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Mentoring in Viet Nam - An effective capacity building approach for women leaders

Manual for mentoring programme coordinators



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Mentoring in Viet Nam - An effective capacity building approach for women leaders

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Introduction

The purpose of this booklet is to support the Vietnamese partners of the UNDP and Ministry of Foreign Affairs project Women's Leadership by providing information and guidance on an effective approach to build the capacity of potential women leaders. It can be used by academic institutions, civil society organizations or the administrative government. Examples provided in the booklet come from a variety of sectors and countries including Viet Nam.

The booklet is intended for individuals who are considering starting a mentoring programme in their organization. It is a guide to help you think through some elements of mentoring; it is a compilation of findings from research as well as stories highlighting best practices, common challenges and personal experiences as participants in mentoring programmes. It also provides some tools to use to help develop and implement a mentoring programme in your organization. The author is Jean Munro, Senior Technical Advisor of UNDP's Women's Leadership Project.

Mentoring programmes are shaped by the environment they are in, by the leaders of the programme and, of course, by those most involved – the mentor and mentee. Each programme is unique and each mentoring relationship is different. It is not possible to take a 'cookie cutter' approach to design a programme that would fit all organizations. Therefore, this guide provides you with outlines of programmes, key questions to consider and many tools. However, it is up to each organization to shape the programme to fit your need.

There are four main actors involved in a mentoring programme; senior organization leaders, the mentoring programme coordinator, the mentor and the mentee. Described in this booklet are the roles and best practices of each. In the annexes are some tools that can help run the mentoring programme as well as tip sheets for the mentoring relationship.

The UNDP Women's Leadership Project is running a support programme for all project partners interested in running a mentoring programme within their agency. This booklet

will be the basis for the implementation of the support programme. More information on mentoring can be found at the Women's Leadership Project website – www.eowp.net

At its best, mentoring can be a life-altering relationship that inspires mutual growth, learning, and development. Its effects can be remarkable, profound, and enduring; mentoring relationships have the capacity to transform individuals, groups, organizations, and communities. (Belle Rose Ragins and Kathy E. Kram, "The Roots and Meaning of Mentoring")

What is mentoring?

Mentoring is a relationship between individuals with the purpose of building the capacity, skills, knowledge and confidence of those involved. It is a relationship with the intention to provide guidance in one's career and life. Although a mentor-mentee relationship can and does happen naturally, in the context of human resource development or capacity building, this relationship can be supported in a semi-structured manner and with an institutional mechanism.

Mentoring goes beyond giving advice and counsel. It is a support system to empower, motivate and, in some cases, inspire individuals to set goals, work out how to achieve them and support them moving towards these objectives. It can be a way of identifying specific issues and getting support to deal with them. It is not intended to be a therapy session, a monologue, or a forum for complaining. The conversations are forward looking, positive and issue or goal specific. Mentoring differs from other relationships as it is connected within the context of one's career and it is development and growth focused.

Establishing and running a mentoring programme is now a common human resource approach to building the capacity and reaching the full potential of all employees. It is recognized by senior managers as one of the most effective methods to develop the next group of leaders. It comes from the understanding that to grow and learn, one needs also to share and teach.

There are many definitions used for mentoring. The concept of mentoring was first developed by Kathy Kram in 1980. Her definition was "Mentoring: a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)."¹

¹ Barry Bozeman and Mary K. Feeney. Toward a Useful Theory of Mentoring: A Conceptual Analysis and Critique. 2007.

Mentoring

What it is?

- ◆ Voluntary supportive relationship between experienced/less experienced individuals in the same field with the purpose of supporting the less experienced individual

Why?

- ◆ To accelerate learning and transfer of knowledge
- ◆ To share knowledge, understanding of context
- ◆ To build confidence

Who is a mentor?

- ◆ Someone with wisdom and experience
- ◆ A trusted advisor
- ◆ Counselor

Who is a mentee?

- ◆ Employee with needs
- ◆ Has the potential for growth
- ◆ Brings new ideas to the table

Eby (1997) builds on Kram's definition and develops the concept further: "Mentoring is an intense developmental relationship whereby advice, counseling, and developmental opportunities are provided to a protégé by a mentor, which, in turn, shapes the protégé's career experiences... This occurs through two types of support to protégés: (1) instrumental or career support and (2) psychological support."²

Mentoring is not a new concept; in fact it is a practice of learning and support, which in many cases naturally occurs. Mentoring was and continues to be common among apprentices and it has historically been

through a mentoring process that craft skills have been passed along. It has become a popular support mechanism in offices because it yields far-reaching results.

We don't accomplish anything in this world alone . . . and whatever happens is the result of the whole tapestry of one's life and all the weavings of individual threads from one to another that creates something.

— Justice Sandra Day O'Connor

² L. T. Eby. Alternative forms of mentoring in changing organizational environments. 1997.

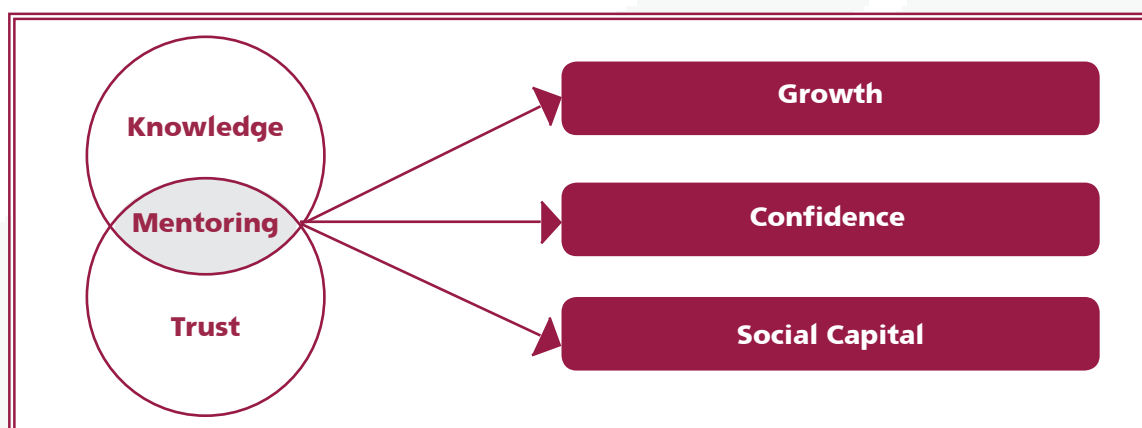
Theory of mentoring

The theory of mentoring is based on a number of concepts:

- ◆ support helps us to grow and learn
- ◆ support can help to build our confidence
- ◆ individual support is more effective than general training

Mentoring is about the transfer of knowledge. However it goes beyond simply knowledge transfer because there is a social relationship of respect. This relationship provides social support to the mentee and builds their confidence and social capital.

The diagram below suggests a model of mentoring.



A mutually respectful relationship creates an atmosphere of trust where one can be open, express questions and concerns that in other environments may not be welcome. Once that trust is established, a mentee can feel comfortable sharing both inadequacies

but also their goals and dreams. This allows the mentee to help focus on what they need to learn and identify steps to achieve their goals. Although this type of learning can occur through self-teaching or in a large training, it is more difficult.

Why implement a mentoring programme?

There are numerous reasons to implement mentoring programmes. They can revolve around some kind of individual or organization transition or as a step to identify potential leaders and build their capacity.

Induction

Mentoring can be used to support new staff or members of a group to quickly get to the same level and understanding of all members of the group. This can be used as part of an employee induction programme or to bring new members on to Advisory Boards. In this situation, a mentor can help the mentee settle into their new position quickly, give them important information beyond an induction programme dealing with office culture, setting goals, and acting as the first point of contact when the mentee has questions. This is an occasion when peer mentoring can be used – i.e. the mentor and mentee have similar roles or jobs.

Overcoming difficult situations

This can apply both to the individual as well as an organization. When an organization is facing difficulties and is not able to achieve its objectives or is going through a transition due to external issues, a mentoring programme can support those individuals most affected. For example, if a policy or law is issued that directly impacts an organization and demands a change in services or programmes, a mentoring programme can be implemented to ensure all affected individuals quickly understand the implications of the new regulations and are prepared to change their services.

“A mentor programme serves better than a training course because it is more interactive, solving the real problems/issues for a specific person in his/her own situation. If it is between people in a supply chain, it can be even more successful because mentors and mentees can share the same voice, the same platforms and even better can do business together.” (Pham Thi My Le – Chairwoman of KingBee Media JSC)

An example in Viet Nam is related to the implementation of the Gender Action Plan within each Ministry. Many actions plans have set a target of a minimum percentage of women in senior positions. If the ministry has not met this target, implementing a mentoring programme for junior and mid-level women with the goal to support their promotion would be an appropriate response.

When an individual is not performing as expected or does not meet a standard of performance, enrolment in a mentoring programme can be an effective response. Through the programme, the individual can appropriately address their weaknesses and, with the support of the mentor, set goals and actions to improve their performance

Preparing for the future - new leaders needed

Mentoring can be an effective way to identify potential leaders/ managers efficiently and also encourages and supports highly motivated individuals. Human resource officials and organizational leaders need to continually nurture and prepare the upcoming managers and leaders. Organizations with a long-term strategic view will identify potential leaders and support their career development. Often a mentoring programme with the participation of current senior organizational leaders is an effective way to keep the young talented staff and also pass on leadership skills.

“My first mentor was a Vice Chairman of Lehman Brothers in New York City in 2007, under the Women’s Leadership Mentoring Programme organized by Department of State of U.S.A. It was an exotic experience working three weeks in the headquarters of such a giant group and with my mentor. Through meetings and discussion with my mentor and other senior directors in the group, I opened up my vision and understood further how a big global corporation was run. Learning from peers (other mentees in the programme) and also from other mentors was another valuable acquisition.” (Pham Thi My Le – Chairwoman of KingBee Media JSC, former mentee).

Develop personal management and leadership style

Developing a personal leadership style that truly reflects one individuality can be an important aspect of mentoring. All leaders have their own style and this style can differentiate them from others. Through a mentor, developing a style that fits one’s personality can be an objective of a mentoring relationship. The mentoring relationship allows the mentee to reflect on actions they have taken. This reflection process can help hone the style the mentee wants to have as a manager and leader.

Build self confidence

Often young or inexperienced managers lack the confidence in leadership. Through

discussions, exercises and reflecting on experiences with a mentor, a mentee builds her self-confidence and develops a vision as a leader. By hearing about another person’s experience, including the high points and low points in one’s career, a mentee can better relate their own experiences and put their feelings in context.

Building self-confidence is perhaps the greatest benefit of a mentoring programme, if done right. This is where other learning and career development methods such as self-learning or trainings are not as effective. Often in a mentor-mentee relationship, the mentee is reflecting on a previous experience. Reflecting with a mentor can help the mentee identify the strengths or weaknesses of the experience and build their confidence.

Self-development

A mentoring programme can be part of work-based learning initiative, professional development and training programme. This approach often improves/builds on skills or knowledge gained in a training programme and supports it by having guidance in its application.

This is an effectual way to retain staff if there is a competitive market. If an individual feels they are growing through the mentoring programme, they will be more inclined to stay with the organization.

There are many studies that have assessed the impact of mentoring on a person's career. Initial findings show there is a direct correlation between a mentee's participation in a mentoring programme and an increase in salary, promotion, work motivation, increased length in a position and overall job satisfaction.³ Researchers however have questioned whether these individuals would have succeeded in their careers regardless of mentoring. Are people who are part of mentoring programmes natural stars who

³ Belle Rose Ragins, Belle Rose and Kram, K. E. Kram. The Roots and Meaning of Mentoring. Sage Publication. 2007.

have many of the traits required to succeed regardless of support given to them? The researchers suggest that the types of people who succeed are attracted to organizations that invest in their employees and have a dynamic human resource approach. Subsequent research showed that indeed mentees are likely to attract mentors; they also are ambitious individuals but that the mentoring still led to promotions and overall job satisfaction.⁴

Good human resource practice

A solid well established mentoring programme sends a message to employees that the organization values them, wants them to grow and learn in their position and be able to work to their full potential. This will result in employees investing more in their position and will lessen the likelihood of individuals leaving their positions. Importantly, it creates a very positive working environment and atmosphere because of strengthened relationships between individuals.

⁴ Singh, R. Tharenou, P., & Ragins B.R. Examining the rising star effect: A longitudinal study of protégé career competencies and the development of mentoring relationships. 2007.

How mentoring is a successful approach to support women's leadership

Mentoring goes beyond sharing of knowledge – it is a way to encourage and empower. As women often work in situations that are dominated by men, women can often be discouraged, intimidated and self-conscious in their workplace. Even in situations where there are more women than men, the office culture can still be patriarchal and unsupportive to women. In our daily media, women and men are bombarded with messages about women's role in the house, in childcare, in upholding communities, in caring for the ill and the elderly. Moreover, there are continual images objectifying women, showing women only as sex objects. In contrast, the common image of men is in powerful positions, earning money, dominating situations and conversations. We see these images in social media, our newspapers, on television and in magazines.

Children are exposed early to these negative roles of women and men through the school education curriculum, books, movies and television. From an early age, girls and boys are taught that the role of the woman is to support men and for men to be leaders. For women in the workforce, these messages creates self-doubt and questioning what they are capable of achieving and doing in the workplace.

Having a role model close to them can make a large difference in a woman's belief of what she is capable of. Having someone providing them supportive words, acting as a sounding board, having someone available to listen to issues, situations, can make an enormous difference for any minority. This type of support cannot be created through other capacity building mechanisms such as a training, on-line courses or large staff meetings.

This does not only apply to women. Other individuals who are a minority in an environment face similar challenges as described above. It is a way to help change the norm, to provide more systems and mechanisms to make a positive difference for minority groups.

"I took on the role of mentor because I believe in sisterhood and women's solidarity and because I have been personally inspired by female leaders such as Mary Robinson, the former High Commissioner for Human Rights. A mentor programme is important and effective because it helps women to network with influential leaders and work on self-empowerment." (Patricia Barandun, Head of Governance and Participation Team, UNDP Viet Nam)

Who is involved in a mentoring programme?

The four important groups of people involved in a mentoring programme are mentors, mentees, senior leaders and the programme coordinator. The roles of the different groups are shared below.

“People who mentor often are more productive, better socialized, and less stressed. They also tend to develop a loyal network of supporters, gather valuable perspective from younger employees, and gain insight into other parts of the business.” (Terri Scandura, University of Miami management professor)

Role of a mentor

A mentor is an individual in the organization with past experience and expertise who is willing and motivated to share, learn and support a less-experienced individual. The mentor gains much, if not more, from the mentor mentee relationship. One can have a deep sense of fulfillment by being able to share your learnings, experience and insight with others. The process can also help one assess and evaluate reflect and clarify in

ones own mind your work experiences, how you have handled them, what you would do differently. Often in our busy work schedule we do not take the necessary time to step back and reflect and reassess how to tackle difficult situations or work issues. A mentoring programme gives the mentor the space and time to do this. But also goes one step further, it encourages one to share and verbalize these reflections. Moreover, as the mentor mentee relationship is built on open communication, the mentor benefits greatly from trust.

“I am a responsible mentor, sharing and challenging my mentees aggressively. But I also want to learn from them. I do not want to make mentorship a kind of lecture but rather an interactive discussion to help the mentees make decision by themselves with more inputs (experience, data, strategic thinking...).” (Pham Thi My Le – Chairwoman of KingBee Media JSC)

Role of a mentee

A mentee can be a new employee seeking to understand how an organization operates, a young potential leader or an employee not performing to a certain standard. The mentee has less experience in the work field than their mentor. Most importantly, the mentee wants to learn, grow and improve themselves. Most often, the mentee will become a mentor for another individual as they see the benefit of the relationship.

For both the mentor and mentee, both need to want to be part of the programme and relationship. They need to be motivated and interested in the programme in order for it to succeed.

"I took the mentor role because the mentees are young and lack experience in communication. While working as a mentor, I loved my job more and improved my knowledge and skills." (Thuy Binh, student and former mentor)

Role of a mentoring programme coordinator

The programme coordinator has a key role to play in setting the objective of the programme, matching the mentors and mentees, training and supporting the mentors and mentees, monitoring the progress and evaluating and revising the programme. The coordinator can sit in a senior management position or in the human resource or personnel division.

Role of senior programme leaders

It is important that senior leaders back the mentoring programme. Their actions and words should demonstrate total commitment to the programme and specifically the programme coordinator. The leaders can participate as mentors and mentees, they can actively participate in the training and information sessions, they can endorse materials produced for the mentoring programme; they can award those participating in the programme. As mentoring is a new idea in human resource development in Viet Nam, having the support of senior leaders will build staff's confidence in the programme.

Key participants for the success of a mentoring programme

Positions	Role
Organizational leaders	Support and actively promote the programme
Programme coordinator	Design, support mentor/mentee relationships, educate on mentoring, convene support meetings, monitor, evaluate
Mentors	Provide guidance and knowledge to mentee on a regular basis with a specific goal
Mentees	Engage actively in mentor/mentee relationship

How to build a mentoring programme in your organization

There are many ways to go about setting up a mentoring programme. At the back of the manual are a list of references of books and websites that illustrate how to design a programme. Below is a synopsis of the key steps to go through and some suggestions of how to take those steps.

Key steps:

1. Full support from senior leaders, managers and decision makers
2. Identify objective, what the mentoring programme will achieve
3. Plan the programme
4. Implement, continue to educate and support
5. Monitor, revise and evaluate

Step 1: Top leaders on board

To have a mentoring programme succeed, it needs to be part of the office culture. It requires having full acceptance and support of the top leaders. Indeed, the top leaders have an active role to play as role models (either as mentors or mentees) but also to encourage employees to be part of the

programme. Leaders can share success stories coming from mentoring programmes and also hold the programme coordinator accountable for running an innovative rewarding programme.

How to do this:

All leaders want their organizations to succeed and their employees to be fulfilled, but often times they struggle with how to do this. Through a presentation at a meeting or a one-on-one dialogue with the leader, illustrate how mentoring can address some issues your organization has, who will be involved, the practical steps to design, implement and monitor it and the budget. Also be clear from the beginning the role you expect of the leader in the design and implementation process. Annex A includes a template for a short brief to develop that can guide your conversation with leaders and can also be presented. Use Annex B to showcase what people gain from being actively part of a mentoring programme and what the organization gains.

Step 2: Setting mentoring programme objectives

As discussed in the section above, there are many reasons for establishing a mentoring programme. This will be determined by the current issues in your organization, the future direction and objectives of your organization and the preparedness and performance of the staff. What is key however is to establish a clear objective and to articulate and communicate it well.

This step is integral to the success of the programme. The objectives of the programme will build buy-in and political will from all involved, it will determine who are mentors and mentees, it will set the parameters for the mentor/mentee relationship and it will determine the best formation of the interaction between mentor/mentee.

Step 3: Plan the programme

Planning the programme includes identifying the general category of the mentors and mentees, the type of mentoring relationship, how they will be selected, the training required, best time line for implementation, how/who will monitor the implementation and when it will be evaluated. The Mentoring Programme Action Plan format included in Annex A can be used as a guide.

Establish type of mentoring relationship

Based on the objective, establish the appropriate relationship for the programme. The mentor/mentee relationship can be in three formations: peer mentoring, group mentoring, and individual mentoring.

Peer mentoring is when individuals with similar jobs and experience meet together. There is not a 'mentor' per se and the mentees learn from each other. Group mentoring takes place between one mentor and a small

group of mentees. Individual mentoring is between a mentor and a mentee.

Set criteria for participation

The criteria for a mentor and mentee will be based on the objective of the mentoring programme. For example, if the objective is to increase the number of women leaders in an organization, the criterion for mentors will be first that they are supportive of having more women leaders and see this as important step for the organization, they have recognized leadership skills to share, they understand how women are discriminated and have mechanisms to address discrimination. The criterion for the mentee is that they want to be a leader and they are a woman.

Ensure it is part of one's job

Mentoring or being mentored is not an 'extra', it is not outside of one's work. Managers need to encourage employees to be part of the programme, to understand that it is a mechanism to gain knowledge, skills, networks – all aspects that make one better at one's job.

Application or registration form

Based on the objective of the programme, mentors and mentees can both be identified and requested to be a mentor or they can apply. An example of an application form is included in Annex C. It is suggested that even if an individual is nominated to be part of the programme, they complete the form so the coordinator has background documentation of all the participants.

Matching

There are three ways that a mentor and mentee(s) can be matched. The coordinator can review the applications and background of each mentor and mentee and put them together based on

the goals and objectives of the mentee and the skills and experience of the mentor. The second method is to bring all the mentors and mentees together over a one or two day period and over the course of the period they will identify whom they naturally relate to and have a connection with. Similarly (and can be done in combination), both mentors and mentees write profiles of who they are and why they want to be part of the programme. These profiles are shared and the mentors and mentees can send a request of whom they would like to be matched with. It is best to send a minimum of three preferences. The coordinator would review the requests and make the matches based on preferences as much as possible. This is one of the most successful ways to make the match as there needs to be respect, admiration and a natural connection between the mentor and mentee for the relationship to be fruitful.

Setting guidelines

Communication is key to the success of the mentoring programme as is establishing a safe environment based on trust. Setting the guidelines and code of conduct will help create trust between the mentor and mentee. Included in Annex D is an example of an outline of an agreement that should be reviewed and signed by all participants. This agreement states that all discussions held in the mentoring programme are confidential and will not be shared, sets the timing schedule for meeting and sets the objective of the mentee.

Training of mentors and mentees

The training of mentors and mentees does not have to be extensive however some training on skills for each role is important. For the programme to succeed the coordinator needs to understand their role in leading and overseeing the programme, for the mentees to prepare for the programme

and for the mentors to understand how to best communicate with the mentee and to motivate the mentee. Ideally this training should be held at the beginning of the programme and subsequent trainings can be held based on the monitoring of the implementation of the programme. The topics of the training can include: understanding the roles in a mentoring programme, setting learning plans, setting goals, improving listening skills, and how to monitor and evaluate the programme. Included in Annex E is a list of qualities of good mentors and mentees. Annex F is an outline of a training programme for mentors and Annex G includes tip sheets for mentors and mentees.

Step 4: Implementation

Although it can be adapted to each situation, there are some common steps for the meetings between a mentor and mentee. There are a number of tools that can support each step. These can include:

1. Developing the agreement between mentor and mentee – Annex D
2. Preparing for the meeting – Annex H and Annex I
3. First meeting held and goal setting – Annex J
4. Meetings over a specific period of time – Annex K
5. Reviewing progress towards mentee's goals – Annex L
6. Self-evaluation of the mentoring programme – Annex M

The coordinator needs to check in regularly with both the mentor and mentee to ensure they are meeting and that the agreement is being followed.

We spent regular and frequent times together early on to build chemistry, relationship and trust. Afterwards, we met twice monthly, 2 hours each. There's an agenda for each meeting, where everyone must be prepared. My two mentees were asked to discuss specific issues/challenges in their companies. From those discussions, I came to understand their strengths and weaknesses, and came up with relevant practices for them. We covered topics from personal leadership to managing under-performers, from finding new customers to keeping them delighted, from writing employee performance plans to evaluating them... They were not lectures, but rather practices that mentees were asked to try in their own companies. All of us never missed a meeting, close to 30 of them in a period of 10 months. That's my criteria of success for a mentoring programme. (Ted Nuyen, Vietnam SME mentor)

Step 5: Monitoring, revising and evaluating

The important role of the coordinator is to monitor and evaluate the programme. Especially when an organization is implementing the programme for the first time,

the coordinator should pay special attention to monitor each mentor-mentee relationship. Establishing a system to monitor can be beneficial. Annex N and O has an example of a format for the programme evaluation that can be used by the mentor and mentee.

Lessons learned in implementation

In discussions with mentors, mentees and programme coordinators, there are common themes that emerge when asked the question “What makes a mentoring relationship work?”. Respondents repeatedly stated that ‘dedication’ and ‘discipline’ are required elements from mentors and mentees. For a successful programme, mentors and mentees want to do it. As stated by a former mentee, “The only incentive required for a mentor programme to be successful, is to have real desire and enthusiasm on behalf of each individual”.

Secondly, the purpose and intention of mentoring needs to be explicit. Both mentees and mentors stated that an agreement document was key to help shape the guidelines around the relationship. It was an initial step in creating and maintaining trust and it also helped clarify roles. Therefore, after a mentor and mentee have decided to embark on the mentoring programme, provide them with an agreement document to help establish the guidelines and goals of their mentoring relationship; set clear goals and objectives.

Thirdly, as manager of a mentoring programme, set goals and targets and measure frequently to assess how successful the programme is and whether changes are needed. Each mentoring programme will have its own goals. Some common goals are:

- ◆ Promotion of mentee and mentor
- ◆ Increase in salary
- ◆ Increase in ability to fulfill work duties
- ◆ Higher achievement of key performance indicators

Fourthly, make the programme part of the office culture and create it as a norm. To do this, one can reward both mentors and mentees who are part of the mentoring programme. It is important to give positive recognition to those participating.

Finally, set a clear time period for the programme. This will help motivate those involved and give a clear deadline to achieve their objectives.

Common challenges in mentoring programmes

A review of evaluations of mentoring programmes highlights five common challenges across a range of programmes. These have been addressed in the previous section (as best practices) but are highlighted below. As programme coordinators, one needs to be aware of these challenges and take measures to address them.

- ◆ Lack of support from senior management
- ◆ Poor communicating of roles and purpose to mentors and mentees
- ◆ Limited guidance from programme coordinator
- ◆ No clear objectives within a set time frame
- ◆ Time commitment from mentors and mentees

The vast majority of mentoring programmes fail because businesses don't know what they want to get out of the effort. "When you have fuzzy programme goals, you have fuzzy outcomes." (Dr. Lois J. Zachary, author of "Creating a Mentoring Culture.")

How mentoring is used in Viet Nam

In Viet Nam there is a mentoring and networking organization that supports young entrepreneurs to develop small and medium enterprises. The programme links senior experienced business people

with junior entrepreneurs with one to two years experience running their business. Entrepreneurs can apply to the programme, the coordinator reviews the application, and if they meet the requirements of the programme, they are linked with a mentor. The application consists of an essay on their personal motivations, experience, activities and future goals and an essay on their business or business goals, discussion of the project/area they want to receive consultancy/coaching in, a clear list of the areas where they encounter problems and need advice, and the reason they should be selected for the mentoring programme.

The programme consists of networking events and knowledge sharing amongst all involved and coffee and conversation between the mentor and mentee. The mentors are based in Ho Chi Minh City and Ha Noi. Each mentor has two to three mentees who they meet with monthly. The time frame for the mentoring session is seven months. The mentoring programme coordinator organizes a monthly knowledge sharing session where a member of the advisory board will run a session on a topic that affects all. Coffee sessions/meetings are held between a mentor and mentees based on and decided by their own schedule.

More information on the SME Networking and Mentoring Programme can be found at smevietnam.org.

References

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Resources

There is a plethora of materials available to support a mentoring programme. See below for useful website links and resources.

Mentoring programme documents

- ◆ Guidelines on mentoring for newly appointed staff - <http://www.admin.cam.ac.uk/offices/hr/mentoring/>
- ◆ WiSETI - mentoring for Women in Science, Engineering and Technology - <http://www.admin.cam.ac.uk/offices/hr/equality/wiseti/>
- ◆ MentorNet - an e-mentoring scheme for students and post-docs - <http://www.mentornet.net/>
- ◆ UK Resource Centre for Women - a useful page containing links to many other sources of mentoring information (not exclusively for women) - <http://www.setwomenresource.org.uk/mentoring/resources>
- ◆ The Coaching and Mentoring Net-work - <http://www.coachingnetwork.org.uk/>
- ◆ The European Mentoring and Coaching Council - promotes international good practice - <http://www.emccouncil.org/>
- ◆ Faculty Mentoring Programme of University of Kansas Medical Center - <http://www.kumc.edu/school-of-medicine/fafd/faculty-mentoring-programme/recordkeeping-templates.html>

Annex A: Briefing note for organization leaders on establishing a mentoring programme

Purpose of meeting:

The purpose of this discussion is to share with you our design of a mentoring programme and to seek your full support and approval in its implementation

What is mentoring?

Mentoring is a relationship between individuals with the purpose of building the capacity, skills, knowledge and confidence of those involved. It is a relationship with the intention to provide guidance in ones' career and life. Although a mentor mentee relationship can and does happen naturally, in the context of human resource development or capacity building, this relationship can be supported in a semi-structured manner and with an institutional mechanism.

Mentoring goes beyond giving advice and counsel. It is a support system to empower, motivate and, in some cases, inspire individuals to set goals, work out how to achieve them and support them moving towards these objectives. It can be a way of identifying specific issues and getting support to deal with them. The conversations are forward looking, positive and issue or goal specific.

Mentoring differs from other relationships as it is connected within the context of one's career and it is development and growth focused.

Establishing and running a mentoring programme is now a common human resource approach to building the capacity and reaching the full potential of all employees. It is recognized by senior leaders as one of the most effective methods to

develop the next group of leaders or to address issues/changes in an organization. It comes from the understanding that to grow and learn, one needs also to share and teach.

Objectives of mentoring in our organization

In brief, illustrate an issue or challenge in your organization that you suggest the mentoring programme will be able to address. These can include, few women being promoted, lack of learning and capacity building among staff, lack of job satisfaction, slow understanding of jobs/roles when first in the job etc....

In a short clear statement, state what the objective of the programme:

Ex – The mentoring programme will achieve the following:

- ◆ Increased understanding and confidence of junior female staff to fulfill their role
- ◆ Increased representation of women on the human resource promotion list by 2015
- ◆ Increased representation of women in Director positions

How the programme will be measured:

State the indicators that will be used to measure the success of the programme.

Ex – Indicators:

- ◆ Mentees state they have increased confidence
- ◆ Increased representation of women on the human resource promotion list by 10% by 2015
- ◆ Increased representation of women in Director positions by 10% by 2015

Who will be involved?

Complete the chart below based on the objectives of the programme. Ideally,

propose specific individuals but at a minimum propose the number of people and the job level. Suggest keeping the numbers small at the beginning.

Positions	Role	Criteria for selection	Proposed Individuals
Leader	Support and actively promote the programme		
Programme Coordinator	Design, support mentor/mentee relationships, educate on mentoring, convene support meetings, monitor, evaluate		
Mentors	Provide guidance and knowledge to mentee on a regular basis with a specific goal		
Mentees	Engage actively in mentor/mentee relationship		

Key steps - design, implement, and monitor

Complete an outline of the implementation plan including dates, again based on the programme objectives and time frame.

Remember to keep the programme time-bound. Below is an example of an implementation plan however it will differ depending on your objective, the type of mentor/mentee relationship and the scope.

Mentoring programme action plan

Key steps	Details - How/Who	Date
Communicate objectives of mentoring programme to specific audience		
Hold initial meeting for leader to promote the programme, to clarify objectives and roles		
Identify interested mentors and mentees (either through nomination or application)		
Match potential mentors and mentees		
Hold briefing/training with mentors and mentees to share key background information, educate both mentor and mentee on their role and review and gain agreement on rules and guidelines of the mentoring programme		
Support mentor and mentee to establish meeting routine, sign mentoring agreement, set objectives		
Monitor through emails and phone calls		
Run networking or training events for all mentors and mentees		
Send out regular articles, tip sheets information related to the objectives of the mentoring programme		
Evaluate programme		
Revise the programme based on the evaluation results		
Run the programme again		

Proposed budget and request for funds

When you are explaining the mentoring programme to your managers, you will be asked for a budget. One of the strengths of a mentoring programme is that it is normally run within the budget of the current human resource-training budget. Also, many of the costs are including in the daily management of an office such as holding a meeting on

the offices' premises or photocopying. There are no payments made to the coordinator, mentor or mentee in a mentoring programme.

Therefore, mentoring programmes are much less costly than training programmes. There is however some costs that may be incurred depending on how the programme is run. These may include establishing a website or electronic networking platform or speaker fees for motivational speakers.

Proposed budget (time period)

Item	Cost

Annex B: Benefits of mentoring

In the table below are the potential benefits of a mentoring programme for the organization, the mentor and the mentee.

Organization	Mentor	Mentee
<ul style="list-style-type: none"> • Widening of skills base and competencies in line with the organization's strategic goals • Increased staff morale and job satisfaction • Reduction in the service/education gap • Alternative to external training, more cost effective personal development programme • Develops habits of trust and confidentiality • Gives senior management a more informed view of the organization's talent • Use for succession planning • Helps achieve mission/vision • Develops a mature management population • Improved quality of service through increased competence and confidence of supported practitioners • Improves teamwork and cooperation 	<ul style="list-style-type: none"> • Improves awareness of own learning gaps • Develops ability to give and take criticism • Develops up-to-date organizational and professional knowledge • Offers networking opportunities • Improves leadership, organizational and communication skills • Develops ability to challenge, stimulate and reflect • Raises profile within organization • Increases job satisfaction • Offers opportunity to pass on knowledge, experience • Provides stimulation • May offer career advancement opportunities 	<ul style="list-style-type: none"> • Develops learning, analytical and reflective skills • Develops organizational and professional knowledge • Develops political awareness • Develops own practice • Develops or reinforces self-confidence and willingness to take risks • Develops ability to accept criticism • Support through transition • May accelerate professional development • Develops autonomy and independence • Increases maturity • Broadens horizons • Increases job satisfaction • Reduces reality shock • Offers opportunities for effective role modeling • Encourages ongoing learning and developing and identifying learning opportunities in the working situation • Facilitates peer relationships • Develops increased reflective practitioner skills • Offers individualized one to one teaching and opportunities for experiential learning • Offers help with problem solving

Source: Mentoring: Theory and Practice, Judy McKimm, Carol Jollie and Mark Hatter, 2003, revised 2007

Annex C: Example of application for mentee and mentors to join mentoring programme

Name:

Age:

Current Title:

Previous jobs:

Questions for potential mentees

1. What are the roles and responsibilities in your current position?
2. What are your personal motivations and future goals?
3. List some of the areas that you encounter challenges and want support with?
4. Why should you be selected for the mentoring programme?
5. Describe any previous mentoring experience – as a mentor or mentee.
6. How much time per month are you able to commit to the programme?
7. Write a 200-word profile of your self including your career interests, why you seek mentoring support, what you hope to gain from participation in the programme.

Questions for potential mentors

1. What are the roles and responsibilities in your current position?
2. What are your personal motivations and future goals?
3. List some of the areas of strengths that you want to support mentees on?
4. Why should you be selected as a mentor for the mentoring programme?
5. How much time per month are you able to commit to the programme?
6. Describe any previous mentoring experience – as a mentor or mentee.
7. Write a 200-word profile of your self including your career interests, why you want to be part of the mentoring programme, what you hope to gain from participation in the programme.

Annex D: Mentoring agreement form⁵

Date:

Location:

Mentor/Mentee:

Objectives:

Clarify what the mentee feels she needs support in, what she would like to achieve in the short and long term. Such areas can include improved ability to communicate my ideas, more confidence speaking in public, more informed about how our office makes decisions, strengthened writing skills, less conflict in my relationship with my supervisor or colleagues, understanding or setting a clear career path, how to ensure I am on the promotion list.

Timing of mentoring relationship:

Based on the objectives established, set a short time line varying from 3 months to one year. Establish how often you would like to meet initially.

Flexibility:

Establish how you would like to communicate with each other (email, phone).

Confidentiality:

Agree to not share any information disclosed within the mentoring sessions. This is an essential part of building trust. Also discuss how you will explain your partnership to others including family members and other colleagues.

Boundaries:

Be clear about what you are able and not able to do as a mentor.

Signatures:

Mentor

Mentee

⁵ Ideas for form taken from: <http://www.admin.cam.ac.uk/offices/hr/ppd/pdp/mentoring/types/role/contract>

Annex E: Qualities of good mentors and mentees

The following table identifies some of the characteristics found in good mentors and mentees.

Qualities of good mentors	Qualities of good mentees
<ul style="list-style-type: none"> • good interpersonal skills • objectivity • role model • flexibility • peer respect • demonstrable competence • reflective practitioner • non threatening attitude • facilitator of learning • allowing the development of initiative and independence • open mindedness • approachability • self confidence and self awareness • advocacy • sincerity • warmth • commitment • understanding • aptitude for the role • understanding of level of competence of new comer • understanding of difficulties posed by transition to personal professional accountability • understanding of difficulties of integrating into new work setting • ability to help newcomer set learning objectives • to assist with transition process and to apply knowledge in practice • able to provide objective assessment of progress 	<ul style="list-style-type: none"> • willing to learn and develop • willing to participate • intelligent and learn quickly • ambitious • keen to succeed • able to accept power and risk • loyal • committed • conscientious • able to develop alliances • flexible and adaptable • self-aware • well organized • able to accept a challenge • able to receive constructive feedback

Source: Mentoring: theory to practice. Judy McKimm, Carol Jollie and Mark Hatter 2003, revised 2007

Annex F: Example of training programme in core competencies for mentors

The University of Wisconsin has an extensive mentoring programme. Described below is the training curriculum for mentors.

Research Mentor Training Core Competencies



Research Mentor Training Competencies and Learning Objectives

Maintaining Effective Communication

Good communication is a key element of any relationship, and a mentoring relationship is no exception. As research mentors, it is not enough to say that we know good communication when we see it. Rather, it is critical that mentors reflect upon and identify characteristics of effective communication and take time to practice communication skills.

Learning Objectives - Mentors will have the knowledge and skills to:

1. Provide constructive feedback
2. Communicate effectively across diverse dimensions including various backgrounds, disciplines, generations, ethnicities, positions of power, etc.
3. Identify different communication styles
4. Engage in active listening

5. Use multiple strategies for improving communication (in person, at a distance, across multiple mentors, and within proper personal boundaries)

Aligning Expectations

One critical element of an effective mentor-mentee relationship is a shared understanding of what each person expects from the relationship. Problems between mentors and mentees often arise from misunderstandings about expectations. Importantly, expectations change over time so frequent reflection and clear communication is needed to maintain a collaborative relationship.

Learning Objectives - Mentors will have the knowledge and skills to:

1. Effectively establish mutual expectations for the mentoring relationship
2. Clearly communicate expectations for the mentoring relationship
3. Align mentee and mentor expectations
4. Consider how personal and professional differences may impact expectations, including differences across disciplines when working in multidisciplinary teams

Assessing Understanding

Gauging someone's knowledge about science and research is not easy, yet critical in a productive mentoring relationship. Developing strategies to assess understanding, especially of core research concepts, is an important part of becoming an effective mentor. Moreover, it is important for mentors to be able to identify the causes for a lack of understanding and strategies to address such misunderstandings.

Learning Objectives - Mentors will have the knowledge and skills to:

1. Assess their mentees' understanding of core concepts and processes
2. Identify various reasons for a lack of understanding, including expert/novice differences
3. Use diverse strategies to enhance mentee understanding across diverse disciplinary perspectives

Addressing Equity and Inclusion

Diversity, along a range of dimensions, offers both opportunities and challenges to any relationship. Learning to identify, reflect upon, learn from, and engage with diverse perspectives is critical to forming and maintaining both an effective mentoring relationship as well as a vibrant learning environment. In this session, mentors will think about how to foster an inclusive environment where everyone can do their best learning and create the highest quality of research, both because of and in spite of their diverse perspectives.

Learning Objectives - Mentors will have the knowledge and skills to:

1. Improve and expand understanding of equity and inclusion, and how diversity influences mentor-mentee interactions
2. Recognize the potential impact that conscious and unconscious assumptions, preconceptions, biases, and prejudices bring to the mentor-mentee relationship and reflect on how to manage them
3. Identify concrete strategies for learning about, recognizing, and addressing issues of equity and inclusion, in order to engage in conversations about diversity with mentees and foster a sense of belonging

Fostering Independence

An important goal in any mentoring relationship is helping the mentee become independent; yet defining what an independent mentee knows and can do is often not articulated by the mentor or the mentee. Defining what independence looks like across career paths and stages, and developing skills to foster independence is important to becoming an effective mentor. Defining independence becomes increasingly complex in the context of collaborative research.

Learning Objectives - Mentors will have the knowledge and skills to:

- ◆ Define independence, its core elements, and how those elements change over the course of a mentoring relationship
- ◆ Employ various strategies to build mentee confidence, establish trust, and foster independence
- ◆ Identify the benefits and challenges of fostering independence, including the sometimes conflicting goals of fostering independence and achieving grant-funded research objectives

Promoting Professional Development

The ultimate goal of most mentoring situations is to enable the mentee to identify and achieve some academic and professional outcomes after the training period. Non-research professional development activities are sometimes seen as secondary to the core business of doing research, but are often critically important to identifying and successfully meeting the mentee's long-term career objectives, as well as to the research itself.

Learning Objectives - Mentors will have the knowledge and skills to:

- ◆ Identify the roles mentors play in the overall professional development of their mentees
- ◆ Develop a strategy for guiding professional development using a written format
- ◆ Initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies

Engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance.

Source: University of Wisconsin-Madison Research Mentoring Programme
<https://mentoringresources.ictr.wisc.edu/CoreCompetencies#top>

Annex G: Tip sheets for mentor and mentees

Mentor tip sheet

- 1. Keep communications open.** When your new mentee contacts you, listen to their background history and what they wish to gain from this relationship. Tell the mentee a little about yourself, professionally and personally. Establish the parameters of your new mentoring relationship: determine the best method of communication and create a schedule of contact. Reply promptly to messages sent to you.
- 2. Define expectations.** It is important to establish mutual expectations and ground rules at the beginning of the mentoring relationship. Encourage your mentee to fill out the goals worksheet and send you a copy. Go over the worksheet together, and make suggestions you might have for achieving those goals. Use this worksheet to evaluate your mentee's progress over the course of the year. You should also share what you hope to gain from the mentoring experience.
- 3. Be an active participant.** It is beneficial for both parties to be proactive in the mentoring relationship. Offer feedback and advice when asked, but also provide suggestions, opportunities and ideas to the mentee that you feel are helpful. Share job openings, conferences or other resources that your mentee might not be aware of.
- 4. Be reliable and consistent.** Be realistic about your commitments to your mentee, but always follow through with those commitments. Let your mentee know how much time you can put into this relationship and expect the same courtesy from your mentee.
- 5. Be aware of cultural diversity.** Remember that people come from diverse backgrounds and experiences. Value your mentee's unique social, economic, and cultural traits and perspectives and strive to be a helpful mentor regardless of what differences there may be between you.
- 6. Be positive.** Provide honest feedback when evaluating your mentee, but emphasize the positive. Recognize the work the mentee has done and the progress she/he has made. Emphasize areas where the thinking has been clear, complete, and creative. Encourage her/him to move forward in these areas. Remember your main goal is to support and recognize your mentee's progress and development.
- 7. Respect confidentiality.** Keep conversations between you and your mentee private and confidential. Make sure this expectation is clear and reciprocal.
- 8. Mentoring compatibility.** Occasionally, the fit between mentor and mentee does not work. The best way to handle these situations is to be open and frank. Let the mentee know that you can no longer fulfill your role as mentor and alert the Mentoring programme. Don't let one experience deter you from mentoring relationships in general. You can try again by filling out our sign-up form again, or contacting us directly.
- 9. Contact the mentoring programme coordinator with any questions or concerns during the mentorship.**

Source: Bay Area Library Information Net

Mentee tip sheet

1. **Keep communications open.** Contact your mentor as soon as you receive his or her information. Tell the mentor a little about yourself, professionally and personally. Listen to their background history and what they wish to gain from this relationship, and ask questions as needed. Establish the parameters of your new mentoring relationship: determine the best method of communication and create a schedule of contact. Reply promptly to messages sent to you.
2. **Define expectations.** It is important to establish mutual expectations and ground rules at the beginning of the mentoring relationship. Fill out the goals worksheet provided to you and send your mentor a copy. Go over the worksheet together: discuss your goals and what you hope to accomplish with your mentor. Revisit your worksheet over the course of the year, and use it to evaluate your progress.
3. **Be an active participant.** It is beneficial for both parties to be proactive in the mentoring relationship. Listen carefully to your mentor's advice and ask questions to learn from your mentor's experiences.
4. **Be reliable and consistent.** Be realistic about your commitments to your mentor, but always follow through with those commitments. Be punctual and respectful of your mentor's time, and remember you are building a professional relationship. Let your mentor know how much time you can put into this relationship and expect the same courtesy from your mentor.
5. **Be prepared to accept honest feedback.** Feedback is an important tool for professional growth. Ask questions as needed to clarify your mentor's evaluations and advice. Give your mentor feedback and recognition as well, for the help that he or she provides for you.
6. **Respect confidentiality.** Keep conversations between you and your mentor private and confidential. Make sure this expectation is clear and reciprocal.
7. **Mentoring compatibility.** Occasionally, the fit between mentor and mentee does not work. The best way to handle these situations is to be open and frank. Let the mentor know that you wish to end your mentoring relationship and alert the Mentoring programme. Don't let one experience deter you from mentoring relationships in general. You can try again by filling out our signup form again, or contacting us directly.
8. **Contact the mentoring programme coordinator with any questions or concerns during the mentorship.**

Source: Bay Area Library Information Net

Annex H: Planning for mentoring – mentor’s checklist of tasks

Date:

Next meeting:

Mentor/Mentee:

Directions: the following are tasks or activities to complete prior to meeting with your mentee. Read through the Checklist, add items (if appropriate), and check an item as you complete it. This tool is optional and is yours to keep.

✓ Task

1.	Read through the Tip Sheet and Mentor’s Guide . Your role is not to “tell what to do” but to “ask questions, plant seeds, and steer them clear of potential problems”.
2.	If possible, obtain more information about your mentee.
3.	Reflect on your past mentoring experiences for insights to use in this new mentoring partnership. Be ready to talk about your own mentoring experiences in the role of a mentee or mentor.
4.	Write or develop your personal statement or vision about your life/career as it relates to mentoring, review your Mentor Application , be ready to talk with your mentee about potential development goals and activities.
5.	Read over the sample Mentoring Agreement . You will discuss this and complete it with your mentee and give a final copy to the Mentoring Programme Coordinator.
6.	Think through what you would like your mentoring partnership to do. Be ready to review and discuss your mentee’s draft of Goals for your Mentoring Partnership .
7.	Pull together relevant information about yourself (e.g., resume, CV or job history, current job description, sample of your writing, photos) to share and as for hers/his.
8.	Determine any limits you have (e.g., are you traveling a lot over the next few months? Are you involved in a rotation that will affect your schedule? Do you have family responsibilities that will affect your availability to meet with your mentor?)
9.	Participate in mentor training and social activities and post them on your calendar
10.	Other Tasks: (List and check off)

Source: modified from KU School of Medicine Faculty Mentoring Program tool

Annex I: Planning for mentoring – mentee’s checklist of tasks

Date:

Next meeting:

Mentor/Mentee:

Directions: The following are tasks or activities to complete prior to meeting with your mentor. Read through the checklist, add items (if appropriate), and check an item as you complete it. This tool is optional and is yours to keep; it does not need to be turned in.

✓ Task

1.	Read over the Tips for Mentees , it is filled with helpful questions to consider and discuss with your mentor.
2.	If possible, obtain more information about your mentor (if applicable).
3.	Reflect on your past mentoring experiences for insights to use in this new mentoring partnership. Be ready to talk about your own mentoring experiences, if any.
4.	Write or develop your personal statement or vision about your life/career as it relates to mentoring, review your Mentee Application , think about your potential development goals and activities, and be ready to share all these with your mentor.
5.	Read over the sample Mentoring Agreement . You will discuss this and complete it with your mentor and give a final copy to the designated member of the faculty in your department.
6.	Think through what you would like your mentoring partnership to do. Draft some Goals for your Mentoring Partnership to discuss with your mentor.
7.	Pull together relevant information about yourself (e.g., resume, CV or job history, current job description, sample of your writing, photos) to share with your mentor.
8.	Determine any limits you have (e.g., are you traveling a lot over the next few months? Are you involved in a rotation that will affect your schedule? Do you have family responsibilities that will affect your availability to meet with your mentor?)
9.	Participate in mentee training and social activities and post them on your calendar now
10.	Other Tasks: (List and check off)

Source: modified from KU School of Medicine Faculty Mentoring Program tools

Annex J: Example of first meeting agenda

Date:

First meeting date:

Location of meeting:

Mentor/Mentee:

Directions: The purpose of this optional document is to help you think through and plan the first meeting with your mentor or mentee. Use it to meet your own needs. (For future meetings, use the Meeting Agenda Tool). Fill in what you can beforehand. To the meeting, take copies of your application and thoughts on mentoring. Be ready to review your mentor/mentee's Goals for Mentoring. Discuss a proposed agenda, adjust as needed, and write notes as you proceed through your meeting. This tool is optional and is yours to keep; it does not need to be turned in.

Background information on each other

Name of my Mentee or Mentor: _____

Prefers to be called: _____

Best contact address: _____

Phones(day):_____ (evening):_____ Cell:_____

Fax: _____ E-mail: _____

Education background:

Professional/Work background:

Other Information:

Our partnership will go until:_____ (set the date)

Assistance (knowledge, skills, attitude changes, resources) mentee needs (Go over mentee's Personal Vision and Goals for Mentoring Partnership; discuss strengths/areas to leverage as well as growth areas to improve):

Immediate:

Longer Term:

Mentee's greatest challenges (What's been the biggest challenge of the month? Is it part of a bigger challenge? What will it take to overcome it? What options does the mentee have?):

Specific assistance Mentor can/would like to provide (Keep this general at this point.):

Our limits or constraints in this partnership:

Preferences for communication/feedback (Discuss how to avoid ambiguities and the miscommunication; how to give each other feedback, and how much pressure from mentor is appropriate; bring up pet peeves; and discuss plans for contact, if any, between meetings):

Mentor:

Mentee:

How we'll know we've been successful: (Discuss how you'll measure progress both on the Mentee's goals and on the partnership itself)

(In general) Best times/places to meet:

Dates/times/places for next meetings (Give priority to each others convenience; note date, time and location):

Action items to be completed before next meeting:

Mentee:

Mentor (if any):

Annex K: Meeting agenda tool

Date and time:

Location of meeting:

Mentor/Mentee:

Directions: Make copies of this optional worksheet for your second and future meetings. Use it as an agenda, place to make notes, and record of progress. Identify one or more goals or topics for this meeting and be open to additional topics presented. Keep the notes in a file for your reference. This tool is optional and is yours to keep.

Progress made/successes to celebrate:

Challenges (situations and feelings about them):

Specific goal(s)/ topic(s) for this meeting:

Key learnings from this meeting (Use back if necessary):

Follow-up actions:

Mentee:

Mentor (if any):

Next meeting date, location and tentative topic(s):

Next meeting date: _____ **Location for next meeting:** _____

Source: modified from KU School of Medicine Faculty Mentoring Program tools

Annex L: Mentee's goals worksheet

Date:

Location:

Mentor/Mentee:

Directions: This is an optional tool and can be used in combination with the Meeting Agenda tool. Use it to keep record of your progress and reduce repetitious forms. Print before each meeting, and enter your updated information following each meeting. The worksheet will become your progress log and roadmap for discussion with whomever you wish. (Customize this form before printing by deleting areas you will not be using or inserting space for notes)

Goal: (insert your set goal)

Short term: ☐ Goal met

☐ Making Progress

☐ No Progress

Goal:

Obstacles:

New goal (or strategy to overcome obstacles):

Goal: (insert your set goal)

Short term: ☐ Goal met

☐ Making Progress

☐ No Progress

Goal:

Obstacles:

New goal (or strategy to overcome obstacles)

Goal: (insert your set goal)

Short term: ☐ Goal met

☐ Making Progress

☐ No Progress

Goal:

Obstacles:

New goal (or strategy to overcome obstacles):

Goal: (insert your set goal)

Short term: ☐ Goal met

☐ Making progress

☐ No progress

Goal:

Obstacles:

New goal (or strategy to overcome obstacles):

Goal: (insert your set goal)

Short term: ☐ Goal met

☐ Making progress

☐ No progress

Goal:

Obstacles:

New goal (or strategy to overcome obstacles):

Source: modified from KU School of Medicine Faculty Mentoring Program tools

Annex M: Mid-term evaluation of the mentoring partnership

Directions: After 30 days of the partnership, each mentor and mentee should complete this short evaluation. The completed form can be submitted to the mentoring programme coordinator.

How many times have you met with your mentee/mentor?

Is the match working for you?

Yes

No

Somewhat

If the pairing is not working for you, do you wish to have another mentor/mentee?

Yes

No

Do you need additional advice or materials to benefit from the programme?

Yes

No

If yes, what do you need?

Any suggestions on how to improve the programme?

Annex N: Mentoring programme evaluation – for mentors

The following link is an example of a survey by participants upon completion of a mentoring programme

https://uwmadison.qualtrics.com/SE/?SID=SV_dnigM9FjdENNh7

Example of a Evaluation form for mentors

Thank you very much for taking a few minutes to provide this information. It will help us strengthen our programme and provide data to demonstrate the effects of mentoring on mentors and mentees. All the individual data from this survey will be kept anonymous.

Background

Date: _____ Name of Mentor: _____

Department: _____

Name of Mentee: _____

Mentee's learning objectives:

A. Programme assessment

What is your general assessment of the Mentor programme?

_____ Very successful _____ Successful _____ Moderately successful _____ Unsuccessful

How satisfied were you with your mentee match?

_____ Very satisfied _____ Satisfied _____ Dissatisfied

Did you receive adequate assistance from the programme coordinator?

_____ Yes _____ No

Please explain: _____

Please rate each of the following programme components:	Not Enough	Just Right	Too Much
Information about the programme at the recruitment session			
Information about the mentee			
Mentor training			
Regular mentor support			
Interaction with the programme coordinator			
Networking with other mentors			

What advice do you to your organization regarding the programme?

B. Mentoring experience assessment

How satisfied were you with your experience as a mentor?

_____Very satisfied _____Satisfied _____Slightly satisfied _____Dissatisfied

How effective do you feel as a mentor?

_____Very effective _____Effective _____Not very effective _____Not at all effective

Please indicate the reasons for your feelings: _____

How did mentoring affect you personally? (please check all applicable responses)	To a great extent	Somewhat	Not at all
I learned new things about myself.			
I found it easy to be a mentor.			
I have a better understanding of the education system.			
I felt more motivated at work.			
I was able to keep up with my work.			
I feel more productive at work after mentoring.			
I have a better understanding of diversity issues.			

What is the single most important thing you got out of the programme?

Source: modified from evaluation form of the Connecticut Mentoring Partnership, Business Guide to Youth Mentoring.

Annex O: Mentoring programme evaluation – for mentors and mentees

This evaluation form can be used at the end of the mentoring programme by both the mentor and mentee together.

Directions: Your feedback on will help improve the mentoring programme. Near the end of your agreed-upon time together, complete the form, discuss highlights with your mentoring partner, and give a copy to Programme Coordinator.

Date:

End of Mentoring Programme:

Mentee Name:

Mentor Name:

Part I. General questions about your mentorship and the mentoring programme in general

A. Your partnership

1. How frequently have you met with your partner?
2. How satisfactory was this (on a scale of 1 low to 10 high?)
3. What were two of the most beneficial development activities you did?
 - i
 - ii
4. What new or improved skills, knowledge, or attitudes did the Mentee gain as a result of this partnership?
5. What is the most beneficial change can be identified in the Mentor as a result of the mentorship?
6. What type of feedback or other assistance did the Mentor provide which seemed to help the Mentee the most?
7. Have you found your partnership challenging? Why or why not?

B. The mentoring partnership

1. What was the main reason you decided to participate in the programme?
2. What were your initial apprehensions about the programme?
 - i
 - ii
 - iii
3. What improvements would you suggest for the mentoring programme as a whole?
 - i
 - ii
 - iii
4. Would you recommend the programme to others?
 - i. ☐ Why or why not? ☐

Part II. Your Ratings

A. Separate Components

Directions: Rate the following on a scale of 1-10 (10 = outstanding/most important) for their usefulness and benefit to the mentoring programme.)

1. Communication about the programme
2. Recruitment process
3. Kick-off event
4. Mentor/Mentee training
5. Resource Materials
6. Support provided by Programme Coordinator
7. Other (specify)

B. Overall Experience

Directions: please rate the mentoring programme overall.

1 = waste of time; 10 = one of the most valuable times in my life.

Your overall rating =

Other comments:

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