MENTORING IN THE WORKPLACE

WEPs TOOL KIT

This guidance note forms part of a toolkit to help companies implement the Women's Empowerment Principles (WEPs). Focusing on Principle 4 on promoting education, training and professional development for women, the guidance notes specifically aims to support WEPs signatories in prioritizing, establishing and implementing gender-responsive mentoring programmes. The guidance note offers concrete strategies, templates and tools for companies set up and effectively manage mentoring programmes that promote gender equality and advance women's advancement in the workplace.

European Union

Norwegian Ministry
of Foreign Affairs

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1. INTRODUCTION

Mentoring is an effective and increasingly popular way for private sector companies to advance the Women's Empowerment Principle 4, promote women's training and professional development, and drive positive organizational culture change. This guide is based on international best practices and the practical experiences of UN Women. It is designed to assist WEPs signatories with developing and rolling out a customized mentoring programme within their organizations.

1.1 MENTORING MAKES BUSINESS SENSE

Investing in women and girls can lead to increased productivity, organizational effectiveness, return on investment and higher consumer satisfaction.[1] An increasing number of companies are introducing progressive and gender-responsive workplace policies, including to help employees reconcile work and family responsibilities for both women and men employees and ensure work environments where women thrive.

Some companies are developing programmes and initiatives to promote opportunities for women's professional development. Mentoring programmes, in particular, are popular internationally and are gaining interest in many countries.

Companies are choosing mentoring programmes since they:

1. Provide staff with an informal opportunity for education and learning.
2. Increase staff morale and job satisfaction, thereby reducing turnover.
3. Enable companies to transfer leadership and management skills to newer staff.
4. Save time when problem-solving and when taking on staff, and they keep staff focused on project-oriented tasks.[2]

A study conducted by MicroMentor.org found that businesses that participated in mentoring programmes reported a revenue increase averaging US$47,000, a 106 per cent increase. Those companies without mentoring programmes increased their revenue by an average of US$6,600, or by 14 per cent.[3] Another study found that 92 per cent of small business owners agreed that mentors had a direct impact on the growth and survival of their business.[4] In the United States, companies whose founders have been mentored by top-performing entrepreneurs are three times more likely to go on to become top performers themselves.[5] Around 75 per cent of top managers report that mentoring played a huge role in their careers.[6]

Research among employees cites the following benefits of participating in mentoring programmes as mentees:

- Higher financial compensation.
- Greater number of promotions.
- More confidence in career advancement opportunities.
- More job satisfaction.
- Greater commitment to a career within the organization.[7]

By improving employee satisfaction and engagement, mentoring can also improve a company's performance.

Research conducted in the United States found that 95 per cent of staff with mentors mention that their productivity has increased.[8] The same study found that employees without mentoring support were 35 per cent more likely to leave their jobs than employees who had participated in mentoring programmes, and 77 per cent of companies surveyed reported that mentoring programmes decreased brain drain from their staff.

The benefits of mentoring programmes also extend to mentors themselves. Compared to other employees, mentors are more likely to:

- Report greater job satisfaction and organizational commitment.
- Have greater career success.
- Report an increase in work-related fulfilment.[9]

When companies develop mentoring programmes, they are promoting a workplace culture that values learning, development and collaboration. In such an environment, employees are encouraged to share their knowledge and skills with their colleagues, while learning from others.

Mentoring is one of the most relevant ways to engage women and men employees and managers to support their career development and to assist in the creation of respectful workplaces where women and men are treated fairly. Before embarking on a mentoring programme, it is highly important for human resource managers to analyze and understand what benefits mentoring can bring to their company. Annex A provides a format for developing a company's business case.

1.2 ORGANIZATION OF THE GUIDE

The main purpose of this guide is to give detailed guidelines to human resource managers on how to establish a mentoring programme in their workplace. The primary target audience for the guide is WEPs signatory companies, but the public sector and other organizations may also apply the systematic framework for starting and implementing a mentoring programme.

The guide is organized into the following sections:

- Understanding mentoring
- Designing a mentoring programme
- Implementing the programme
- Monitoring and evaluating the programme
- Making mentoring sustainable

Additional tools, including templates for training agendas and evaluation forms, are available in the annexes.

2. UNDERSTANDING MENTORING

2.1 WHAT IS MENTORING?

Definition of mentoring

Mentoring is a collaborative learning relationship between two individuals or more that leads to insights, decisions, planning and action and facilitates professional and personal development. Companies use mentoring programmes to support the professional and personal development of

employees and to improve workplace relationships and culture. Mentoring is an opportunity to provide new knowledge and experiences to employees. Its common goal is to encourage learning and personal development by using specific methods.

A workplace mentoring programme is a formally structured initiative that matches mentors and mentees to achieve the following results:

- Promotion of learning.
- Knowledge transfer.
- Personal and professional development.
- Career progression.

An internal mentoring programme is normally designed with an organization's strategic objectives in mind. The mentoring programme is meant to support succession planning, knowledge management, knowledge transfer, retention and leader development in the workplace. Mentoring programmes give individuals, especially those with leadership potential, the opportunity to focus their attention towards learning from other leaders within the organization.

Mentor-mentee relationship

Mentoring is the exchange of information between two parties where one person who has real-world experience is sharing it with the other person. A mentor acts as a guide and facilitates learning moments in the conversation. The mentor-mentee relationship requires a high level of trust, safety and vulnerability with the intention of creating an experience through which the mentee learns about self-reflection and different approaches to various situations.

Mentoring relationships are most successful when driven by the mentee so that s/he is able to benefit most from it. In a mentee-led relationship, the mentee will determine the meeting schedule and set the agenda. The role of the mentor is to create a safe and trusted environment so that the mentee feels comfortable to ask the questions that are considered obstacles to the mentee's career and/or personal and professional growth.

A mentee-centered approach can be specifically beneficial in promoting women's empowerment and professional development. A mentee-centered approach recognizes that power dynamics exist in mentoring relationships and that, although a mentor may have more work experience, the mentee can play a key role in setting the goals and agenda for the mentoring sessions. This approach enables the mentee to drive the sessions to ensure they meet the mentee's goals.

Some benefits and skills that mentors and mentees can develop during a mentoring programme include:

- Communication and interpersonal skills.
- Leadership and management abilities.
- A reinforcement of and confidence in their personal expertise.
- An increase in their overall self-confidence and motivation.

Mentors report they gain or enhance a number of skills, including:

- Active listening skills.
- The ability to explain new and complex ideas.
- Organizational skills such as developing meeting plans, information and materials.
- Familiarity with new communication methods and approaches.
- Improved facilitation skills.
- The ability to analyze their own knowledge and behaviour.

Mentors may also find mentoring an opportunity to expand their curriculum vitae and engage in volunteer work, which may be valued by employers and is an overall rewarding experience that can have a positive impact on someone else's life.

Choosing the right type of mentoring is crucial. When starting the process, it is useful to create a concrete guide that is adapted to the company and its management style. According to company traditions and culture, the mentoring process might differ in terms of its formality, structure and key objectives. It is highly recommended to conduct a needs assessment prior to planning the process. Annex B includes a guideline for a focus group to determine the needs of an organization.

2.2 MENTORING VERSUS COACHING

Coaching and mentoring are both avenues to support an individual's personal and career development. The terms "mentoring" and "coaching" are sometimes used interchangeably, but they do not generally describe the same type of relationship.

Coaching is a growing profession and is being recognized as a vital tool for helping anyone – from an individual to teams and leaders – in a variety of environments. Coaching focuses on a defined set of skills, knowledge or tasks. Mentoring, meanwhile, is all-encompassing and oriented around building trust and establishing relationships, although it may also focus on specific learning goals. See Table 1.

Table 1: The difference between mentoring and coaching[10]

	Mentoring	Coaching
Focus	Overall career and skills development	Improved performance in current job
Time frame	Long-term	Short-term
Structure	Informal relationship and meetings	Structured and formal relationship
Agenda	More open, set by the mentee	Set, co-created by the coach and protégé
Results	Development	Performance

2.3 EXAMPLES OF MENTORING

Companies around the world choose mentoring as a capacity development opportunity for their staff. Below are six examples of mentoring programmes with a focus on women's professional development and empowerment.

DELOITTE As part of Deloitte's Emerging Leaders Development Programme, employees from underrepresented populations are paired with mentors from the partner, principal or director level. In 2018, Deloitte also launched a mentorship programme for women, the Deloitte Women's Leadership Launch, which is one of the company's initiatives to support women's career advancement in the company.

ENEL GROUP[11] Mentoring and shadowing programmes for women in managerial roles were launched as part of Enel Group's diversity and inclusion policy to support the

succession planning process. Enel Group's diversity mentoring programmes focus on ensuring that women make up one third of potential successors in senior manager roles. The succession plan has had an important impact on the percentage of newly appointed women managers, who in the last years have been significantly higher than the percentage of existing women managers.

FACEBOOK This international social media platform incorporates mentoring for development purposes. For the past 12 years, Facebook's in-house mentoring programme has supported junior engineers by pairing them with more experienced employees. Facebook has also assisted in establishing a number of online mentoring groups across sectors and Lean In mentoring circles that offer small-group mentoring to women in the workforce.

RELX Mentoring and sponsorship are two ways in which RELX is tackling the structural barriers that hold women back from senior roles. The company sees mentoring as a way to build a pipeline of women talent in technology. The firm's global Women in Tech mentoring programme connects women technologists with role models within the company. Through the mentoring process, employees develop cross-business partnerships and gain insights into potential career development paths.

SANTANDER Women's professional development is key for Santander to increase the number of women promoted within the company. Santander Spain has a programme blending training and mentoring with a focus on personal and professional development as well as networking. Since its creation, over 700 women have participated in the programme. So far, 300 employees participated in the programme and 39 per cent received promotions. Santander UK participates in different cross company mentoring initiatives, offering mentees the opportunity to receive impartial advice and gain knowledge. Santander Mexico focus on preparing women for senior position management levels through a cross mentoring programme with Accenture.

SODEXO Sodexo offers three types of mentorship programmes to help employees at different stages of their careers. The Bridge Programme pairs new hires with seasoned managers. The IMPACT programme forms 100 formal partnerships over the course of a year between employees at any level, and a less formal peer-to-peer programme offers employees the chance to take part in mentoring at any stage of their career. In the United States, Sodexo started the "Young Women of Sodexo" Mentoring Circle in the fall of 2018. This peer-led learning group offers a cross-segment, competency-based collaboration space. The group meets monthly to encourage, challenge and support one another as they navigate their careers.

2.4 MENTORING ROLES AND RESPONSIBILITIES

The roles of Mentoring Programme Coordinator, Advisory Committee, mentors and mentees are essential to establishing a successful mentoring programme. In this section, each role is described and, where necessary, a job description has been prepared.

It is desirable to give the main responsibility for the overall coordination and management of the workplace mentoring programme to the human resources department or other personnel or department responsible for employees' professional development. In the absence of such a department, the responsibilities associated with a Mentoring Programme Coordinator can be given to the general management.

The main responsibility of the Mentoring Programme Coordinator is to plan the entire process, match pairs, train mentors, monitor the process and summarize the results. The key responsibilities include but are not limited to:

- Setting mentoring programme objectives.
- Developing mentoring guidelines that fit the company's needs.
- Recruiting mentors and mentees.
- Planning and implementing mentor training, as relevant.
- Matching mentors and mentees.
- Monitoring and evaluating the mentoring process.
- Closing the mentoring phases.

Box. 1   Mentoring Programme Coordinator Job Description

The Mentoring Programme Coordinator works closely with other management staff to determine the goals and needs of the mentoring programme and implements the programme accordingly. Throughout the process, the coordinator keeps records of the mentoring programme's progress and reports this progress to supervisors or other groups, as agreed.

One of the coordinator's key duties is identifying individuals who would make good mentors. Together with other relevant staff, the coordinator interviews mentor candidates to find those who possess desired traits such as knowledge of the organization and the ability to instruct others. The coordinator also interviews mentee candidates to ensure there is a level of openness to learning and growing and to further understand their motivation for joining the programme. The coordinator then coordinates the training for mentors, pairs each mentor with a mentee and provides mentors with guidance concerning what to teach mentees. The coordinator may even provide mentors with a list of goals that the mentor and mentee should accomplish throughout the course of the programme.

Two other major job duties include monitoring and evaluating mentor-mentee relationships. The Mentoring Programme Coordinator usually monitors these relationships through verbal communications, such as face-to-face or over-the-phone conversations. Indirect communication may include reviewing progress reports written by mentors and feedback provided by mentees. The coordinator also evaluates each mentor-mentee pair to determine if any changes must be made, such as reassigning the mentor or mentee. For many coordinators, part of the evaluation process includes writing reports about the success rates or failures of current programmes. The coordinator also might monitor the hours put in by mentors and mentees by reviewing the mentoring journals or session outcome forms.

The role of the advisory committee is to ensure there is a fair process. The advisory committee comprises three to five people with at least two staff (including the Mentoring Programme Coordinator, if desired). These members may include line managers, company executives or board members. The committee provides feedback and gives advice to ensure the smooth running of the mentoring programme.

Together with the coordinator, the committee reviews mentor and mentee applications and recommends who is accepted into the programme. The committee also reviews the matches, to ensure they are appropriate, reviews surveys and feedback to ensure that the programme is meeting the needs of staff and fulfilling its objectives.

Box. 2 Mentoring Programme Advisory Committee Job Description

The principal focus of the committee is to provide strategic advice and support for the activities of the mentoring programme. The final decision-making lies with the Mentoring Programme Coordinator and her/his manager.

Members are asked to join the committee by the coordinator. It is a voluntary role, with staff ideally being represented by the coordinator and one other person, and the other members from management.

The committee meets the coordinator regularly to review and discuss the:

1. Mentoring matches.
2. Monitoring and evaluation of survey results.
3. Quality of the programme.

Members are initially appointed for one cycle of the mentoring programme but can choose to continue.

The committee meets a minimum of four times (for 1 to 1.5 hours each time) to:

1. Discuss the programme, the strategy for recruiting mentors and mentees and the key lessons. learned from the last mentoring programme cycle, if any.
2. Review all applications to select programme participants.
3. Review mentor and mentee matches as suggested by the coordinator.
4. Review survey results after the conclusion of the programme.

The committee is expected to:

• Give any feedback or reviews within the time frame requested by the coordinator
• Respect confidentiality in order to promote open discussion.

It is important that the coordinator and committee provide all mentors and mentees with information about the ethical norms expected by the programme and an outline of the procedures to follow, if a mentoring relationship fails. Mentors and mentees should be encouraged to have an open, productive and result-oriented relationship. Questions relating to anonymity, gender roles, meeting times and communication channels should be addressed in advance.

While working on mentoring, it is important that the department responsible for coordinating the programme is aware of the ethical risks and issues and can adequately plan and monitor the mentoring process. Responsibilities for the mentoring process (such as setting up and facilitating the meetings and tracking results) can be easily shared with mentors. Mentors and mentees can also become part of the management process of the whole mentoring programme and take it as a benefit for their career development. See Table 2.

Table 2: The roles and responsibilities of mentors and mentees

Roles and responsibilities of a mentor	Roles and responsibilities of a mentee
• Prepare for mentoring sessions. • Identify and monitor tasks assigned to the mentee. • Plan and participate in meetings. • Focus on goals and results. • Identify relevant literature and other resources, including contacts. • Share knowledge and skills. • Attend relevant training and meetings. • Be open and give constructive feedback to the mentee.	• Determine the goals of the process. • Communicate the objectives of each meeting to the mentor (focusing on desired outcomes). • Schedule meetings and propose agendas based on objectives. • Perform the tasks assigned by the mentor. • Attend relevant trainings, meetings and activities. • Be open and give constructive feedback to the mentor. • Seek advice, opinions, feedback and direction from the mentor. • Respect the mentor's time and agreed schedule.

The personal qualities of mentors and mentees are just as important as their roles and responsibilities. See Table 3 for a summary of the qualities that you should be looking for in the applicants.

The role of a mentor in the mentoring relationship cannot be underestimated. Here are a few general rules for mentors to promote successful mentoring relationships:

- **Be confident and encourage confidence:** Act as a non-judgemental sounding board and facilitator; maintain privacy and confidentiality.

- **Act as a protector:** Support and create a safety net by ensuring a safe environment for the mentee to take risks.

- **Show leadership:** Give needed support by boosting morale and enhancing self-esteem; show empathy and understanding.

- **Be a bridge or broker:** Identify and facilitate development opportunities; link the mentee to possible resources.

- **Coach and guide:** Give structure and direction; provide technical and professional knowledge; empower the mentee to handle his/her own problems independently.

- **Challenge to drive progress:** Help the mentee explore potential career opportunities and other possibilities; encourage and push the mentee towards higher standards.

Table 3: Qualities of a good mentor and good mentee

Qualities of a good mentor	Qualities of a good mentee
• Is known to keep themselves and others accountable to their goals. • Is prepared to allocate good quality time to mentoring. • Shares openly his/her experience, knowledge and network. • Follows organizational values and ethical norms. • Listens well and provides constructive feedback. • Collaborates in cases where the Human Resources or Mentoring Programme Coordinator may need to be involved. • Welcomes the chance to give something back to the company.	• Takes personal responsibility for his/her career. • Is open to listening and receiving advice and feedback. • Has humility and is open to learning. • Is proactive and open to fulfilling tasks assigned by the mentor. • Is motivated towards self-development. • Understands the values of self-directed learning. • Is honest and realistic about goal-setting and sharing expectations. • Seeks advice, opinions, feedback and direction from the mentor. • Is respectful of the mentor's time.

MENTORS: TRAPS TO AVOID

"I can help"
Avoid stepping in to fix problems for the mentee.

"I know best"
Share your experience, but do not tell the mentee what to do.

"I can help you get ahead"
Do not be tempted to do favours for the mentee that you would not do for others.

"You need me"
The goal is independence, not dependence. The goal is for the mentee to get stronger, not to feel better about his/her weaknesses.

3. DESIGNING A MENTORING PROGRAMME

3.1 STEPS IN DEVELOPING A MENTORING PROGRAMME

When designing a mentoring programme, it is important to consider the process below in order to lay the foundation for a comprehensive programme and valuable experience for all participants.

I – Preparation phase

- Identify the scope of the programme:
  - Who is the target mentee group?
  - Who are the best mentors for the group?
  - Who will comprise the Advisory Committee for the mentoring programme?
  - When is the start date of the programme?
  - What are the training dates?
  - What is the length of the programme?
  - What are the criteria for selecting mentors and mentees?
  - What kind of mentoring is desired: traditional, peer or some other type?

- Identify mentors and mentees.
- Analyze mentees' competency gaps.
- Match mentors with mentees.
- Orientate participants on the mentoring requirements and process.
- Agree on roles, schedules, venue and mentoring content for each pair.
- Facilitate signing of the mentorship contract/agreement.

II – Working phase

- Facilitate sharing of mentees' objectives and mentors' expectations.
- Train mentors and introduce them to the formal mentoring and coaching principles (see Annexes C, D, E and F for resources and guidelines).
- Ensure that each mentor-mentee pair holds regular mentoring sessions.
- Monitor the process through, for example, periodic reports by the mentor and the mentee on the programme's progress to the Mentoring Programme Coordinator.
- Support the creation of an organizational culture of learning and collaboration through the sharing of education tools and supporting mentoring sessions.
- Acknowledge mentors and mentees through internal communications and possibly a "thank you" event for mentors and mentees.

III – Closing phase

- Support the exchange of stories/experiences among mentees and mentors, as well as management and external audiences, as appropriate. Use written and video testimonials, as desired.
- Survey each mentee and mentor for programme feedback, training and improvements.

IV – Evaluation

- Revisit the mentoring programme results against the objectives.
- Decide whether to continue or to end the mentoring programme and make adjustments for the next round, as appropriate.

3.2 WHAT ARE THE DIFFERENT MENTORING MODELS?

In Table 4 six main mentoring models are identified. These include one-to-one mentoring, peer mentoring, mentoring circles, inter-agency mentoring, reverse mentoring and reciprocal mentoring.

Table 4: Common types of mentoring used in organizations

1. Traditional or one-to-one mentoring

This is a traditional hierarchical mentoring process in which one person is more experienced and is mentoring the one with less experience. This type of mentoring can also be understood as more of a "teacher" or "guru" style; the mentor is taken more as an expert who has the answers due to experience or knowledge.

2. Peer mentoring

Individuals with a similar status or position in a company can mentor each other. Here, the focus falls more on mentoring skills, relationships and organizational development than in the traditional approach. This type of mentoring still requires one mentor and one mentee, even though they may be peers. Mentoring sessions can be conducted in pairs or small groups.

3. Mentoring circles

In an effort to create safe mentoring opportunities for all employees, many companies are turning to mentoring circles. This is a form of group mentoring that may encourage participation from all levels, demographics and genders within an organization. Sometimes, the mentoring circles target a specific group of employees, such as women. The mentoring circle proposes topics of interest for group discussion and growth. By initiating mentoring circles, organizations can create intentional networks to help employees grow, share experiences and develop in a number of ways.

4. Inter-agency mentoring

This is when companies establish mentoring programmes with like-minded companies or partners. Mentors or mentees can be selected from different agencies. The strength of this model is that mentees are exposed to mentors they do not know and who may have different career paths and broader networks.

5. Reverse mentoring

In this model, cross-generational collaboration is supported through the mentoring process, in which junior employees assume the responsibility of mentoring senior mentees. For example, junior staff may provide mentoring support to senior staff on technology-related topics.

6. Reciprocal mentoring

As the name suggests, reciprocal mentoring involves guidance and transfer of knowledge bilaterally within organizations. This productive way of mentoring allows participants to play the role of both mentor and mentee at the same time. The strength of this approach is that both parties have the opportunity to experience the benefits of the mentoring process. Some companies are using this approach when working with staff from different generations, while some larger companies use this with staff across different departments.

3.3 CHOOSING THE RIGHT MODEL FOR YOUR COMPANY

To determine what type of mentoring is best for your organization, focus on the objectives of the programme. The objectives of mentoring should be concrete, feasible and achievable. Use the SMART objectives model in order to design the right objectives for your company. The more specific the objectives are, the easier it is to evaluate the results and improve the mentorship programme for the next round of employees. See image 1 below.

Some SMART questions to assist you include the following:

- Who and what is the programme designed to affect?

- Why is leadership supporting the programme?

- What would be the desirable outcomes for the programme?

- How does this programme fit into the overall training and development programme?

- Who are the potential mentors?

- Who are the potential mentees?

- Which existing partners could support the mentoring programme?

- What amount of time can be dedicated to managing, establishing and implementing the programme?

- What resources are available for the mentoring programme?

Image 1: The SMART model

| Specific | Measurable | Attainable | Relevant | Time based |

A needs assessment can also be used to help design the mentoring programme (see Annex B). This is used by a company to introduce the idea of a mentoring programme to employees and to identify any specific needs or expectations participants have for the programme. It can be a simple questionnaire or focus group discussions.

The duration of the mentoring process can be determined by your company. Generally, it is recommended that the mentoring programme be a minimum of three months. A mentorship of six months is more beneficial than three months because it allows mentees to set realistic goals and achieve them, while mentors will be able to monitor their progress. Overall, it is recommended that a structured programme be no less than three months and no more than one year.

In order to create a safe environment for both the mentee and the mentor, it is recommended that mentoring meetings happen at work, ideally in a quiet, private, space. The mentor/ mentee can define a time and place to meet and inform the coordinator. Outside involvement in these meetings is not recommended, unless the mentorship pair ask for it.

Mentor-mentee meetings should occur at least once a month, and this time should be considered as work time by the company. Allocating time during work hours for mentoring sessions signals the importance of mentoring and highlights the company's support for personnel development. Scheduling meetings well in advance (for example at the same time each month) will increase the likelihood of the participants being able to attend.

In the case of a six-to-seven-month mentoring programme, the first two months are usually spent on creating the foundation for mentoring, while monitoring progress usually occurs from the second month through to the fifth month. It is important to determine the beginning and the end of mentoring in order to monitor the process and evaluate the results.

Table 5: Sample schedule of a mentoring programme

Month 1	• Introduction. • Pre-orientation meeting for mentors and mentees. • Explaining the cycle and responsibilities of mentors and mentees.	• First meeting of mentor and mentee. • Setting up the goals in each mentorship pair. • Building trust.
Month 2	Working on Goal #1 (at least two meetings between mentors and mentees, and when needed, an additional meeting between all mentors and the management team responsible for mentoring).	
Month 3	Midterm evaluation (meeting with all mentors and mentees, either all together or separately).	
Month 4	Working on Goal #2 (at least two meetings between mentors and mentees, and when needed, an additional meeting between all mentors and the management team responsible for mentoring).	
Month 5	Working on Goal #3 (at least two meetings between mentors and mentees, and when needed, an additional meeting between all mentors and the management team responsible for mentoring).	
Month 6	Final meeting and final evaluation (meeting with all mentors and mentees, either all together or separately).	
Months 7 and 8	Follow-up evaluation and new cycle. This can also be done a few months after the mentoring process in order to see more clearly the achievements.	

The intensity and frequency of the mentoring sessions can be discussed and set by the mentoring pairs. It is recommended that mentors and mentees dedicate three to five hours per month to mentoring. This could be a meeting lasting 1 to 1.5 hours, with additional time for follow-up tasks. See Table 5 for a sample schedule of a mentoring programme.

3.4 SETTING GOALS AND EXPECTED RESULTS

Setting a mentoring programme goal is fundamental to the mentoring process. Programme goals can reflect the company's general goals and the reasons why the company has decided to establish a mentoring programme, along with the main results of the needs assessment (see Annex B).

Individual participants in the mentoring programme should also identify their own personal and professional goals. Participants should start thinking about these goals from the point they consider participating in the mentoring programme. It is advised that company and individual mentoring goals focus on career advancement and on creating a more supportive workplace, fostering career satisfaction and promoting a fair and equal organizational culture.

Individual mentoring goals may include feeling more comfortable in the workplace or developing confidence in or openness to sharing ideas. For many individuals, a mentoring goal will include attaining professional skills such as planning, fulfilling specific requirements for future training programmes, communication skills, team building, managing, leading or public speaking.

Mentoring may provide new staff the chance to learn about the company and become team players. Offering a mentoring programme for women who have been on maternity leave can facilitate their re-entry into the workplace.

Key performance indicators to consider when developing a mentoring programme:

- ✔ **What is the composition of the company's leadership team? Consider age, gender, years with the company and backgrounds. Does the leadership team reflect the company profile? Is this profile diverse?**
- ✔ **What is the likelihood that participants in the mentoring programme will be promoted?**
- ✔ **What kind of career progression is offered to women after maternity leave?**
- ✔ **What is the gender salary gap? What strategies are helping to reduce this gap?**

3.5 DEVELOPING GUIDELINES AND TRAINING MATERIALS

Mentoring guidelines will be fundamental to implementing a successful programme as they contain all the relevant information that mentors and mentees need. The guidelines can be developed by the coordinator with input from the committee.

What should be included in mentoring guidelines?

- • **Programme goals.**
- • **Roles and responsibilities of all participants, including the company management.**
- • **A timeline for the programme.**
- • **A mentorship agreement that sets out the rules and requirements of participants in the programme.**
- • **A process for feedback and making complaints.**
- • **Monitoring and reporting forms and tips.**

Before starting the mentoring programme, it is recommended that companies host a mentor-mentee event where all participants have an opportunity to begin networking. The event may also be used to build excitement and a sense of responsibility among the participants, as well as strengthen their sense of community.

Mentors, like anyone stepping into a new role, are more likely to succeed if they have training for their new responsibilities. It is advisable that all mentors and mentees go through intensive training of up to three days that will introduce them to methods and approaches that can be used. Responsibility for the training programme lies with the Mentoring Programme Coordinator. Depending on the experience and confidence of the coordinator, external trainers can be brought in to develop and deliver the training, especially when the mentoring programme is new. Previously trained mentors may also function as trainers.

While mentors and mentees can participate in the training programme together, depending on time and resources, separate trainings may be more effective in order to address the participants' different needs. The training programme provides mentors with an opportunity to learn skills such as listening, and mentees with the ability to set realistic goals and expectations.

When developing mentoring training programmes, ask several key questions:

- What information do mentors and mentees need to acquire?
- What skills training do they need?
- What is the minimum amount of training required?
- Should optional and/or additional trainings also be offered?
- When should the training take place?

The overall goals of training include:

- Helping participants understand the scope and limits of their role as mentors and mentees.
- Helping them develop the skills and attitudes they need to perform well in their role.
- Introducing them to the concept of positive mentoring and mentee development.
- Providing information about programme requirements and support available for mentors and mentees.
- Answering questions that participants may have about the mentoring experience.
- Building participants' confidence as they prepare to step further into a leadership role in the mentoring relationship.

4. IMPLEMENTING THE PROGRAMME

4.1 SELECTION OF APPLICANTS AND PAIRING

Once the mentoring programme has been designed, the first step is to identify the participants: mentors and mentees. In this phase and as outlined in Table 6 it is recommended that the Mentoring Programme Coordinator clearly communicates the goals, benefits and responsibilities of the mentoring programme to all potential mentors and mentees.

The participant selection process for the mentoring programme can be determined by the company. When selecting participants, it is important that the main values of transparency and equality are considered. During the recruitment phase, a pre-orientation meeting can be organized in which the concept of mentoring, the mentors' and mentees' roles and the basic structure of the mentoring programme are introduced. Afterwards, mentors and mentees may be asked to complete an application form (see Annex G for a template). Information in the form will also assist in matching mentoring pairs.

Table 6: Individual benefits for mentoring programme participants

For mentors	For mentees
• Feeling more responsible in the role of an expert. • Having a feeling of being appreciated and perceived in the company as somebody who has valuable skills and knowledge. • Enhancing mentoring and other interpersonal skills. • Being more involved in organizational development. • Developing a new style of leadership while supporting the mentee.	• Experiencing professional growth. • Developing skills for a higher position. • Pursuing further personal and professional development inside and outside of the company. • Receiving honest and constructive feedback. • Exploring new skills to improve performance. • Expanding networks inside and outside of the company. • Adapting to the company culture and team.

The following recruitment criteria can be used for all candidates (mentors and mentees) to determine the suitability of an applicant and assist in matching pairs:

• Gender.

• Career level or grade.

• Number of years with the organization.

• Certification level, responsibilities or job title.

• Number of years of experience in the job.

• Peer recommendations.

• Motivation for being part of the mentoring programme.

• Career aspirations.

• Skills offered.

• Ability to fulfil the time commitment.

Importantly, the mentor and mentee selection and matching are most effective when both sides participate voluntarily. It is important for mentors and mentees to understand the positive benefits of mentoring and be motivated to make the most of it.

If your company chooses a traditional one-on-one mentoring model, mentors should be selected from staff who are ready to support new or less experienced staff. At the same time, mentees should include staff who are ready to learn and to work on their own skills and motivation.

The applications from potential programme participants can be submitted to the coordinator for eligibility (based on target groups). The coordinator will do an initial matching of mentors and mentees that will then be reviewed by the committee.

Matching criteria can be based on the following:

• Backgrounds.

• Career path of the mentor and aspirations of the mentee.

• Avoiding a conflict of interest (where possible, choose mentors and mentees from different departments or pairs that do not have direct line management or reporting relationships).

• Leadership capability of both the mentor and the mentee.

• Personalities.

• ender (some mentees may expressly state that they do not want a male mentor, a preference which should be respected).

Box. 3   Should women be matched with women or men mentors?

In most countries, women do most of the unpaid work at home and often have the primary responsibility for childcare at home. Female mentors might be able to understand female mentees' challenges of juggling career and care duties particularly well. Women who have faced direct gender-based discrimination during their careers may find it easier to speak to other women than men about their career and related challenges. For this reason, some female mentees may prefer and specifically benefit from having a female mentor.

On the other hand, because most of the managerial positions are still mostly occupied by men, male mentors might be able to provide female mentees with better access to management networks that help women climb the career ladder. Having a male mentor may also help them gain another perspective. A male mentor may also gain insight into the gendered challenges women often face during their careers.

Men mentoring women and women mentoring men may promote a positive shift towards gender diversity and equality in the organizational culture of a company. If the company decides to match females with males, it is important that any perceived or actual risks – for example, with regard to sexual harassment – are adequately addressed in mentoring guidelines, training and feedback processes.

LeanIn.org found that almost half of male managers are uncomfortable participating in a common work activity with a woman, such as mentoring, working alone or socializing together. With this realization, there has been an outcry through #MentorHer. This movement calls for men to mentor women and stand as allies in the workplace to enable more women to move through the leadership pipeline, thereby generating more creative, innovative and profitable organizations.

Create a safe mentoring environment through:

- **Meeting in an agreed place (choose a public yet quiet location)**
- **Avoiding sexual innuendos or suggestive comments or humour**
- **Letting the coordinator know of meeting times and of any uncomfortable conversation**
- **Ensuring that the intention of each meeting is clear**
- **Booking a time for the meeting**
- **Documenting the content of the meeting in a mentoring journal, which can be checked by the Mentoring Programme Coordinator**
- **Treating each other with respect**

Mentoring is about building trust and working together. It is not a process that can be enforced. To promote mutual benefit, companies can think about bonuses for mentors or other ways to acknowledge their voluntary efforts. One approach may be to consider adopting a reciprocal or reverse mentoring programme as described in Section 4.2.

It is important to address any power dynamic that may come into play. This dynamic can result from the seniority of mentors versus the junior positions of mentees or because of a male-female mentoring relationship. It is important to keep the mentoring relationship professional and prevent any type of harassment or discrimination.

4.2 TRAINING MENTORING PAIRS

The training of mentors is crucial to any mentoring programme. It sets the tone for the mentoring relationships, provides clarity on what both parties can expect from the programme and creates a common language among the participants.

For mentoring programmes that aim for women's empowerment, it is advised to encourage women mentees to lead the process of the mentoring relationship by involving them in designing the programme, setting the meetings and reporting on the process. This will also give them experience in leadership roles.

A beneficial mentoring programme may address a challenge faced by many women leaders known as "impostor syndrome", where women feel they do not have the right to participate. The term was first coined in 1978 by psychologists Clance and Imes, who were looking for a better explanation as to why high-achieving women often attributed their success to luck rather than accomplishment.[12] The term now applies to both male and female achievers who are uncomfortable with acknowledging their role in their success.

When training mentors and mentees, it is advised to facilitate the identification of goals, objectives and expectations for each mentor and mentee. Pre- and post-tests can be used to track their attitudes, confidence levels and knowledge gained from the training. You can see what kind of mentoring methods mentors take with them and what they are capable of putting into practice. The purpose of the training is to create a framework that will allow for the mentoring programme to succeed. The training also provides a professional development opportunity for mentors and mentees.

Training should include:

- Guidelines.
- Roles and responsibilities of participants.
- Goal-setting template and process for the pairs.
- Feedback processes.
- Communication styles.
- Leadership styles.
- Difference between coaching and mentoring.
- Mentoring meeting agenda template.
- Role-playing mentoring conversations.

It is also a good idea to provide practical sessions, which will enable mentors and mentees to practice their communication skills. The training sessions should also teach mentors how to create safe environments with trust and openness, through listening and understanding body language.

If external assistance for training in a mentoring programme is not available, then the programme staff must learn how to conduct a high-quality training session in order to give their mentors the information and practice they need.

Ultimately, because the mentoring process in itself is a trust-based informal process to support mentees' personal development, skilled mentoring programme trainers are not only top-down trainers but also facilitators. Facilitators function as coaches, listeners, learners and managers of group processes. Facilitating the process of increasing mentoring programme participants' skills suggests the idea of a collaborative relationship between the trainer and the participants – a relationship that helps mentors learn, rather than imposes learning upon them. This type of training approach is more aligned with mentoring than with traditional top-down training.

The following sections can help your staff conduct more effective training sessions.

4.3 PLANNING MENTORING SESSIONS

Prior to the start of the mentoring programme, introduce the mentor and mentees and send them each their profiles and commonalities as presented on their application forms. This introduction may also include a request for each of them to share their initial motivation for participating in the programme and what they are looking to get out of it.

At the start, for example at a standing networking reception, introduce them to each other as they arrive. Give them space to get acquainted. It may be a good idea to have an icebreaker activity or provide networking questions. Annex H provides several examples of possible icebreakers.

The mentees should be advised to request the first meeting with their mentors after the introduction. For this first meeting, the mentoring pairs should allocate 1.5 hours.

The initial mentoring session can address the following questions:

- What were the mentors' and mentees' career journeys like (including major decisions and milestones)?
- Why did they decide to join the programme?
- What are their expectations and goals for the programme?
- What would success look like?
- When would regular scheduled meetings work best?
- How can they connect in between meetings, and what level of communication will the mentor be able to offer?
- What is most pressing for the mentee at the moment?
- What are the decided next steps and due dates?
- When will the next meeting be?

Subsequent mentoring sessions will be approximately one hour long and will cover:

- Any moments to celebrate or acknowledge since the last meeting.
- Current challenges experienced.
- Follow-up on the tasks.
- Current subjects and issues under discussion
- Next steps.

A guide on structuring a mentoring session and a sample agenda can be found in Annexes I and J.

Mentors can ask the mentees:

- "What do you want to achieve for yourself, your team and your company?" This question allows both mentors and mentees to zoom in on specific strategies and behavioural changes that are in tune with the mentee's goals. It moves the conversation from general to specific.
- "Why is this goal important to you, your team and the company?" In asking this question, the mentor is conducting a non-threatening reality check by helping the mentee assess whether or not the goal is worth the effort.
- "How will achieving your goals make a difference in your life?" This question opens up a big-picture discussion about what is likely to happen when the mentee's goals are achieved. It allows the mentee to assess the potential impact personally, professionally and corporately. It is not uncommon for possible negative outcomes to surface (e.g. more time away from the family). These are not necessarily deal-breakers, but they are needed eye-openers.[13]

Taking time to build trust is a key consideration when planning mentoring sessions. The mentoring relationship will flourish once the mentoring pair can establish trust.

How can you build trust in a mentoring relationship?

- ✔ Focus on the person as an individual.
- ✔ Get to know him/her.
- ✔ Find out about his/her hobbies outside work.
- ✔ Find commonalities (these can be professional, educational or personal).
- ✔ Be positive and engage in conversation.
- ✔ Ask open-ended questions.
- ✔ Manage boundaries and do not invade privacy.
- ✔ Avoid gossiping about one another or other colleagues.

In between sessions, mentoring pairs may correspond via email or social media, if they have questions or want to exchange resources. Mentoring sessions can easily be conducted over Zoom, Skype or the telephone. Occasionally and with COVID-19 safety precautions some mentoring pairs may also want to meet informally over a breakfast or lunch.[13] Some mentoring programmes allocate a budget to be used for meals. Other programmes host mentoring events where mentoring pairs meet (online or offline) to share experiences or conduct sessions in a group. These kinds of innovations can keep the mentoring sessions interesting.

Types of mentoring sessions:

- • Face-to-face.
- • Written or online communication, such as emails, "homework" or working through an intranet chat group.
- • Telephone or Skype conversations.
- • Shadowing or tutorials on the job.
- • Professional review of work.

4.4 TROUBLESHOOTING

Mentoring relationships rely on feedback. This feedback can be positive or negative. A common challenge that faces mentoring pairs is that the relationship can sometimes become a little stunted or repetitive. Before giving up, mentors can try to change the way they conduct a mentoring session and the questions they ask.[14]

The questions below can assist with getting a mentoring relationship back on track.

1. Stories
Try getting your mentee to tell a story about his/her career to date.

2. Situations
Ask your mentor for advice on a problem you are currently facing at work. For example, "I have two very different career path options available to me. Can you help me make a final decision?"

3. Self-Awareness
Ask your mentor: "How do you think others perceive me?" Get more specific, so your mentor can provide detailed feedback on how your actions and communication are impacting the way others see you.

4. Skills-Building
Is there a skill you are currently working to enhance, such as project management, long-term strategic planning, delegating or public speaking? Think about your responses to questions like these to ask your mentor for advice and resources to help you polish that skill. For example, why not ask, "Can we role play asking for a raise and a promotion?" or "Can you recommend a book or resource for dealing with difficult conversations?"

If, even after some effort, a mentoring relationship is facing difficulties, the coordinator or members of the committee should be informed. Feedback may range from a degree of dissatisfaction with the time commitment allotted by a mentor to a more serious complaint such as harassment.

The feedback process for mentors and mentees includes asking for what they need from each other and having the opportunity to talk openly with the coordinator when they need support. Feedback is important, especially within the first three months, to ensure the pairs are suitably matched; if not, changes can be made.

Although a mentoring relationship is meant to be confidential, both parties are encouraged to report any information or concerns they have that may compromise the mentoring programme or the safety of a mentor or mentee.

What are some of the more serious challenges mentoring relationships can face?

- Sexual harassment.
- Abuse of power or authority.
- Breach in confidentiality and talking about matters discussed outside the mentoring relationship.
- Discussion of the mentoring relationship with the mentee's boss.
- Lack of trust or clear communication in the mentoring relationship.

Table 7: Anticipated challenges and proposed solutions

Anticipated Challenge	Proposed Solution
The mentor and the mentee have been mismatched.	If the root problem is incompatibility between the mentor and the mentee, then either party may request that the coordinator rematch them or find another resolution. If the problem lies solely with the mentor or mentee, the person would be disqualified from the programme.
The mentee is uncooperative or unwilling to learn.	The mentee may face possible disqualification from the mentoring programme. The matter should be brought to the attention of the coordinator for possible resolution.
The mentor or the mentee are unavailable or cannot be contacted.	The coordinator can meet with each party and discuss the reasons for the unavailability.
There is a loss of trust and confidence between the parties.	The pairing should be terminated.
There is a loss of interest by either party.	The coordinator and management will investigate and, if necessary, rematch the interested party, and disqualify the other.
There has been a breach of the mentoring guidelines and principles.	The coordinator and committee should take action immediately and refer the case to management.

In all cases, it is best to report the issues to the coordinator first, then to human resources if there is a safety issue. All mentors and mentees should have been made aware of complaints processes during the programme's inception. It is important for these processes to be followed. If, for any reason, the relationship is not working, the coordinator should

be notified immediately so that the issue can be addressed the mentoring relationship terminated. In this case, a new mentoring relationship may be created for either or both parties. See Table 7 for some anticipated challenges and proposed solutions.

5. MONITORING AND EVALUATING THE PROGRAMME

5.1 HOW AND WHEN TO MONITOR AND VALUATE A MENTORING PROGRAMME

At the beginning of the mentoring process, it is important to define the organization's goals and objectives for the mentoring programme, as well as individual goals for each pair. As in any project, monitoring and evaluating this process highly depends on the goals and objectives set at the beginning.

The more concrete the goals of the mentor and mentee are, the easier it becomes to check their progress. It is desirable to share examples of correctly formulated goals with the mentor and the beneficiary. Annex K provides a sample mentorship agreement and other forms to assist in determining objectives and planning the mentoring process. In addition, you can find questionnaires that can help assess expectations as well as evaluate the progress made.

Setting clear objectives and indicators for the company is important to evaluate the mentoring process and the final results. Assessment of the mentoring process can then happen at different stages:

- Pre- and post-tests can be used to see the direct outputs of the mentoring trainings or the process overall.
- A midterm evaluation meeting with mentors and mentees can be useful, as it allows the participants

to share their stories of success and failure, as well as analyze how the process is going, where they stand and if any adjustments are needed in the process. Group discussions (keeping confidentiality in mind), interviews or questionnaires can be used to support the process.

- The final evaluation can again include interviews or questionnaires, based on the pre-test questions and pre-set indicators.
- A follow-up evaluation is recommended after a few months to analyze the impact of the mentoring process.

The team responsible for the mentoring should be aware that, during the process, some changes might happen that may affect the mentoring programme, including:

- Decreasing motivation of the mentor and/or mentee.
- Lack of time.
- Limited dedication or commitment from the mentor and/or mentee.
- Departure of one of the parties from the company.
- Conflict or mismatch of personalities.

If monitored and caught early, these challenges can be overcome through open conversations. It is recommended

to speak to both parties, and if either of them is willing to continue the process, they could be paired with another mentor/mentee. The whole case should be transparently discussed with the participants of the process. Any challenges left unaddressed will affect the success of the programme and should be reported in the programme evaluation.

5.2 WHO SHOULD MONITOR AND EVALUATE THE MENTORING PROGRAMME?

It is important to determine how the mentoring programme is evaluated and by whom. When possible, it is advisable to use an external evaluator who can also evaluate the roles of the coordinator and the committee in the process and recommend any changes. If this is not possible, the coordinator or other staff familiar with the programme can act as evaluators.

5.3 QUESTIONS TO INCLUDE IN AN EVALUATION

Some key guiding questions to consider in an evaluation include the following:

- To what extent were the expected objectives of the organization and mentorship pairs achieved?
- How did the mentoring programme contribute towards the achievement of the objectives?
- What were the key success factors?
- Who was most positively impacted by the programme?
- Who, if any, was negatively impacted by the programme?
- Were there any unintended effects, if any, of mentoring?

It is advised to collect relevant data at the beginning or before the start of the mentoring programme, throughout the process and during the evaluation. Commonly used metrics to evaluate mentoring programmes include the following:

Programme process:
- Pattern of regular contact between mentors and mentees.
- Degree of adherence to the programme structure
- Level of satisfaction with different aspects of the mentoring (for example, matching).

Participant experiences:
- Perception of the value of the mentoring programme by the mentor and mentee.
- Level of trust in the mentoring relationship felt by both parties.
- Comfort in the workplace setting.
- Technical skills.
- Career satisfaction.

Organizational effect:
- Work performance of participants.
- Length of participants' tenure in the organization (i.e. retention rates).
- Changes in the demographics (e.g. gender) of promoted employees.[15]

Ideally, both quantitative and qualitative data is collected to evaluate the mentoring programme. Qualitative data may include, for example, open-ended responses to questionnaires, written reports from participants and data from interviews or focus groups. Quantitative data may include structured survey results and human resources data, for example, on the characteristics of the mentorship pairs (e.g. gender, professional backgrounds, etc.) and promotions.

5.4 HOW BEST TO SHARE THE RESULTS OF THE MENTORING PROGRAMME

The results of the mentoring programme can be shared through a written report or through more innovative approaches such as videos, testimonials or case studies. Testimonials and case studies can be shared on the company website, in programme materials and on social media. The audience for testimonials and case studies may include company mentees or partners, job applicants or customers.

When used correctly, first-hand accounts of the mentoring programme provide an important insight into your company. For example, a prospective employee can see the opportunities offered under the mentoring programme, the faces of staff members employed by the company and the skill sets they possess, as well as get a glimpse of the organizational culture of the company.

It is also important to capture lessons learned from the mentoring programme as a way of encouraging organizational learning. Not all lessons learned will be positive, yet negative lessons will also be valuable in improving future mentoring programmes.

What should be included in testimonials?

- Name.
- Position.
- Why did they join the programme?
- What did they gain?
- How did the programme impact their career?

How can testimonials be expanded into case studies? Ask for information such as:

- Name.
- Position.
- Description of their career journey.
- Why did they join the programme?
- What did they gain?
- What did they learn?
- What skills and knowledge were transferred?
- How did the programme impact their career?

6. MAKING MENTORING SUSTAINABLE

6.1 HOW TO MAKE THE MOST OF YOUR MENTORING ALUMNI

Graduates of the mentoring programme will become the ambassadors of your company's mentoring programme and play a critical role to the success of the future programmes, so their satisfaction with the programme is important. Be sure to listen to feedback from mentors and mentees, and use this information to improve future programmes.

Call on the mentoring alumni to promote the programme and recruit new members. Members of the alumni can make presentations about their experiences at mentoring information events or provide recommendations or endorsements for programme participants. Consider adopting a system where graduate mentees can become mentors in future programmes.

The alumni can also be called upon as trainers for future participants. This is a great professional development activity, especially for mentees. A one-day Training of Trainers workshop agenda has been included in Annex E covering the following topics:

- Presentation skills.
- Engaging your audience.
- Understanding and managing room energy and dynamics.
- Understanding the flow of the materials.

6.2 MENTOR YOUR NEXT GENERATION OF LEADERS

The mentoring programme is a professional development opportunity and not a career progression tool. Participation in the mentoring programme should not guarantee a promotion.

To ensure that the mentoring experience of individuals is adequately captured at the organizational level, update performance frameworks to ensure that mentoring is considered by everyone as a professional development opportunity and that people who participate in the mentoring programme are recognized and appreciated.

The mentoring programme can be used in performance management as an indicator to discuss the acquisition of new skills or changes to a person's current situation. For example, mentees may be assisted by the mentoring programme to take on leadership roles or to acquire new skills such as public speaking or event organization. It is important to capture these examples in performance frameworks as concrete examples of new skills attained.

Companies may wish to monitor participants in the mentoring programme to identify future leaders. At the same time, human resource managers may select talented staff to participate in the mentoring programme as a way to build their skills in certain areas.

Annex A
SAMPLE BUSINESS CASE

Mentoring programmes require resources. Below is a short business case outline that can be presented to leadership for their support and endorsement of the programme.

Title page: Company logo, Title, Prepared for, Prepared by, Date

Executive summary: What are you proposing? What are you asking for? Who will it benefit? How does it relate to the organization's goals?

Objective of the mentoring programme

Who will the mentoring programme serve?

Who will be impacted by it? (women, men, entry-level staff, mid-level managers, specific departments)

What impact are you trying to make? (improve staff retention, increase staff efficiency, groom the next generation of leaders, promote organizational culture change)

What are you hoping to achieve?

Who will need to be involved?

What resources are needed?

What is the budget? (include staff time, training day room and catering, Advisory Committee catering, kick-off orientation costs, miscellaneous)

What is the scope of the programme? (in terms of length and how long will the pilot be, e.g. two cohorts over one year)

Which business goals does the programme meet?

What is the marketing plan to make it a success?

Annex B
MENTORING NEEDS ASSESSMENT

Below is a sample questionnaire and format for a formal mentoring programme needs assessment. The needs assessment can be performed in focus groups, surveys, formal interviews with staff or whatever variation works for your organization. The needs assessment will help provide a clear picture of what is the best type of programme, what will be the best way to engage mentors and mentees and what type of results can be expected.

The participants of the needs assessment can be potential mentors, mentees, human resources, management – anyone who will benefit from such a programme.

Box. 4   Information for needs assessment

Date:	Number of participants:
Moderator 1:	Time:
Moderator 2:	Location:

Proposed focus group questions

1. When we say the words "mentor" and "mentoring", what kind of associations come to your mind? (Make a list on a flip chart)
2. What is the mentor's role? Can you explain the basic duties of a mentor?
3. What knowledge or experience would you want to gain during the mentoring programme to fill gaps?
4. If your mentees are looking for support, what does that support look like?
5. Do you remember any kind of activities used by the organization for the development of the mentees?
6. Why do organizations need a mentoring programme? What can a mentor help with?
7. Which departments need mentor engagement?
8. What kind of external and internal barriers could occur during the implementation of the mentoring programme?
9. What are the strengths of the company's current support for mentee development?
10. What are the weaknesses of the company's current support for mentee development and socialization?
11. What gaps in the organization do you feel a formal mentoring programme can address?
12. What impacts would mentoring have on the lives and careers of mentees?
13. 1If an ideal system were to be built, what do you believe would be the key features and characteristics of the mentoring programme?
14. Depending on the organizational culture, what issues, goals and needs should the mentoring programme focus on?
15. What do you hope to accomplish through the mentoring programme? What does success look like?

Annex C
CORE MENTORING SKILLS

The core mentoring skills described in this section include listening, questioning, building rapport and trust, and applying the GROW Model.[16] Core mentoring skills are essential to enhance a mentor's communication skills.

A good mentor will create a compelling conversation by:

1. Engaging in active listening
2. Asking powerful questions
3. Building rapport and trust
4. Applying the GROW Model

1. ENGAGING IN ACTIVE LISTENING

There is a difference between listening and hearing. Hearing is a physical process; the ears receive sensations or stimuli and transmit them to the brain. For example, a loud, sudden or unfamiliar sound will catch our attention.

Listening refers to the "interpretative process" that takes place with what we hear. Listening involves attention, interpretation and understanding. Listening to another person takes time and effort. At work, we listen in order to understand instructions, receive new information, understand changes in procedures and interact with other people.

Effects of good listening

Poor listening skills are often listed as the number one problem between people. The primary purpose of listening is to truly understand the other person's point of view, how they think and feel and how they view the world. It involves using our critical skills, recalling related issues and themes, asking relevant and stimulating questions and reaching some conclusion.

Some benefits of good listening include the following:

- Individuals feel understood and valued and are more likely to disclose information and be more open. This saves time in getting to the real point that needs to be understood, in order to act upon or simply defuse a situation.

- Individuals feel that they are being offered an opportunity to state their thoughts and feelings more clearly. This can lead to increased insight and open up the opportunity for problem-solving and creative thinking.

- You will obtain useful, valid and succinct information that can only enhance the mentoring process.

Understanding the levels of listening

Listening can be thought of as a "state of being".
To understand what makes a good listener, first consider some of the different levels of listening. We might listen in a number of different ways, including:

Intolerant listening

Intolerant listeners do not give the speaker much time. They think they know what is going to be said or want to have their say, and so consequently, they jump to conclusions and keep interrupting.

Non-listening

Non-listeners just hear the words. This is summed up by the phrase "in one ear and out the other".

Active listening

Active listeners are attentive and fully engaged, show interest and keep up with the conversation. They ask questions and clarify points, which helps them understand.

Subconscious listening

The subconscious listener is able to sense what is not being said and to get the feel of a conversation.

Empathetic listening

Empathetic listeners show an understanding of the topic from the viewpoint of the speaker. They use reflective statements like "You feel that…" to indicate that they are interpreting the deeper emotions behind the words.

Positive listening

Positive listeners respond by giving encouragement, using supportive statements and making encouraging noises (like "ah") and gestures with their body language. They acknowledge success and give praise, making the speaker feel motivated and inspired.

What makes a good listener?

Nancy Kline, author of *Time to Think*, writes that "giving good attention to people makes them more intelligent. Poor attention makes them stumble over their words and seem stupid. Your attention, your listening is that important."

The attention, energy and focus you offer your mentee will aid in resolving the issues at hand more effectively,

efficiently and effortlessly. It reduces a mentee's feelings of uncertainty and helps create greater clarity. Good listening is made up of both verbal and non-verbal forms of communication. See box 4.

Good listening skills

Good listening skills are invaluable and can be used beyond the mentoring session. Try incorporating these skills into your daily life, while managing your own staff, chairing a team meeting, with your children, conversing with your friends and colleagues and especially with your partner.

Pay attention to your own listening behaviour, and notice whether or not others are truly listening.

A good listener will:

- Show genuine interest.
- Minimize distractions.
- Be patient and not interrupt.
- Keep up with the speaker's flow of ideas.
- Provide clear feedback to show that he/she is listening.
- Identify the central issues.
- Avoid evaluation until the whole story has been stated.
- Take notes to provide a memory aid.
- Analyze and reflect back on what has been said.
- Summarize key points at the end of the conversation.
- Notice vocal factors: it's not what is said, but how it is said.
- Maintain eye contact to indicate receptivity and friendliness.
- Be aware of facial expressions.
- Maintain an open position with arms and legs uncrossed.
- Minimize moving around too much and fiddling with objects.
- Allow pauses and time for reflection.

Box. 5   Top 10 ways to become a good listener

1. **Show genuine interest and be present.**
   Concentrate your energy on listening. The more interested and focused you are, the more animated and interested the mentee will become.

2. **Minimize distractions.**
   Create an environment that will allow both of you to focus with minimum interruptions. If you are expecting an unavoidable interruption during a session, let the mentee know at the beginning of the session.

3. **Be patient and do not interrupt.**
   Let the mentee finish speaking. Be aware of when the mentee needs a moment to collect his/her thoughts. Pauses in the conversation can be very useful, so give the mentee time to pause and reflect.

4. **Keep up with the speaker's flow of ideas.**
   Focus on the mentee's ideas by paying attention to not only what is said but also what is unsaid. When you focus on the mentee's ideas, your attention is less likely to be sidetracked.

5. **Provide clear feedback to show you are listening.**
   This is usually accomplished by agreeing (e.g. "I see", "Uh-huh", "Mmmm") and encouraging (e.g. "Go on", "Tell me more about that") and by non-verbal signals such as nodding.

6. **Identify the central issue.**
   In your own mind, separate the main points and summarize and build a clear understanding of what is really being said.

7. **Avoid labelling, judging or evaluating.**
   It is important to hear the whole story, as what may seem obvious at the start of a story can often be quite different from the outcome. Seek to understand the mentee's own words, in his/her own time.

8. **Take notes that are not intrusive or distracting for the mentee.**
   The person will feel you are taking him/her seriously if you do take notes. The notes should provide you with a memory aid for the session and for future mentoring sessions.

9. **Analyse and reflect back on what you have heard.**
   During the discussion, you can paraphrase and restate what the person has said. Clarify your understanding by asking questions, or simply state your interpretation of what has been said. This also allows the mentee to know that his/her message is being understood.

10. **Summarize the conversation's key points at the end.**
    Summarizing allows you to confirm with the mentee that you actually do understand what has been said, and it gives the mentee an opportunity to clarify any points – sometimes the clarification is for the mentee's benefit as much as your own. Always ask if the mentee agrees with your summary. This gives the mentee ownership. Sometimes it can be useful to ask the mentee to summarize what has been said. This helps him/her take the "story" and highlight only the key points.

2. ASKING POWERFUL QUESTIONS

Asking questions and providing answers

When someone comes to you with a problem, it is your natural intuition to help that person find the answer to his/her problem – that is why this person came to you in the first place, right? Well, in fact, maybe not!

Your answer may not necessarily be the right answer for this person. We all work better when we have someone who allows us to verbalize our thoughts, allowing us to achieve clarity and helping us find the answer for ourselves.

When attending a mentoring session, it is important to have an open mind, focusing on the bigger picture of the situation and the issues being discussed. Although you may have experienced this same situation, or dealt with the same problem, you are removed from the intricate details that the mentee is experiencing.

As a mentor, it is important to get the mentee to find his/her own answers and use your guidance to take that answer a step further.

Firstly, as a mentor, you can ask powerful questions. People learn and develop best when they are able to discover the answers for themselves. However, there will be times when there is a critical moment or an important issue, when you can become a consultant or teacher. Before giving the mentee advice or imparting something relevant, ask for permission first. Then, you can share that which will add value to the mentee's situation. Ask the mentee if what you have just said is something that could work for him/her. Finally ask the mentee how he/she could use this new knowledge in the situation at hand.

What makes a good question?

Questions are used in everyday conversation to get information specific to our own needs. Asking a question in a mentoring environment is about what the mentee can learn, elicit and observe about the issue at hand, so that the mentee can understand the answer and formulate a solution.

When asking a mentee questions, remember to:

Keep your question simple.

Only have one idea per question, use simple language, be succinct and only ask one question at a time.

Pause.

Give the other person a chance to reflect and answer. Sometimes the question may have evoked many thoughts or challenged a belief, or perhaps the mentee has never thought about the answer before and is carefully considering it before answering.

Prompt the mentee.

Sometimes you may need to repeat or rephrase the question or even recall information related to the question.

Use open questions.

Open questions allow the mentee to explore an answer by giving the opportunity to provide more information. Closed questions will usually return a single word response and closes the mentee's thinking.

Remember that there are no wrong answers.

There are only things that still need to be learned. Remain sensitive and constructive, and ask a different question to get the mentee thinking differently.

Types of questions

Questions can be constructed in several ways. Different types of questions can encourage different ways of thinking and draw out different responses. Some appropriate types of questions include the following:

Closed questions

The purpose of closed questions is to simply obtain a "yes" or "no" response. This type of questioning is not very helpful in a mentoring session.

- Did you attend the workshop on mentoring?"
- "Were you here yesterday?"

Open questions

Most of us are familiar with "open" questions; they begin with who, what, where, when, why or how and help us obtain information. We can develop the skill further (to avoid sounding like an interrogator) by prefacing them with phrases like:

- "Could you tell me about…?"
- "Do you mind if I ask…?"
- "Perhaps you'd like to talk about…"

Information-seeking questions

There is often a need to gather facts and perceptions in a mentoring conversation. It is also important not to make assumptions and not to move into problem-solving until you are sure that you have a true understanding of the situation. Questions might include:

- "How did you respond to that?"
- "What did you do about this?"
- "What options have you considered?"

Challenging/testing questions

One advantage of having a dialogue with a mentee is to explore alternative points of view. Examples of challenging questions are:

- "What are your reasons for saying that?"
- "What has led you to that conclusion?"
- "Do you think other people would see it that way?"

Action questions

Mentoring is not just about talking; it is about getting informed decisions and acting on them. Encourage action planning by asking:

- "What could be done to improve the situation?"
- "How might you go about achieving that?"
- "What specifically do you plan to do?"

Hypothetical questions

Thinking and talking through scenarios allows practice in a safe environment and can lead to a rehearsal or role play of a planned event to build skills.

- "What would you do if…?"
- "How would you handle…?"
- "If you had done…, what do you think would have happened?"

Priority and sequence questions

Goals and plans are often not achieved because people feel overwhelmed or do not know where to start. Sorting out what is to be done, and in what order, can clarify thinking and divide the task into manageable chunks.

- "What will you do first?"
- "What is the next step?"
- "Is there a logical order in which to proceed?"

Diagnostic questions

This type of questioning is used to find the root of a problem –in order to separate the symptoms from the cause– by inquiring about the issue and prompting reflection on the experience. Examples include:

- "Why do you think they responded that way?"
- "What happened immediately before this event?"
- "What other factors are contributing to the situation?"
- "How do you feel about that?"

Prediction questions

Remaining non-directive can be a challenge, yet sometimes you may see potential pitfalls in someone else's plan. When it comes to making big decisions, it is essential to consider the possible unforeseen consequences. Therefore, prediction questions are good for risk management.

- "What are the likely outcomes if you take this course of action?"
- "What are the likely consequences of this?"
- "Are there other possible repercussions?"
- "If you do nothing, what will happen?"

Extension questions

Critical thinking skills are an asset that increases one's ability to learn and grow. The development of critical thinking skills can be facilitated by asking questions such as:

- "What are the implications of...?"
- "What insights have you gained as a result of...?"
- "What have you learned from this incident?"

Generalization questions

Current and past experience provides important learning opportunities as long as we take time to reflect and draw useful conclusions. Questions that prompt consideration include:

- "Are there some principles here that you could apply in other situations?"
- "What could you do differently next time?"
- "How is this situation similar to others you have dealt with?"

3. BUILDING RAPPORT AND TRUST

Building rapport in any relationship is very important. It is about developing a relationship with your mentees that is based on mutual respect, influence and trust. Rapport is an honest attempt to understand other people on their terms, to see the world from their point of view, to feel what it would be like to walk in their shoes.

Having rapport with your mentees will encourage them to open up and share their thoughts and feelings. They will feel comfortable discussing issues they encounter. It also helps you know how you can support them. Your mentees will grow in confidence and develop their skills, and you will be looked upon as a trusted friend.

You can build instant rapport with someone by simply having something in common. However, the finer details of rapport building are listed below.

Some techniques for building rapport have already been covered, such as:

- Using good listening skills.
- Asking effective questions.
- Being present and focused on the needs of your mentee.

Other rapport building techniques you can use when mentoring, whether face-to-face, by telephone or by e-mail, include:

- Finding out what you both have in common and talking about it
- Taking an interest in the whole person, including his/her wider interests
- Matching the person's behaviour
- Matching the words he/she uses
- Matching the way he/she thinks

Matching behaviour

People like people who are like themselves. Building rapport by matching behaviour is actually a very natural occurrence that happens with people who have a very good relationship. Matching other people's behaviour gives them the sense that you are similar to them and that you understand them; as a result, this helps them relax. Some things to be aware of and try to match would include:

- General posture.
- Speed of movement.
- Amount of eye contact.
- Rate of speech.
- Volume of voice.

Matching words

People's words reflect their thoughts, and their thoughts represent their reality. Building rapport by matching words gives evidence that you are listening. It also demonstrates to the mentee that you understand his/her thoughts, and it aids in clarifying the ideas that are being presented. You need to be aware of how often you are using this technique, however, as overuse will be perceived as "parroting".

- Pay attention to the words or phrases that are being emphasized, either by the tone of voice or by gestures.
- Reiterate key points by using the mentee's own words. You can also include his/her gestures.

Matching thinking

Matching your mentee's thinking is a very powerful way of building rapport. In each of our minds, the world is experienced differently based on the senses we use. For some people, their thinking is presented as images in their minds (visual), while others base their thoughts on how they physically feel (kinaesthetic). Then there are people who think by using an internal voice, which is represented either by words or sounds (auditory). Although we use all these senses in our thinking, there is a tendency to favour one.

To match mentees' preferred thinking styles, use their preferred sensory-based words. When you use words from their preferred senses, you are perceived to understand them on a deeper level.

Building trust

Although rapport can be built and lost quickly, it takes time to build trust. Some key points to be aware of when building trust include the following:

- Be authentic. Just be yourself.
- Be sincere and keep your promises.
- Be competent and confident.

- Be honest and tell the truth in a respectful manner.
- Be congruent by matching your words with your actions.
- Be there by being on time and giving your full attention.

Asking permission

In many everyday conversations, we express a thought or opinion, and then the listener will express a differing thought or opinion. This can leave us with a feeling of not being heard or understood. Asking permission does the following:

- Demonstrates respect.
- Builds rapport.
- Minimizes assumptions.
- Frames the situation.
- Creates trust and cooperation.
- Gives a clear indication of where the conversation is going.

Ask permission when you are:

- Sharing an experience.
- Sharing your thoughts, ideas or opinions.
- Changing the direction of the conversation.
- Wanting to spend more or less time on an issue.

When asking permission, you can use some of the following questions. Through practice, you will develop your technique and it will become second nature.

- "Can I share...?"
- "Can we spend some time brainstorming...?"
- "Would you like to...?"
- "It sounds like.... Can we explore...?"
- "I'd like to.... Is that okay with you?"
- "Can I take a moment to run through what you just said?"

4. APPLYING THE GROW MODEL

The GROW Model is a coaching tool that can be adapted to mentoring. Each mentoring engagement is an individual relationship between mentor and mentee. Although this programme provides you with a range of tools, templates and techniques, the structure of each programme should be a fluid one, designed to best fit your mentee's needs.

The GROW Model was originally developed in the 1980s in the United Kingdom by business coaches Graham Alexander, Alan Fine and Sir John Whitmore. It became a very popular tool in corporate coaching. The key use of the GROW Model was for setting goals and solving problems.

The GROW Model may be suited to working in goal-directed areas of sports or business, but it may be less well suited to conversations about careers, person-role fit or life-mentoring.

A good way of thinking about the GROW Model is to think about how you would plan a journey. First, you decide where you are go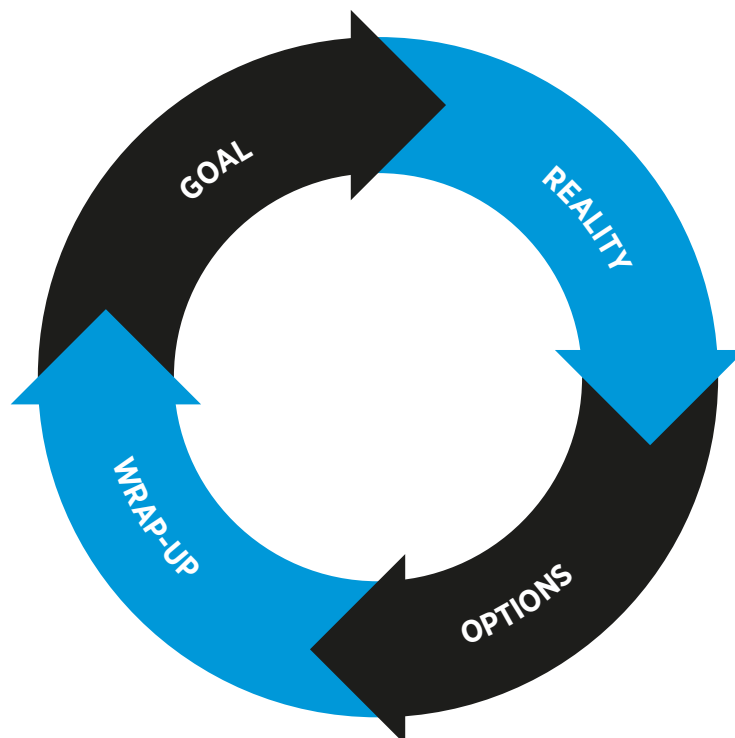ing (the goal) and establish where you currently are (your current reality). You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you are committed to making the journey and are prepared for the obstacles that you could meet along the way.

The GROW Model is a four-step structure – Goal, Reality, Options and Wrap-up – that uses key elements to create an effective conversation in a coaching session. This simple model supports a non-directive approach, using effective questions to identify progress and action.

During a mentoring session, there may be several topics, issues or ideas that the mentee will want to discuss, resolve or get clarity on. The four steps of the GROW Model are used for each new mentoring conversation, within the session.

Before applying the GROW Model within a conversation, it is always important to first ask for permission delicately. The effect will create trust, and the mentee will open up his/her thinking to the exploration of possible solutions. See below for graph of the GROW Model.

Image 2: Overview of the GROW Model

1. **GOAL** – Identify the desired outcome by establishing the topic for discussion.

2. **REALITY** – Use open questions to establish the current reality for the situation.

3. **OPTIONS** – Elicit all the options, identify options to move the goal forward and agree on possible options.

4. **WRAP-UP** – Define the next steps, and define a plan of action. Also identify possible obstacles and available support. Finally, agree on the expected timing for completion and follow-up.

1. Goal

This goal is not necessarily the overall, long-term goal that the mentee has set for the mentoring programme. Rather, this is a goal or the aim of a topic, issue or idea that the mentee has selected to be the point of focus for the whole session or for a specific conversation.

It is important that both you and your mentee agree on the specific goal for the session and the topic to be discussed. This gives both you and the mentee a clear direction of where the session will be going. This desired goal is to be achieved within the limits of the session.

- "How far would you like to get in this session?"
- "What outcomes are you seeking by the end of the session?"

2. Reality

Explore the current reality. The reality is the "who, what, where and how" of the present situation. Asking questions to provoke ideas and actions will allow the mentee to explore what directly impacts and influences the outcome of the set goal.

Invite self-assessment, avoid irrelevant historical events and always ensure that nothing is left assumed. The mentee needs to be clear and honest to allow the mentoring session to progress efficiently.

- "What is your present situation, in more detail?"
- "What have you done so far towards reaching your goals?"
- "What has stopped you from achieving more?"
- "Who can support you?"

3. Options

Once you have defined the goal and established the reality of the situation, you can move the mentee to the next stage: exploring the options and identifying what is actually possible to help the mentee move the goal forward. Ensure that all possible options are considered and that decisions are agreed.

- "What actions can you take?"
- "Can you list six things you can do?"
- "Which option would you choose?"
- "Which option can you begin now?"

4. Wrap-up

Finally, the mentee will need to choose the next steps. What specific actions is the mentee going to commit to that will ensure the successful completion of his/her goal(s)? During the wrap-up phase, it is also important to identify any possible obstacles, agree on the expected timing and identify available support.

- "What are the next steps?"
- "What might get in the way?"
- "What support might/do you need?"

The GROW Model is an essential tool for managing successful mentoring meetings, but it is not the only one. The most important thing is that the mentee defines where he/she wants to be by the end of the mentoring session and that, through effective listening and powerful questions, the mentee is guided to that destination.

Annex D
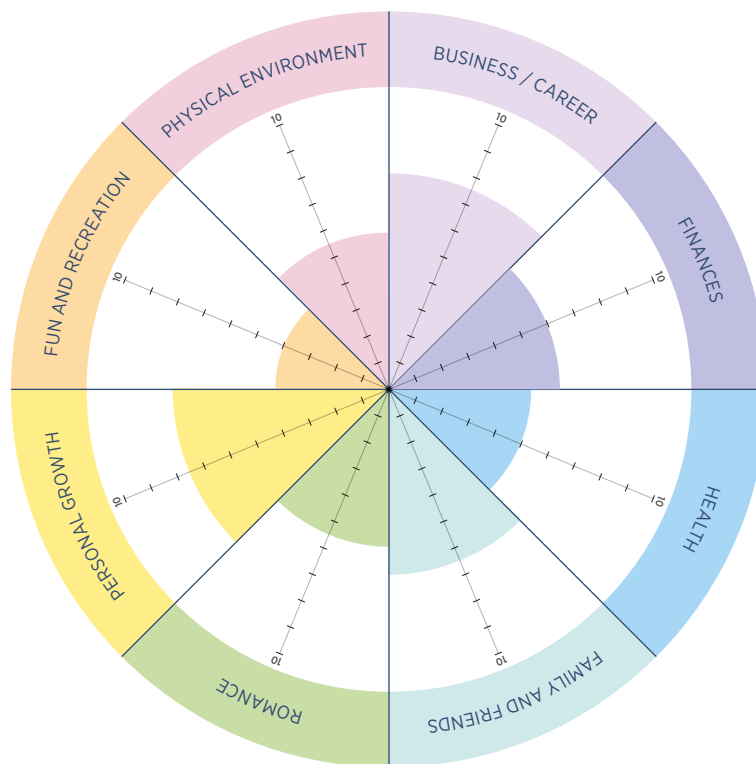# COACHING MODELS THAT CAN BE ADAPTED FOR MENTORING

This annex can be used by mentors to guide mentoring conversations particularly during goal-setting sessions at the beginning of the mentoring relationship. Mentees may also find the approaches included in the annex useful in self-guided analysis.

The annex provides two popular examples of coaching methodologies: the Wheel of Life and the Personal Brilliance Model. The Wheel of Life can be used to help understand how to achieve balance in life by investigating one's work, personal life and other components. The Personal Brilliance Model is a tool that can be used especially by mentors to understand any personal growth that mentees may undergo as part of the mentoring relationship.

WHEEL OF LIFE

The Wheel of Life was created (see graph 2 below) in 2007 by Paul Meyer, who is a pioneer in the business of personal development and life coaching.[17] The Wheel of Life is a useful tool when life seems out of balance, particularly when someone is suffering from workaholism, burnout or general dissatisfaction and is not sure why he/she feels unfulfilled.

Image 3: Overview of The Wheel of Life

This method is also very effective in helping people become more effective and satisfied with their life even if they are not burned out or unhappy. The idea is to identify the areas, dimensions or aspects of one's life and arrange them as areas or spokes around a wheel.

The circle represents your life, the whole of you. The pieces of the pie, or spokes, are the parts of your life: the areas, roles or aspects of the whole. You assess those aspects and create a graphic like the one here to see how balanced your life is.
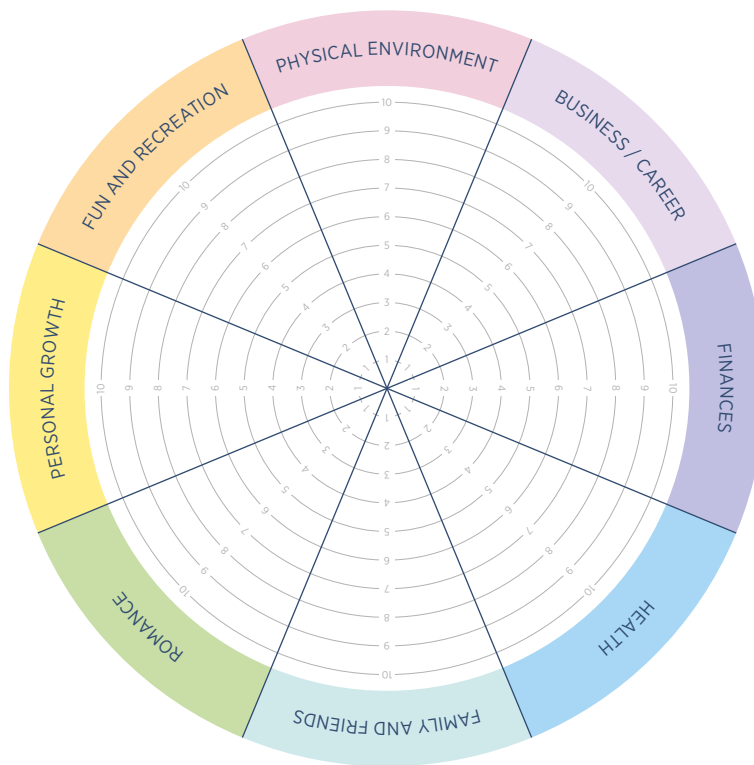
Some wheels will have more and varied aspects. The nature of the aspects are up to you and usually identify parts, areas, roles, needs or dimensions of your life.

Again, the idea is to assess these parts of yourself or your life to see if there are important things you have been neglecting or things you have been giving too much of yourself to.

The purpose of the Wheel of Life exercise is to make sure your wheel, the whole of your life, is balanced and that all aspects or needs are fulfilled in the right way. When one aspect of your life becomes the focus and the others are neglected, the wheel is out of balance. We know what happens to an out-of-balance wheel. It gets wobbly and is likely to crash. The wheel, your life, needs to be balanced around the centre, and this exercise will help you do that.

The wheel in the exercise below (see graph 3) contains eight sections that, together, represent one way of describing a whole life. You, as a coach, or your mentee may have other labels or categories or may wish to keep friends and family separate. The structure is up to you and your mentee. The exercise measures your mentee's level of satisfaction in these areas on the day he/she works through this exercise. It is not a picture of how it has been in the past or what the mentee wants it to be in the future. It is a snapshot taken in the moment. It is not a report card on how well the mentee has performed or what he/she has achieved. The emphasis is on the mentee's level of satisfaction in each area.

Image 4: Using the Wheel of Life in a mentoring session

1. Briefly explain the wheel and what it signifies to your mentee. The Wheel of Life is a tool that coaches use to get a snapshot of how satisfied a mentee is in his/her life. There are eight areas on the wheel that represent different aspects in life. You may want to change the categories to reflect the areas of your mentee's life.

   For example: The mentee may choose to break the category of friends and family into two separate categories. The mentee may also wish to add a category.

2. Ask the mentee to rate his/her level of satisfaction in each of the areas.

   "I am going to ask you to rate your level of satisfaction in eight areas of your life. Zero means not satisfied, and 10 means highly satisfied."

3. After the mentee has rated each of the areas, ask him/her to connect the lines to form an inner wheel. This new perimeter gives the mentee an overview of the balance in his/her life.

   "Remember, this is not about getting 10s! It's about a smoother ride." "If this wheel were a tire on your car, how bumpy would the ride be?" Listen to the mentee's response and then move to step 4.

4. Ask the mentee, "What area would you like coaching on? Or what area are you ready to make a change in?" Once an area is selected, continue to ask powerful questions to move the mentee forward.

5. Wrap up the mentoring session by making a request or by giving the mentee a homework assignment.

6. Be sure to hold the mentee accountable. "What will you do? When? How will I know?"

PERSONAL BRILLIANCE MODEL

The Personal Brilliance Model can be used as a foundation for the mentoring conversations as it allows mentors to support mentees in becoming the best version of themselves.[19] If the meetings are structured based on the model, mentors can ask questions based on one of the areas. It creates a deeper level of awareness within mentees of who they are and why they want to do what they do.

Mentoring is more than just having a structured conversation with your mentees. It is also about understanding the mentees and their own personal experience of growth through the mentoring process. As a mentor, you will not only support your mentees in working out what they want, you will also be assisting them in discovering who they need to become in order to make it easier to achieve all that they desire.

The Personal Brilliance Model helps identify the seven key areas that assist us with moving through life with ease:

1. Desire
2. Believe
3. Achieve
4. Permission
5. Commitment
6. Acknowledgement
7. Choice

1. Desire

One of the most important things you can do as a mentor is support your mentees in getting in touch with their desires – the dreams they have for their life. Identifying and defining a mentee's dreams, and the resulting goals, is the cornerstone of any mentoring process. While some mentees may already know what they desire and simply need support in making their desires a reality, other mentees are so caught up in day-to-day living that they do not even know what they desire.

As a mentor, it is your role to help your mentees discover, uncover, clarify, refine and/or define their goals.

Reflection questions for the mentee that can be posed by the mentor: Do you know what you truly desire from life?

2. Believe

Belief plays two distinct roles in the journey towards personal brilliance. Firstly, you must believe in your goals, dreams, hopes and desires. You must know that they are possible and have the potential to be a genuine reality in your life. You must believe in your ability to achieve your goals.

Belief is also critical because achieving any goal or desire requires a strong sense of self-confidence and a willingness to identify and overcome any limiting beliefs that may be presenting conscious or subconscious obstacles.

As a mentor, it is your role to encourage your mentees to believe in their dreams and to support them in developing an internal framework. This can be achieved through affirmations, reframing statements and actions that support their newfound beliefs.

Reflection questions for the mentee that can be posed by the mentor: Do you believe in your goals? What limiting beliefs get in the way of your success?

3. Achieve

The Personal Brilliance philosophy recognizes that few goals are achieved without action. You may wish to adopt an attraction mindset, or to focus or meditate on your goals, but you will still find that the fastest, most rewarding path to those goals is to take action – and to continue to take action until your desires are your reality.

As a coach, your role is to support your mentees in defining the actions they need to take to achieve their goals, to encourage your mentees along their journey and to support and help them regain focus on the occasions when their actions are not going to plan.

Reflection questions for the mentee that can be posed by the mentor: Are there any actions you should be taking to bring you closer to your goals?

4. Permission

A key element to achieving all that you want from life is to give yourself permission to do so. Sometimes a mentee may feel that their goals are too audacious or beyond their potential. Other mentees may simply be out of the habit of expecting the best from their life and permitting themselves to feel such hope.

Having a life that is happy and full of real and meaningful success is a basic human right, but sometimes people have to be reminded of this.

One of the most powerful questions a coach can ask a mentee is, "How do you hold yourself back?" Your role as a coach is to support your mentees in this discovery and then to provide them with the dialogue and tools to address their perceived limits, granting themselves permission to do, be and have all that they want from life.

Reflection questions for the mentee that can be posed by the mentor: How do you hold yourself back? Is there anything you want from life that you are not currently giving yourself permission to achieve?

5. Commitment

"If at first you don't succeed…" is an age-old saying, but it is the commitment to your goals that will make them a reality in your life. It is easy to pursue your chosen path in the early days, when you first discover it. Likewise, it is easy to pursue your goals when everything is going according to plan, but it is persistent and committed effort that will make your goals a reality in your life.

As a mentor, it is your role to support and encourage your mentees, especially when their commitment is challenged or is wavering. You will support your mentees in identifying the biggest threats or challenges in advance of their occurrence and work with them to develop a strategy for addressing the barriers to their commitment.

Reflection questions for the mentee that can be posed by the mentor: What are the biggest barriers to your commitment? How can you address and overcome these obstacles to your success?

6. Acknowledgement

One of the most empowering things you can do is acknowledge or own up to your desires. So many people have a "secret" ambition for their life, one that they are afraid to own up to in case they feel foolish, are not able to achieve it or are thought of badly for wanting it in the first place.

At the same time, many people do not acknowledge the efforts they are making and the successes they are achieving. The truth is that, the more successful you feel, the more successful you will become, so it makes perfect sense to focus on your achievements.

As a mentor, your role is firstly to challenge your mentees to acknowledge their desires. You then need to support your mentees in recognizing and celebrating each and every success they experience along the way.

Reflection questions for the mentee that can be posed by the mentor: Do you have any "hidden" dreams that you need to acknowledge? Have you had any recent successes you have neglected to acknowledge?

7. Choice

In the end, it all comes down to a choice: who do you want to be, and what do you want to do with your life? The key to being personally brilliant is to always make conscious choices in your life: choices about what you want and what you do not want; choices about what is and is not acceptable; and choices about who you are and what you stand for.

As a mentor, your role is to challenge your mentees to make strong, positive choices in their life. You will also need to support your mentees in understanding and living with the consequences of their choice.

Reflection questions for the mentee that can be posed by the mentor: What have been the most valuable choices you have made so far in your life? Have you ever made a choice without fully comprehending its consequences? How did you experience this?

Annex E
TEMPLATE FOR A
MENTORING TRAINING PROGRAMME

There are no fixed rules about exactly how much training mentors and mentees need in order to be successful. The amount required depends on the characteristics of the programme's goals and objectives, the scope of the problems that mentors are expected to address and other factors. The topics covered in this guide represent the common mentor skills and programme information that most pre-launch trainings provide.

Too often, programmes take shortcuts on mentor training because they do not want to ask their mentors and mentees to participate in a lengthy training session. Learn how to work with your participants' schedules to ensure that you are providing adequate training. Some programmes break training up into two evenings or over a weekend. Regardless of how you schedule it, make sure that your mentors get all the information they need before beginning their meetings with their mentee. Mentors who are reluctant to participate in a comprehensive training schedule may not have the commitment your programme needs.

Trainings can be separate for mentees and mentors so that both groups receive a professional development opportunity. It is valuable for mentors to receive comprehensive, comple-mentary training that supports their career development. The training can be similar for both groups with the exception of components specific to each group. For example, mentors and mentees can learn about their roles (as defined in the programme guide) in the relationship through targeted sessions.

You can use the agenda provided in this guide as a starting point for building your own training agenda. Below in table 8 are the different phases of the training and the topics that you can address during the preparation. Therefore, this section will also help you select the desired topics and plan your own training agenda. Each of the topics and methods below can be found in this guide.

Table 8: Template for a mentoring training programme

Training blocks	Training topics
Block I **Introduction**	Helping participants to get to know one another and participate in the session
	Overview of the programme
	Determining the training expectations
	Understanding the role of a mentor and mentee in the organization
Block II **Core mentoring skills**	Listening skills
	Questioning skills
	Building rapport
Block III **Managing mentoring sessions**	Meeting rules and etiquette
	Appropriate styles of feedback
	Giving effective feedback
	Receiving feedback
Block IV **Methods**	The Wheel of Life
	The GROW Model
	The Personal Brilliance Model

Below is a training agenda framework that will help you when developing your own agenda.

Name of training: _____

Date: _____

Location: _____

Objective of the training: _____

Trainers: _____

Target audience: _____

Table 9: Template schedule

Time	Topics	Activities
10:00-11:30	Session 1	
11:30 - 12:00	Break	
12:00 - 13:30	Session 2	
13:30 - 14:30	Lunch	
14:30 - 16:00	Session 3	
16:00 - 16:30	Break	
16:30 - 18:00	Session 4	
Summary		

Annex F
TIPS FOR TRAINERS

BEFORE THE TRAINING SESSIONS[20]

1. Think about the principles of adult learning

Adults want to see a reason for learning something; the learning must be applicable to their work or other responsibilities to be of value to them. Adult learners are usually more practical and goal-oriented. Therefore, focus on activities that would support them in their day-to-day responsibilities.

Adults learn best when they are in a supportive environment. They want guidance, not competition. They do not want to be put on the spot or feel like they are being tested.

2. Know the training curriculum thoroughly

As necessary, customize activities and handouts to best address characteristics of your programme and your specific group of mentors. Be prepared to offer real-life examples that illustrate your programme's experiences.

Think about how you will facilitate the session in terms of adaptability to ensure the best outcome for your audience. For example, certain activities may work better than others, so be adaptable to the group's needs and learning style.

3. Venue selection

Select a space for the training that is physically comfortable and contributes to group interaction. The room should be large enough (but not too large), private, quiet, clean and well lit.

Avoid a traditional classroom set-up. Depending on the size of your group, have a table large enough for all the participants to sit around, or have multiple tables that are square or circular. If that is not possible, arrange chairs in a circle to facilitate discussion.

4. Be prepared

Ensure you have the appropriate number of handouts. Gather any required materials and equipment: paper, markers, masking tape, name tags and anything else you might need for the session.

You may want to prepare a script to help guide the session and keep it on schedule.

5. Arrive early

Get to the training room about 30 minutes ahead of time to set up the area: arrange the layout of the room, do any necessary writing on the whiteboard and check the equipment.

Be sure that refreshments (coffee, water, soft drinks, etc.) are available.

Greet participants as they arrive to the training room.

DURING EACH TRAINING SESSION

1. Create a comfortable learning environment

Be sure the physical space is conducive to group learning and that participants can hear one another as they speak. Create an atmosphere where participants are taken seriously and where they can also laugh.

2. Pace the training appropriately

Encourage the exchange of ideas and information while also keeping activities on track. Move things along quickly enough to keep participants from becoming bored.

Allow time throughout the session for participants to ask questions. Where appropriate, involve the whole group in answering questions.

3. Model good listening, feedback and problem-solving skills – the skills that mentors need

Listen carefully and respectfully. Acknowledge what people say even if you do not agree. People need to feel they are being listened to and that their ideas and concerns are recognized as worthy contributions.

Maintain eye contact with each person as he or she speaks. Monitor your non-verbal signals as well as your verbal comments.

Respond by guiding, not imposing. Be non-judgmental. Repeat and address key points.

Help participants develop collaborative problem-solving skills. Involve them in answering other participants' questions, and have them work together to arrive at solutions to problems.

4. Think about how people learn best

Keep this point in mind: people remember about 20 per cent of what they hear, 40 per cent of what they hear and see, and 80 per cent of what they discover for themselves.

Ensure that success is built in. People learn best when they experience success frequently. Structure activities so participants end with a sense of accomplishment.

5. Be yourself

Know your limitations. It is okay if you do not know the answer to a question. Just say you will try to find the information they requested and get back to them, and then follow through.

Have a sense of humour during the training session.

AFTER EACH TRAINING SESSION

1. Get feedback from participants

Prepare an evaluation form that asks for feedback on both the process and the content of the training session. Distribute it at the end of the session, and ask participants to complete it before they leave.

Reflect on what worked well and what did not.

Use the information to help you think through what went well from the participants' point of view, what you need to modify about the content and what facilitation skills you want to work on.

Along with participants' feedback, give yourself your own feedback on the training. Think about the situations when participants seemed involved, bored, stimulated, confused, angry or having fun.

Based on your self-observations, make necessary adjustments to the session content and your facilitation strategies.

2. Follow-up on information you promised participants you would get for them

During the training session, keep a "to do" list of information (or answers to questions) that you tell participants you will obtain for them.

Try to get the information, and then contact the participants who requested it.

Annex G
APPLICATION FORM FOR MENTORS AND MENTEES

Below is a sample application that can be used for recruiting mentors and mentees.

Brief description of the programme: _____
_____
_____

Applicant's name: _____

Applicant's position: _____

Interested in being a mentor or mentee: _____ ☐ Mentor _____ ☐ Mentee

Department: _____

Email: _____ Phone: _____

Gender: _____ ☐ Male _____ ☐ Female _____ ☐ Prefer not to say

Supervisor/Manager: _____

Career level: _____

Number of years in the organization: _____ Number of years of experience in the job: _____

Certification levels: _____

Responsibilities: _____

Career aspirations: _____

Why would you like to join the mentoring programme? _____
_____

What would you like to offer to the mentoring programme? _____
_____

What would you like to learn in the mentoring programme? _____
_____

Previous experience as a mentor or mentee: _____
_____

Gender preference for mentor or mentee: _____ ☐ Male _____ ☐ Female _____ ☐ No preference

Ability to fulfil time commitment of approximately five hours per month: _____ ☐ Yes   ☐ No

Please attach a copy of your resume.

Annex H
ICEBREAKERS

WHAT IS AN ICEBREAKER ACTIVITY?

Icebreakers are quick, fun activities that help create an atmosphere where two or more people can connect on a different level. Icebreakers are usually played at the beginning of a training, event or workshop.

Types of icebreaker activities:[21]

1. **Name tags:** Have the participants write their name and favourite hobby on their name tag as it will give an opportunity to open the discussion.

2. **Two truths and a lie:** After the welcome, take 10 minutes during which each person will meet at least three other people. They must tell them two truths and one lie about themselves (encourage people to use topics like things they have done, places they have visited or lived, etc.), and anyone they meet must guess which one is the lie. This activity gives the participants an opportunity to learn about one another on a personal level.

3. **Questions:** As they enter the room, give everyone one of the following questions on a slip of paper. As they meet one another, they share their questions and answers.
   a. What do you think is missing from your career or life?
   b. If you could go back 10 years, would you? Why or why not?
   c. What is the best thing you have ever done?
   d. If you could create your own artificial intelligence manager, what traits and skills would you give it?

4. **Scavenger hunt:** Create a scavenger hunt bingo card. Each card contains multiple statements that could be true about someone, such as "I have a dog." Attendees go around the room trying to find people that match the statements. Once they do, those people must sign the space on the card. The first person with a full card wins.

5. **Ten things you have in common:** Give people a piece of paper, and challenge them to go around the room asking other people questions. When they find they have something in common with someone, they can write it down on the paper along with their name. Participants are not allowed to use one person for all 10 things, nor can they use the same question for everyone, such as finding 10 people in the room who have cats.

6. **First job:** Have everyone write down the title of their first job on a piece of paper as they come in. Collect them from the participants, then redistribute each one to someone new, ensuring no one gets their own. Next, challenge the group to find out who held each job.
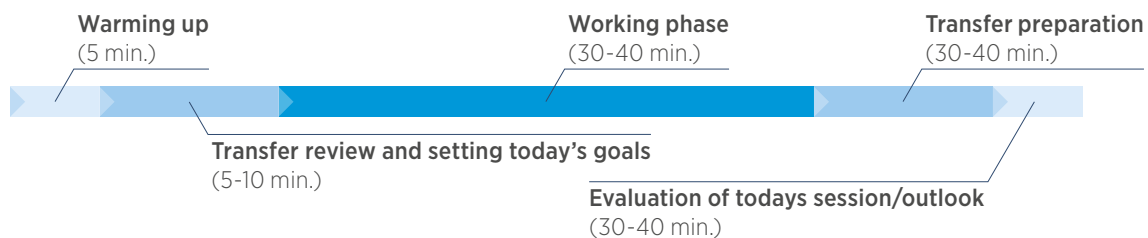
Annex I
GUIDE FOR STRUCTURING AND PREPARING FOR MENTORING SESSIONS

A mentor's role is to support the mentee's agenda, not to drive it. At the beginning of the mentoring relationship, the mentee will be asked to identify his/her key objectives for the process. As a mentor, the responsibility is to be the guardian of those objectives, ensuring that the focus of each mentoring session takes the mentee closer to, not further from, the desired outcome.

The mentoring session (see graph 3) can be divided into the following components:

- **Warming up:** Open with pleasantries and check in on how both people are doing.
- **Transfer review and setting today's goals:** Check in on progress from last time and identify the intention for this session.
- **Working phase:** Discuss in detail the goals for this session.

- **Transfer preparation:** Discuss next steps and the assigned reading, tasks and reflection.
- **Evaluation:** Ask the question, "What was your biggest takeaway?"

Image 5: The mentoring session

Warming up
(5 min.)

Working phase
(30-40 min.)

Transfer preparation
(30-40 min.)

Transfer review and setting today's goals
(5-10 min.)

Evaluation of todays session/outlook
(30-40 min.)

MEETING RULES AND ETIQUETTE

Be on time

Ensure on-time arrival for the meeting. Not only is it respectful, it builds trust. Be on time regardless of whether it is on the phone or in person. If you cannot be there on time, make sure you let your mentee know as soon as you can. This builds trust and makes the mentee feel respected.

Prepare for the meeting

Review the mentee's pre-session focus forms. Take some time to make sure that you have read through the forms before the mentoring session. This becomes a very valuable tool for your preparation.

Silence phones

Ensure all mobile phones are on silent or that calls are diverted and phones are out of sight. If you are expecting an unavoidable call during the mentoring session, let the mentee know at the beginning.

Maintain confidentiality

Abide by the agreed-upon terms of complete confidentiality, at all times!

Take notes

Note-taking acts as a memory aid and can help with planning future mentoring sessions. If you can, make notes after the session or use bullet points – minimize anything that will distract the mentee.

Summarize actions

At the end of the meeting, make sure that all agreed-upon actions are recorded. It is important that the mentee make note of these and that they are clear. You might give your mentee some homework, which should also be noted in his/her list.

Decide when to meet next

Before ending the mentoring session, always confirm the date and time for the next session.

Annex J
SAMPLE MENTORING CONVERSATION AND GIVING FEEDBACK

A mentoring conversation is more about learning from each other and is less about the mentor providing a job or an opportunity for a job.

A mentoring conversation is a two-way dialogue based on a question and answer.

> **Mentor:** I am really glad I have the opportunity to support your career over the next few months.
>
> **Mentee:** Yes, I am really looking forward to learning from you and your career experiences.
>
> **Mentor:** Tell me about you and what encouraged you to join this programme.
>
> **Mentee:** [Provides an answer.] How about you?
> I would be curious to know about your career progression and how you got to where you are now. What lessons did you learn?

...and from here, the conversation continues with a dialogue.

APPROPRIATE STYLES OF FEEDBACK

> *"The worst feedback is personal and judgmental.*
> *The most effective is subjective and descriptive."*
> **Sir John Whitmore**

Feedback is a very important tool. It is essential to ensuring that goals are met. The mentor is advised to deliver feedback in a friendly and supportive environment, using non-emotional language and with the emphasis on the behaviour, not the individual. Most feedback will result in an action. When done in this manner, the mentee will respond positively, appreciate your guidance and be open to self-learning.

To give quality feedback, you should:

- Deliver it as soon as possible.
- Be encouraging and supportive.
- Make sure you are clear on the issues and the effects.

- Be open to receiving feedback.
- Never be angry or belittling.
- If you need to give negative feedback, do it in person.

HOW TO GIVE FEEDBACK

1. Prepare for the session

This allows you to be very clear and specific on what feedback the mentee needs. Identify the following:

   a. The specific behaviour (whether this is a one-off or an ongoing issue and using objective information that supports your position).

   b. The impact that the behaviour is having.

   c. What action the mentee can take to achieve the desired outcome.

2. Ask permission during the session

Before providing feedback, it is first important to obtain the mentee's permission to supply feedback; otherwise there may be some resistance.

3. Set up a learning environment

It is important for the mentee to understand why you are praising or criticizing his/her behaviour. Approach this by giving an explanation of the purpose of the feedback and how it can assist the mentee. This approach sets up a learning environment (so that the mentee does not feel ambushed). Feedback should not be judgmental, emotional or personal. You should always address the specific behaviour, never the individual. If feedback is delivered in an emotive manner, the mentee will become defensive, will probably stop listening to you and will then be unable to process the information.

4. Use questioning techniques

This will help the mentee acknowledge and understand the issue and possibly formulate his/her own answers. If no solution is given by the mentee, remember to ask for permission before offering a solution.

5. Paraphrase the learning

Paraphrasing the mentee's reflections and solutions will consolidate what the mentee has learned, ensuring it is clear and understood.

6. Prepare an action plan

You should both agree on the action required, what the improved performance will be and when this will be achieved. Ensure that you are clear on any obstacles (physical or mental) that may get in the way of achieving the proposed agreed-upon action or change in performance (or behaviour). This agreement also ends the session on a constructive note, with clear outcomes and expectations.

7. Follow-up

It is important to complete the feedback cycle by monitoring, evaluating and providing ongoing feedback. This keeps the mentee accountable and continues to encourage his/her progress and learning.

RECEIVING FEEDBACK

Receiving feedback is always positive, as it is an opportunity to further develop skills and abilities.

Honest, sincere and appropriate praise is also important as this gives the mentee encouragement, recognition and motivation to excel and continue performing well.

The added bonus of giving quality feedback is that it encourages mentees to give positive feedback to others, which has a positive effect on the people that surround them.

Annex K
MONITORING AND EVALUATION FORMS

1. SAMPLE MENTORING FORM FOR THE FIRST MEETING

Prior to the first meeting, both the mentor and mentee should complete this form. It clarifies expectations, promotes an understanding of what is important to both and lays the foundation for the mentoring relationship. This is different from the mentorship agreement as it is meant to encourage a discussion between the mentor and mentee.

Additional questions can be added in the form, as desired.

Name of the mentee: _____

Name of the mentor: _____

Who is filling out this form: _____

Career background of mentee: _____
_____
_____
_____
_____

Career background of mentor: _____
_____
_____
_____
_____

Motivation for participating in mentoring: _____
_____
_____
_____
_____

Expectations from the mentoring process: _____
_____
_____
_____
_____

Any additional notes: _____
_____
_____
_____

2. SAMPLE MENTORSHIP AGREEMENT

A successful mentor-mentee relationship requires commitment from both participants. The following agreement is intended to clarify goals, provide a foundation of trust and establish a basis for the relationship to be successful. Both parties should understand that they may address any concerns about the programme by contacting the Mentoring Programme Coordinator. Each party should keep a copy of this agreement and make every effort to fulfil the terms of the agreement.

PARTIES' DETAILS

Mentor _____   Mentee _____

Job title _____   Job title _____

Contact number _____   Contact number _____

The mentor and mentee are encouraged to share additional contact information as needed.

MENTEE'S GOALS

The mentee should establish with the mentor at least three professional development or personal growth goals.
Goals should be specific, measurable, attainable and relevant and should include a time frame.

GOAL #1 _____
_____
_____

GOAL #2 _____
_____
_____

GOAL #3 _____
_____
_____

GOAL #3 _____
_____
_____

CONTACT AGREEMENT

The duration of the formal mentoring programme is _____ months. Mentors are encouraged to continue the relationship on a voluntary basis. Contact with the mentee may be in person or by telephone during working hours. The mentor/mentee should allow enough time to discuss goals as well as questions from the mentee concerning his/her professional and/or personal development.

Meeting schedule

Jointly agreed-upon meeting dates and times: _____

Communication channels

What will be the primary communication channels (e.g. email, phone)? _____

Turnaround time for communications

(ideally two business days): _____

Summary of expectations:

- Mentee and mentor agree to meet at least once a month for _____ months.

- Mentee and mentor agree to provide _____ (Mentoring Programme Coordinator) with written feedback after each contact.

- Mentee and mentor will provide a final evaluation of the relationship at the end of the formal programme.

- Confidentiality: Both parties agree to keep the content confidential unless one person is at risk, when this will be shared with the Mentoring Programme Coordinator or Human Resources as soon as possible.

_____   _____

Mentee signature and date   Mentor signature and date

3. SAMPLE MENTORING PRE-SESSION FORM

This form is to be filled in by the mentee before each session and sent by email to the mentor, preferably at least one business day in advance (ideally two) so that the mentor may prepare for the session.

Overview of achievements and completion of assigned tasks (brief description): _____
_____
_____
_____
_____

Overview of the goals set in the previous session and the current situation (where I am on the path towards achieving the goal): _____
_____
_____
_____
_____

Barriers faced during the process and potential ways to overcome them: _____
_____
_____
_____
_____

Goals for the next session: what do I want to achieve at the next meeting with my mentor? _____
_____
_____
_____
_____

Details for the next meeting: _____
_____
_____
_____
_____

Date and time: _____ Location: _____

4. SAMPLE MENTORING SESSION OUTCOMES FORM

A mentoring journal will help mentors and mentees develop and stick to the working plan and note opinions and ideas. At the end of each session, spend 5 to 10 minutes discussing the outcomes of the session and the goals of the next session with any follow-up tasks.

This form is for the mentor's records and tracking the meeting hours. It can also be used as a reference point for future sessions.

Session outcomes form

Mentor's name: _____

Mentee's name: _____

Meeting date and time: _____

Location: _____

Meeting's main working topics: _____
_____
_____

Mentee's achievements towards the goal: _____
_____
_____

What is going well? _____
_____
_____

What is the problem? What is the reason for the problem? _____
_____
_____

What kind of help can I offer my mentee to address the problem? _____
_____
_____

What attitudes or feelings need to be changed to overcome the problem facing my mentee? _____
_____
_____

Agreed date/time for the next session: _____

Main topics and agenda for the next session: _____
_____

Insights from today's session: _____
_____

5. SAMPLE MENTOR/MENTEE PROGRESS REVIEW FORM

This form can be used by the mentor and mentee and submitted to the Mentoring Programme Coordinator confidentially. It is not meant to be seen by the other party, as it provides an insight on how the mentoring relationship is progressing.

What has been the main focus of the meetings? _____
_____

What have been the successes since the latest review? _____
_____
_____

Have there been any problems or difficulties encountered since the latest review? _____
_____
_____

How were these issues resolved or addressed? _____
_____
_____

Are the original objectives for the mentoring relationship still the same, or do they need to be adjusted?
_____
_____

Please identify some key outcomes to be achieved by the next meeting: _____
_____
_____

Do you feel that this is still the optimal mentoring relationship? _____
_____
_____

Please identify a date, time and location for the next meeting or review session: _____
_____
_____

How would you rate your satisfaction with the mentoring experience? _____
_____
_____

Not satisfied at all | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | Extremely satisfied

_____
Signed

6. SAMPLE FINAL EVALUATION FORMS FOR MENTORS AND MENTEES

The sample forms below provide some questions that you may include in the final evaluation survey for mentors and mentees. The questions help assess participants' impressions of the successfulness of the mentoring programme. It is advised to revise and add additional questions as per the specific objectives of the mentoring programme.

SAMPLE 1: Form to be completed by the mentee

Mentee: _____

Mentee title: _____

Mentor: _____

Contact info: _____

Number of mentee contacts with the mentor: _____

Types of contact (telephone, face-to-face, etc.): _____

Overall, how would you rate the mentoring experience?

5 Excellent   4 Good   3 Satisfactory   2 Fair   1 Poor

Comments: _____
_____

Rate the following statements on a scale of 1 to 5.

5 Strongly agree   4 Agree   3 Disagree   2 Strongly disagree   1 Don't know

☐ I feel that I have reached all or some of my goals for personal growth.

☐ I feel better about my potential for career and personal growth since completing the mentoring programme.

☐ I feel more self-confident since completing the mentoring programme.

☐ My mentor played an important part in my growth and development.

☐ I plan to continue my training and education.

☐ I plan to continue to work towards reaching my current and future career goals.

☐ I feel the mentoring programme has had a positive effect on my career success.

☐ I would recommend this programme to others.

My mentor and I plan to continue our relationship.   ☐ Yes   ☐ No   ☐ Don't know

I would like to serve as a mentor in the future.   ☐ Yes   ☐ No   ☐ Don't know

Mentee signature and date: _____

SAMPLE 2: Form to be completed by the mentor

Mentor: _____

Mentor title: _____

Mentee: _____

Contact info: _____

Number of mentor contacts with the mentor: _____

Types of contact (telephone, face-to-face, etc.): _____

Overall, how would you rate the mentoring experience?

| 5 | Excellent | 4 | Good | 3 | Satisfactory | 2 | Fair | 1 | Poor |

Comments: _____
_____

Rate the following statements on a scale of 1 to 5.

| 5 | Strongly agree | 4 | Agree | 3 | Disagree | 2 | Strongly disagree | 1 | Don't know |

☐ I feel I was able to contribute to the career and personal growth of the mentee.

☐ I feel I learned about myself through this mentoring programme.

☐ I feel more self-confident since completing the mentoring programme.

☐ I feel this mentoring programme contributed to my own career and personal growth.

☐ I plan to continue mentoring and supporting others in their career.

☐ I feel the mentoring programme has had a positive effect on my career success.

☐ I would recommend this programme to others.

My mentee and I plan to continue our relationship.   ☐ Yes   ☐ No   ☐ Don't know

I would like to continue serving as a mentor in the future.   ☐ Yes   ☐ No   ☐ Don't know

Mentor signature and date: _____

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Principle 1

Establish high-level corporate leadership for gender equality.

Principle 2

Treat all women and men fairly at work– respect and support human rights and nondiscrimination.

Principle 3

Ensure the health, safety and well-being of all women and men workers.

Principle 4

Promote education, training and professional development for women.

Principle 5

Implement enterprise development, supply chain and marketing practices that empower women.

Principle 6

Promote equality through community initiatives and advocacy.

Principle 7

Measure and publicly report on progress to achieve gender equality.