to conduct an aspect of peer support, coaching and mentoring must comply with the Staff Peer Support, Coaching and Mentoring Policy and this procedure.

Staff engaging in peer support, coaching and mentoring have a responsibility to participate in the process and recognise it as an important opportunity to share their experiences and learn from their peers at

values ongoing professional development. Peer support, coaching and mentoring plays a critical role in:

▼ reflecting on practice in the workplace;

▼ thinking of new ways of working;

▼ identifying areas for improvement;

▼ strengthening key skills, knowledge and experience;

▼ achieving organisational and individual goals; and,

▼ promoting personal and professional wellbeing

prides itself on being a workplace of choice and recognises peer support, coaching and mentoring as a powerful means of ensuring staff feel supported in the workplace and recognise their own potential for growth.

PROCESS

All staff will be provided with opportunities to engage in peer support, coaching and mentoring in the workplace.

Formal peer support, coaching and mentoring will take place

encourages staff to engage in informal peer support, coaching and mentoring as required.

Staff participating in peer support, coaching and mentoring will be made aware of and required to comply with their responsibilities under the:

▼ Peer Support Practice Guidelines

▼ Coaching Practice Guidelines and/or

▼ Mentoring Practice Guidelines

Peer support, coaching and mentoring will be monitored and reported on to management and evaluated on basis. Per the Staff Peer Support, Coaching and Mentoring Policy, the content of peer support, coaching and mentoring meetings will remain confidential between participants except where the disclosure of the information is consented to or required by law.

APPENDIX C –
SAMPLE PEER SUPPORT FEEDBACK QUESTIONS

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel respected by my peers in the workplace	☐	☐	☐	☐	☐
I feel empowered to share my experiences with others	☐	☐	☐	☐	☐
I enjoy participating in peer support	☐	☐	☐	☐	☐
I find formal peer support meetings valuable	☐	☐	☐	☐	☐
I find informal peer support valuable	☐	☐	☐	☐	☐
Peer support has helped me to reflect on and learn from my experiences	☐	☐	☐	☐	☐
I have learnt a lot from others through peer support	☐	☐	☐	☐	☐
Peer support enables me to be a better worker	☐	☐	☐	☐	☐
I feel like my organisation is committed to peer support	☐	☐	☐	☐	☐
What skills, knowledge or tools have you gained through peer support?	☐	☐	☐	☐	☐
In what ways could the peer support process have been more effective?	☐	☐	☐	☐	☐
Do you have any further comments about the peer support process or suggestions for improvement?	☐	☐	☐	☐	☐

APPENDIX D –
SAMPLE COACHING QUESTIONS[6]

1. WHAT'S STANDING IN YOUR WAY?
Asking this open-ended question allows the student to identify the obstacles preventing their success. Understanding the obstacles will enable you to set a more succinct goal.

2. WHAT DOES SUCCESS LOOK LIKE?
By focusing on the desired end-state you can work backwards to understand what steps are required to complete the goal and achieve success.

3. WHAT WOULD BE A MILESTONE ALONG THE WAY?
Encourage your student to analyse the steps required to achieve their goal and identify a milestone that would indicate significant progress towards success.

4. WHEN DO YOU WANT TO ACHIEVE YOUR GOAL BY?
A concrete timeframe is an essential part of goal setting because it requires the student to be responsible for actioning the goal. It is essential to explore the steps involved in achieving a goal to set a realistic timeframe.

5. WHY IS THIS GOAL OF REAL VALUE TO YOU?
Encourage the student to explore why the goal matters and how it will feed into their broader objectives.

6. WHAT OTHER FACTORS ARE RELEVANT?
There may be other environmental factors that enable or inhibit the student to reach their goal. Understanding and planning for the influence of these factors is essential for success.

7. WHAT HAVE YOU DONE TO ACHIEVE YOUR GOAL SO FAR?
Identify if the student has taken any steps to progress towards their goal and how effective these steps have been. This exercise may also be useful to identify what is not working.

8. WHAT DO YOU HAVE THAT YOU'RE NOT USING?
Does the student have any skills, tools, or knowledge they are not using that may aid them in achieving their goal?

9. WHAT IS YOUR ACTION PLAN?
Encourage the student to break down their goal into a time-limited action plan. Completion of goals in stages provides additional motivation and stops your student from perceiving their goal as unattainable.

10. WHAT SUPPORT DO YOU NEED FROM ME?
Have the student identify how the coaching relationship will be of most use. This may be the demonstration of practical skills or training or based on checking in and providing feedback.

APPENDIX E – VALUES EXPLORATION TOOL

Values are principles, standards or qualities that an individual or group of people hold in high regard. Values guide the way people live their lives and make their decisions.[7] Values are not about what you want to achieve, they are about how you want to behave or act in your everyday life.

Everyone has different values, and these are shaped by family, friends, culture, upbringing, history, significant life events, and other factors. Understanding your values is an integral component of ethical-decision making and plays a role in dictating what you prioritise.

When we use our values to make decisions, we make a deliberate choice to focus on what is important to us. When values are shared, they build internal cohesion in a group.[8]

Exploring your values helps you understand what is important to you, and what principles or beliefs guide your behaviour. The below list [9] includes some of the most common values but is not exhaustive. To determine what your core values are, go through the list and mark the values with the following based on their importance to you:

> V = very important
>
> S = somewhat important
>
> N = not important

Once you have marked all the values, take those marked with a 'V' and select the ten that are most important to you. You may also choose to order your top ten alues based on importance/significance.

Common Values:

1. Acceptance: to be open to and accepting of myself, others, life etc

2. Adventure: to be adventurous; to actively seek, create, or explore stimulating experiences

3. Assertiveness: to respectfully stand up for my rights and request what I want

4. Authenticity: to be authentic, genuine, real; to be true to myself

5. Caring: to be caring towards myself, others, the environment etc

6. Challenge: to keep challenging myself to grow, learn, improve

7. Compassion: to act with kindness towards those who are suffering

8. Connection: to engage fully in whatever I am doing, and be fully present with others

9. Contribution: to contribute, help, assist, or make a positive difference to myself or others

10. Cooperation: to be cooperative and collaborative with others

11. Courage: to be courageous or brave; to persist in the face of fear, threat, or difficulty

12. Creativity: to be creative or innovative

13. Curiosity: to be curious, open-minded and interested; to explore and discover

14. Encouragement: to encourage and reward behaviour that I value in myself or others

15. Equality: to treat others as equal to myself, and vice-versa

16. Excitement: to seek, create and engage in activities that are exciting, stimulating or thrilling

17. Fairness: to be fair to myself or others

18. Flexibility: to adjust and adapt readily to changing circumstances

19. Freedom: to live freely; to choose how I live and behave, or help others do likewise

20. Friendliness: to be friendly, companionable, or agreeable towards others

21. Forgiveness: to be forgiving towards myself or others

22. Fun: to be fun-loving; to seek, create, and engage in fun-filled activities

23. Generosity: to be generous, sharing and giving, to myself or others

24. Gratitude: to be grateful for and appreciative of the positive aspects of myself, others and life

25. Health: to maintain or improve my fitness; to look after my physical and mental health and wellbeing

26. Honesty: to be honest, truthful, and sincere with myself and others

27. Humour: to see and appreciate the humorous side of life

28. Humility: to be humble or modest; to let my achievements speak for themselves

29. Independence: to be self-supportive, and choose my own way of doing things

30. Justice: to uphold justice and fairness

31. Kindness: to be kind, compassionate, considerate, nurturing or caring towards myself or others

32. Love: to act lovingly or affectionately towards myself or others

33. Mindfulness: to be conscious of, open to, and curious about my here-and-now experience

34. Order: to be orderly and organized

35. Open-mindedness: to think things through, see things from other's points of view, and weigh evidence fairly.

36. Patience: to wait calmly for what I want

37. Persistence: to continue resolutely, despite problems or difficulties.

38. Power: to strongly influence or wield authority over others, e.g. taking charge, leading, organising

39. Reciprocity: to build relationships in which there is a fair balance of giving and taking

40. Respect: to be respectful towards myself or others; to be polite, considerate and show unconditional positive regard

41. Responsibility: to be responsible and accountable for my actions

42. Safety: to secure, protect, or ensure safety of myself or others

43. Self-awareness: to be aware of my own thoughts, feelings and actions

44. Self-care: to look after my health and wellbeing, and get my needs met

45. Self-development: to keep growing, advancing or improving in knowledge, skills, character, or life experience.

46. Self-control: to act in accordance with my own ideals

47. Spirituality: to connect with things bigger than myself

48. Skilfulness: to continually practice and improve my skills, and apply myself fully when using them

49. Supportiveness: to be supportive, helpful, encouraging, and available to myself or others

50. Trust: to be trustworthy; to be loyal, faithful, sincere, and reliable

My Top Ten Values:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

APPENDIX F –
SAMPLE COACHING FEEDBACK QUESTIONS

STUDENT FEEDBACK ON COACHING
Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt heard, respected and understood by my coach	☐	☐	☐	☐	☐
My coach took the time to understand my goal	☐	☐	☐	☐	☐
My coach worked with me to create an achievable action plan	☐	☐	☐	☐	☐
My coach supported me to make progress against agreed milestones	☐	☐	☐	☐	☐
I felt supported to critically reflect on my progress	☐	☐	☐	☐	☐
The coaching process assisted me to achieve my goal	☐	☐	☐	☐	☐
The coaching process positively contributed to my professional development	☐	☐	☐	☐	☐
Overall, my coaching experience was a worthwhile endeavour	☐	☐	☐	☐	☐
I would undertake workplace coaching in the future	☐	☐	☐	☐	☐
I would recommend workplace coaching to others	☐	☐	☐	☐	☐

What skills, knowledge or tools have you gained through coaching?

_____

In what ways could the coaching process have been more effective?

_____

Do you have any further comments about the coaching process or suggestions for improvement?

_____

COACH FEEDBACK ON COACHING

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was supported in being an effective coach	☐	☐	☐	☐	☐
My student respected me and my experience	☐	☐	☐	☐	☐
I felt like I made a positive contribution to my student achieving their goal	☐	☐	☐	☐	☐
The structure of the coaching process was conducive to success	☐	☐	☐	☐	☐
I feel like I provided value as a coach	☐	☐	☐	☐	☐
I would provide workplace coaching in the future	☐	☐	☐	☐	☐
I would recommend being a coach to others	☐	☐	☐	☐	☐

What skills, knowledge or tools do you think your student gained through coaching?

In what ways could the coaching process have been more effective?

Do you have any further comments about the coaching process or suggestions for improvement?

APPENDIX G – SAMPLE MENTORING OBJECTIVES AND QUESTIONS

▷ OBJECTIVES

- ▼ Build self-confidence
- ▼ Enhance public speaking skills
- ▼ Expand networks
- ▼ Clarify career goals
- ▼ Learn new skills
- ▼ Expand sources of feedback
- ▼ Develop skills as a manager
- ▼ Develop project management skills
- ▼ Increase risk-taking abilities
- ▼ Develop interpersonal skills
- ▼ Enhance critical thinking skills
- ▼ Enhance problem-solving skills
- ▼ Develop leadership capabilities
- ▼ Prepare for future growth
- ▼ Learn how to communicate effectively
- ▼ Develop decision-making skills
- ▼ Create a productive working environment
- ▼ Build emotional resilience
- ▼ Become more resourceful
- ▼ Develop conscientiousness
- ▼ Develop sense of own strengths and weaknesses

▷ QUESTIONS

Am I currently facing issues that are hindering my career development?

What strengths do I have that I can better utilise?

What do I find challenging?

What makes me feel drained or stressed?

What helps me work more efficiently?

What do I know I do well?

What do I know I don't do well?

Why am I doing this?

Am I committed to taking the time to participate fully?

APPENDIX H – SAMPLE MENTORING FEEDBACK QUESTIONS

MENTOR

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My mentee was approachable and easy to talk to	☐	☐	☐	☐	☐
My mentee was invested in the mentoring relationship	☐	☐	☐	☐	☐
My mentee respected my experience	☐	☐	☐	☐	☐
My mentee was open-minded and willing to learn	☐	☐	☐	☐	☐
My mentee was receptive to feedback	☐	☐	☐	☐	☐
My mentee made a commitment to regular meetings	☐	☐	☐	☐	☐
My mentee was able to critically reflect on their performance and progress	☐	☐	☐	☐	☐
I had the skills to be an effective mentor	☐	☐	☐	☐	☐
I provided value to my mentee	☐	☐	☐	☐	☐
I would be a mentor again in the future	☐	☐	☐	☐	☐
I would recommend being a mentor to others	☐	☐	☐	☐	☐

What were two of the most beneficial activities you did with your mentee?

What skills, knowledge, or tools do you think your mentee has gained through mentoring?

In what ways could the mentoring relationship have been more effective?

MENTEE

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My mentor was approachable and easy to talk to	☐	☐	☐	☐	☐
My mentor was invested in the mentoring relationship	☐	☐	☐	☐	☐
My mentor made a commitment to regular meetings	☐	☐	☐	☐	☐
My mentor provided constructive feedback	☐	☐	☐	☐	☐
Having a mentor helped me to achieve my goal	☐	☐	☐	☐	☐
I found the mentoring relationship valuable	☐	☐	☐	☐	☐
I would undertake mentoring again in the future	☐	☐	☐	☐	☐
I would recommend mentoring to others	☐	☐	☐	☐	☐

What were two of the most beneficial activities you did with your mentor?

What skills, knowledge, or tools have you gained through mentoring?

In what ways could the mentoring relationship have been more effective?

ENDNOTES

1   Management Mentors (2013) Coaching vs. Mentoring: 25 Ways They're Different available online at https://cdn2.hubspot.net/hub/41809/file-25897295-pdf/docs/coaching_vs_mentoring_-_25_ways_theyre_different_-_2nd_edition.pdf

2   Ramakrishnan, S (2013) Coaching Models: FUEL and GROW available online at https://www.scrumalliance.org/community/articles/2013/october/coaching-models-fuel-and-grow

3   Ramakrishnan, S (2013) Coaching Models: FUEL and GROW available online at https://www.scrumalliance.org/community/articles/2013/october/coaching-models-fuel-and-grow

4   Management Mentors (2013) Coaching vs Mentoring: 25 Ways They're Different available online at https://cdn2.hubspot.net/hub/41809/file-25897295-pdf/docs/coaching_vs_mentoring_-_25_ways_theyre_different_-_2nd_edition.pdf

5   Guidelines adapted from the Brown Brothers Harriman (2006) Mentoring Guide available online at https://cdn2.sph.harvard.edu/wp-content/uploads/sites/31/2015/10/Mentoring_Guide.pdf

6   Questions adapted from De Flander, J (2018) Grow Coaching Model | 56 Powerful Coaching Questions available online at https://jeroen-de-flander.com/grow-coaching-model-questions/

7   State of New South Wales, Department of Education and Training (2009) Personal values, belief and attitudes available online at https://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.htm

8   Barrett Values Centre (2019) Why Values Are Important available online at https://www.valuescentre.com/mapping-values/values/why-values-are-important

9   List of values from Harris, Russ (2010) A Quick Look at Your Values available online at https://www.actmindfully.com.au/upimages/2016_Complete_Worksheets_for_Russ_Harris_ACT_Books.pdf