



Guidelines *and* workbook *for* mentors

FUTURE HARVEST CENTERS **MENTORING PROGRAM**

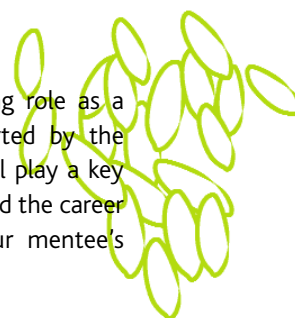
Supported by the Gender & Diversity Program
of the CGIAR System

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Expectations

THIS GUIDE IS DESIGNED to introduce you to your new and exciting role as a participant in the Future Harvest Centers Mentoring Program supported by the Gender & Diversity Program of the CGIAR System. As a mentor, you will play a key role in bringing a new opportunity to your Center to help support and build the career of a junior staff member, your mentee. You will be involved in your mentee's professional life for the next year.



This is not a simple one-way relationship. Your mentee will also bring ideas and concepts to the table. The hope is that during the year, you and your mentee will build a working relationship as well as an ongoing, supportive friendship. This guide will give you an overview of what to expect during your year, prepare you for the types of skills you will need and the tasks you will be expected to complete.

The overall goal is for senior staff members to share their experience, scientific knowledge and networks with junior protégés, providing the kind of nurturing support that will allow them to grow both within their field and within their Center, encouraging them to build their careers within the CGIAR and looking toward building strong leadership for the future.

We cannot predict everything you will be dealing with as a mentor. Each mentoring relationship is a unique learning experience. Through it all, you will have the benefits of a supportive team, including your Center's Mentoring Program coordinator and G&D.

A View of Expectations

All participants in mentoring programs have expectations. It is important to be realistic from the beginning as to what to expect, based on your current knowledge of the program and its activities, your own background and the background of your mentee. This guide has been designed to support you by setting the scene *vis a vis* mentoring and to introduce you to the types of skills you will need. But it is just as important to be realistic from the beginning about what you can expect from those you will be working with most closely – the Center coordinator and your mentee.

As a way to get started, this short exercise will help you focus your goals with regard to the Mentoring Program and to help you prepare for the mentoring workshop that is a part of this program. It will be used again at the end of the training to assure we have covered and addressed all of your needs. Please record your answers.



Mentoring Exercise

1. How would you rate your knowledge on the topic of structured mentoring?
(0 being very new to the concept and 5 being very knowledgeable)

0 1 2 3 4 5

2. What knowledge and skills do you need to know or develop about mentoring?

Guiding Principles for All Parties

The following lists the guiding principles of mentoring and an overview of mentoring expectations.

- » Mentees are responsible for their development.
- » There will be commitment from all parties.
- » The relationship will be kept focused.
- » Listening skills will be paramount.
- » Mentees will ask for specific advice on ideas, plans and goals and mentors will give specific advice when possible.
- » All parties will be sensitive to a balance between talking and listening.
- » All parties will give feedback whenever appropriate.
- » No parties will be defensive when negative feedback is given.



Working with the Wider Team

Although your relationship with your mentee is the focus of this guide, it is important to be aware that often there will be three or four other people working with your mentee – the mentee's immediate supervisor, G&D trainers and perhaps other mentors who have been enlisted for specific inputs. Recognizing this, it is your role to coordinate the group. This group dynamic can enrich the mentoring process, with members giving feedback that looks at career development from different angles, offering differing styles, differing problem-solving solutions, and building an even stronger feeling of support for the junior staff member.

Mentee's Immediate Supervisor

A mentor's role is different but complementary to a supervisor's role. A supervisor probably sees more of the mentee than anyone and is responsible for her or his performance evaluation. When there are clear performance issues to improve, supervisors can be powerful allies for change. Being made aware of the mentee's goals gives the supervisor the opportunity to be very supportive. If you and your mentee do not include the supervisor in the loop, there can be problems, which is why we present these guidelines for involving supervisors:

- ▶▶ encourage your mentee to share issues with his or her supervisor and then keep the supervisor informed;
- ▶▶ if your mentee is having work-related difficulties, involve the supervisor (with the mentee's permission);
- ▶▶ share your mentee's goals with the supervisor, if appropriate;
- ▶▶ have three-way meetings on specific themes; and
- ▶▶ watch the confidentiality issues – some mentees may not want their supervisors to be too involved, so always check with the mentee.

A quick list of expectations

WHAT MENTOR CAN EXPECT FROM MENTEE	WHAT MENTEE CAN EXPECT FROM MENTOR	WHAT CAN BE EXPECTED FROM THE COORDINATOR
<ul style="list-style-type: none"> ■ A temporary relationship of 12 months ■ Regular meetings, for at least one or two hours per month ■ Telephone communication, when needed ■ Requests for suggestions and ideas ■ Follow through on commitments ■ Evaluations, midway and near the end of the program ■ Dealings with professional not personal problems ■ Confidentiality 	<ul style="list-style-type: none"> ■ Regular meetings of 1-2 hours ■ Occasional telephone meetings ■ Advice on mentee's professional development concerns ■ Follow through on commitments ■ Honest, straightforward, fair and diplomatic feedback ■ Evaluations midway and near the end of the program ■ Confidentiality 	<ul style="list-style-type: none"> ■ A sounding board and ongoing suggestions for managing mentoring relationships and resolving conflicts ■ Organized activities to help ensure success of the relationship ■ Answers to mentoring questions ■ Relevant learning materials ■ Contact numbers of people associated with the program ■ Information of upcoming tasks, responsibilities and opportunities ■ A liaison among trainer, G&D, decision-makers, mentor and mentee for the duration of the program ■ Confidentiality

EXERCISE

If your mentee decides to involve the supervisor, completing this form together is a good exercise for planning the type and level of involvement.

- a) How can you involve your mentee's supervisor?
- b) Which of your mentee's mentoring goals parallel his or her performance improvement plan with the supervisor?
- c) What are the confidentiality boundaries with the supervisor, i.e. which topics are not shared?

Specific DOs and DON'Ts for Mentors

SUGGESTIONS FOR MENTORS	
Do: challenge your mentee to take initiative.	Don't: wait for your mentee to make the first move – unless this is your development strategy.
show as much respect for your mentee as for others more senior.	stand on your seniority.
set clear personal boundaries, e.g. time, scheduling, etc.	assume your mentee will know your boundaries.
encourage your mentee to explore his or her ideas.	think that you have all of the answers.
remember that your job is to help your mentee develop his or her own style.	expect conformity.
address conflicts when they arise – they are a great way of learning.	shy away from difficult discussions that may involve personal style issues.
keep your relationship on a professional basis.	move too quickly into friendship, if at all.
discuss problems with your mentee and not with other people.	assume that your mentee will not want to hear about the difficult things.
recognize the time contract and let go at the end.	try to keep things going when the contract is over (unless both of you are agreeable).
maintain friendly contact with your mentee when the contract is over.	leave the relationship without talking through any unresolved issues.
help mentee look for or identify funds for training, development or research, or for access to key resources or laboratory facilities.	be afraid to give help or access to opportunities and resources you think your mentee needs.
help mentee gain visibility by inviting him or her to attend key meetings or to co-publish or co-research.	accede to requests that you are not comfortable with or that you feel are irrelevant and unreasonable.

Ways Mentors Can Help

You can help enrich your mentee's work experience in many personal ways. From something as simple as recommending a good book to co-publishing articles, the outreach can be varied and powerful. The following lists just a few examples.

- a) Help set up projects that involve your mentee in learning specific skills. Even if this is a project you are also involved in that draws on networks and materials you have already developed, it is still important for mentees to explore for themselves. Projects can be a great way for mentees to increase their knowledge of the organization and develop new technical and people skills.

- b) Share ways that you developed your skills and career, insights into networking and your understanding of how the CGIAR system works.
- c) Share your favorite books and authors.
- d) Suggest Web sites for more information – thousands of sites focus on learning and development.
- e) Invite your mentee to observe you in action at a meeting or project.
- f) Observe your mentee in meetings or interviews.
- g) Promote your mentee's visibility with, for example, invitations to join in key meetings.
- h) Identify or look out for funds for your mentee's training, development and research, offer to work together on a research project, to co-author an article, or help gain access to key resources and laboratories.



Other Training and Development Methods

There are many ways for mentees to develop their skills and learn new ones. The following list gives some examples of new activities and what mentees can gain from them. As part of your responsibility as a mentor, look out for some of these possibilities for your mentee.

- a) **Project team or task force assignments** expand possibilities for skill development by joining a project team outside normal work assignments.
- b) **Special assignments** provide an opportunity to study a problem and increase analytical ability, organizational knowledge and decision-making skills.
- c) **Vacation, illness or other replacement assignments** provide benefits similar to those described in a) and b) above.
- d) **Management school courses or skills training** can be set up outside of the Center to meet specific career development goals.
- e) **Job enrichment** expands mentee's on-the-job activities by including a wider variety of tasks and greater responsibility and authority. Make sure it means adding new types of tasks and levels of responsibility, not just more work.
- f) **Presentations** provide opportunities to develop planning and organizing skills, as well as effectiveness in impromptu speaking and thinking. Adequate research, before and after the presentation, will enable a mentee to answer questions and consolidate knowledge of the CGIAR system and her or his area of scientific expertise.
- g) **Understudy training** prepares the mentee to assume the responsibilities of her or his supervisor, either as a substitute or as a replacement.
- h) **Job rotation** provides an opportunity for broadening knowledge and experience and building appreciation for different views and relationships within the Center.
- i) **Lateral transfers provide** additional experience in new areas and are less organized than job rotation.

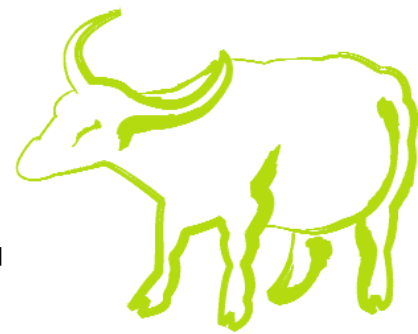
Skills and qualities for mentors

A mentoring relationship will be more beneficial if both you and your mentee recognize the amount of work required and that many of the skills needed for success do not come naturally. The following section gives an overview of the types of skills that will enhance the outcome of a mentoring relationship. The G&D mentoring trainer and the Center coordinator can offer guidance in how to hone some of these skills.

Mentor and Mentee Common Skills and Qualities

a) Trustworthiness

- Do not share things said in confidence
- Keep to agreed upon schedules and rules
- Keep criticisms of each other within the relationship
- Show active respect
- Follow through on commitments
- Admit mistakes
- Respect cultural and gender differences
- Respect intellectual property



b) Visible Listening

- Show by non-verbal responses that you have heard
- Wait until the other has finished before speaking
- Summarize what has been said before moving on

c) Practical Implementation Skills

- Keep a balance between dreams and the current reality
- Focus on practical examples of goal achievement or non achievement
- Make sure there are tangible outcomes from the meetings

d) Supportiveness

- Say positive things when you feel them
- Speak well of each other in front of others
- Focus on how you can help each other be more effective as a result of the relationship

Specific Mentor Skills

a) Facilitator Skills

- Focus on understanding the strengths and development needs of your mentee
- Explore how to help your mentee achieve her or his development goals
- Provide access to materials, resources and laboratory facilities, as appropriate
- Give concrete examples of good practice

b) Feedback Skills

- ▶▶ Be aware of your mentee's style and how to mesh it with your style for effective communication
- ▶▶ Have the courage to put difficult issues on the table
- ▶▶ Be specific in your feedback
- ▶▶ Be comfortable with giving praise
- ▶▶ Encourage your mentee to question your advice
- ▶▶ Point out the risks in what the mentee may be planning and intervene if you think something will go disastrously wrong

c) Motivation Skills

- ▶▶ Share your own examples of success and failure
- ▶▶ Inspire with compelling success stories
- ▶▶ Show enthusiasm
- ▶▶ Help your mentee develop a vision for his or her professional future
- ▶▶ Have positive expectations of the mentee – give positive reinforcement



d) Promoting Skills

- ▶▶ Support the interests of your mentee, mentioning her or him to others when appropriate
- ▶▶ Share contacts
- ▶▶ Think of how to give additional exposure and visibility to your mentee and, based on your conversations, judge when your mentee is ready for that exposure
- ▶▶ Invite your mentee to join in key meetings, work at co-publishing
- ▶▶ Identify and watch out for funds for training development or research
- ▶▶ Support the ideas of your mentee in public, especially when dealing with mentors who are minorities
- ▶▶ Encourage your mentee to take on more challenging assignments
- ▶▶ Help with advice that prevents your mentee from moving into a career dead end

e) Gender & Diversity Skills

- ▶▶ Make sure that your mentee can deal with negative criticism that has a gender or racial bias
- ▶▶ Focus on the importance of mentoring skills and monitor networking progress across departments, titles and geographical location
- ▶▶ Help your mentee build relationships with scientists from other races and gender
- ▶▶ Model your ability to deal effectively with culture, race and gender

Tasks

“Getting to Know You”

The process of matching mentor and mentee is done painstakingly, drawing upon application forms that provide personal as well as career data. Once the match is made by your Center coordinator with the support of G&D, it will be up to you, the mentor, to get the relationship started. The following section offers some thoughtful and practical guidance for early meetings and for following through to make the relationship as personally and professionally productive as possible, starting with a list of ideas for what to talk about in a first meeting.

22 Topics for Mentor and Mentee’s First Meetings

Any of these topics can get a conversation started, allowing you to give and receive the kind of background information necessary for establishing a solid relationship.

- a) Why you wanted to be a mentor
- b) Why you went into this field
- c) Your job, explain what you do
- d) How long you have been in this job
- e) Your previous jobs
- f) Other countries you have lived in and the challenges they presented
- g) Areas of scientific expertise, goals or research
- h) Strengths of your Center
- i) Your communication style preference, e.g. direct or diplomat, and what you really like in communication
- j) Personal irritations when working with others
- k) Long- and short-term career development goals
- l) Role of mentee’s supervisor
- m) Ask for contact numbers, emails
- n) When it is okay and not okay to contact you
- o) Normal workday for you – where you are and at what times
- p) Your travel schedule
- q) Where you are from and influence of your culture
- r) Your family background
- s) Your favorite sport or hobby
- t) Your own people skills – explain one thing you are good at and one thing you need to improve
- u) What you do to relax
- v) Who your main supports are at work



Contract for Mentor and Mentee

There are no definitive rules in the relationship and the two of you will need to work many things out as you move forward and get to know each other. One useful introductory tool is working together to design a contract that will guide and bind your relationship. This is meant to be for mentor and mentee only. The supervisor would be aware of the contract only if the mentee wants him or her involved.

Mentor and Mentee Contract	
1. Common Understanding We look forward to working together and intend for this to be a rewarding experience – one with learning and respect for both of us.	
2a. Specific areas we will work on: Goal I: Goal II: Goal III:	2b. How we will achieve these goals: Action I: Action II: Action III:
3. How often will we meet?	4. Where will we meet?
5. Confidentiality – the things we will keep confidential	
6. Intellectual property issues agreement	
7. Constraints – the things that are off limits in this relationship	
8. Termination – if we find we cannot work together, we agree that we will not find fault in each other	
9. Agreement on dealing with critical feedback	
Mentor Signature:	Mentee Signature:
Date:	Date:

Mentee On-Going Development Plan

Once you and your mentee have determined the three goals that will be worked on during the Mentoring Program, it is important for your mentee to follow up with a development plan for attaining those goals. The Mentee Guide contains a copy of the development plan form. Your mentee should complete three forms, each one focusing on one of the three development goals. Once your mentee shares them with you, you will need to give feedback.

This sample of the development plan form that your mentee will fill out suggests questions to guide you in making comments on your mentee's plan. It is important to give your mentee a copy of your comments and to discuss them together. The questions that the mentee will answer are in **'bold'** font, and questions you can use to guide your comments are in *'italic'* font.

Development Plan	
Name (Mentee)	Date:
Goal 1 (or 2 or 3)	
1. What tangible outcomes will there be when I have achieved this goal? <i>Mentor – Are the outcomes tangible?</i>	
2. What attitudes/skills will I have developed when I achieve this goal? <i>Mentor – Are there other skills?</i>	
3. Project Plan <i>Mentor – Is the plan realistic?</i>	
4. Resources I'll need <i>Mentor – Are other resources needed?</i>	
5. Problems along the way <i>Mentor – Does this cover all the problems?</i>	
6. How will I deal with these problems? <i>Mentor – Are these ideas realistic?</i>	
7. By when will I achieve this goal? <i>Mentor – Is this enough time or too little?</i>	
8. What will be the impact on my career when I achieve this goal? <i>Mentor – Are there other impacts?</i>	
Mentor Signature:	Mentee Signature:
Date:	Date:

Mentor's Journal

It is useful if both mentor and mentee keep a record of their meetings, as it is easy to forget what was agreed. Keep your development plan in mind and regularly record thoughts and ideas. Please save ten minutes at every meeting to discuss agenda, time, etc. for the next meeting. The journal is a guide to help you keep track of your discussions and agenda.

Journal for Mentors		
Mentor's Name	Mentee's Name	
Date of meeting	Place	Time
1. Main topics covered today		
2. Mentee movement towards goal achievement		
3. What is going well?		
4. What is a problem and why is it a problem?		
5. How can I offer to help my mentee deal with the problem?		
6. What attitudes need to be changed to deal with the problem?		
7. What was agreed to be done before the next session?		
8. When is the next session?		
9. What is the topic or agenda for our next session?	10. New insights in today's session?	

Mentor's checklist of tasks

Plan to do	Done	Phase I – Preparation
		Read materials provided by G&D and be well informed
		Attend G&D's mentoring orientation workshop
		Talk things through with both the Center coordinator and your mentee's supervisor for any further questions and reference
		Make sure you know what your mentee expects from the relationship
		Prepare your own thoughts about your operating rules for the relationship
		Be clear about your personal boundaries – meeting time, place, frequency, etc.
Plan to do	Done	Phase 2 – Launch
		Contact your mentee for a first meeting
		Find out as much as you can about your mentee
		Build rapport and a sense of comfort during the session <ul style="list-style-type: none"> ■ Share personal information ■ Let mentee know your experience and background in terms of education and jobs that qualify you to be a mentor ■ Clarify expectations about your role ■ Set rules about meeting and communicating – including frequency ■ Review mentee's goals ■ Set next meeting time
		Consider the goals and think about who else may assist your mentee
		Recommend written material
		Think of ways to introduce your mentee to important contacts/meetings – set purpose and discuss afterwards
		Meet regularly and when appropriate set assignments between meetings Be prepared to be personal with your mentee. <ul style="list-style-type: none"> ■ Share defining moments in your career; let your mentee know the important ways you have learned. ■ Share life values ■ Let your mentee attend as many "live" events as possible in your work routine ■ Give practical tips and advice on leadership issues
Plan to do	Done	Phase 3 – Monitoring
		Midway through the program <ul style="list-style-type: none"> ■ Complete the formative evaluation activities ■ Review your relationship at various milestones
		Help with goals and career development <ul style="list-style-type: none"> ■ Ask your mentee about future job plans and long-term goals ■ Talk about mentee's career and personal life balance ■ Praise when appropriate ■ Make sure you give critical as well as positive feedback

Mentor's checklist of tasks (cont.)

Plan to do	Done	Phase 3 – Monitoring
		<ul style="list-style-type: none"> ■ Share a list of other people who could help your mentee ■ Find ways of attending events where your mentee is participating
		<p>Get involved in helping with or setting up specific sessions</p> <ul style="list-style-type: none"> ■ Urge your mentee to make a presentation or chair a meeting to promote visibility ■ Invite your mentee to join in key meetings ■ Share knowledge and be on the lookout for funds for training, research ■ Look at sharing research or co-publishing ■ Gain access to key resources and laboratory facilities
Plan to do	Done	Phase 4 – Evaluation
		<p>Make sure you begin discussions in advance about goal achievement</p>
		<ul style="list-style-type: none"> ■ One month before the program ends, do the necessary paperwork for evaluation ■ Meet face to face with your mentee to discuss your comments and review achievements <p>Evaluate your experience and think about another mentoring assignment</p>

Challenges in the mentoring relationship

- ▶▶ Dealing with the resentment that may come from others not chosen for the program
- ▶▶ Making sure that you focus on goals for the mentee – many relationships can become “talking shops” where real issues pertinent to the mentee’s development are not discussed
- ▶▶ Defensiveness on the part of the mentee to positive critical feedback from you
- ▶▶ Keeping mentee meeting times “untouchable” and making sure you meet in a place where you will not be interrupted
- ▶▶ Becoming too much of a “doer” rather than facilitator – there should be a balance between offering timely advice and letting mentees learn from their mistakes
- ▶▶ Taking too much of the mentee’s burden on your shoulders, which can cause burnout.



Building networks

1. Networking

Definition

The word “network” actually refers to fishing nets, with their web of knots and ropes, a visual reference for the complex set of relationships we maintain in our organizations. The network is the means by which we get our information, build our support and influence decision making. Networking allows us to work with informal and formal relationships, in order to get things done. This is especially important in a matrix organization.

The 3 types of networks

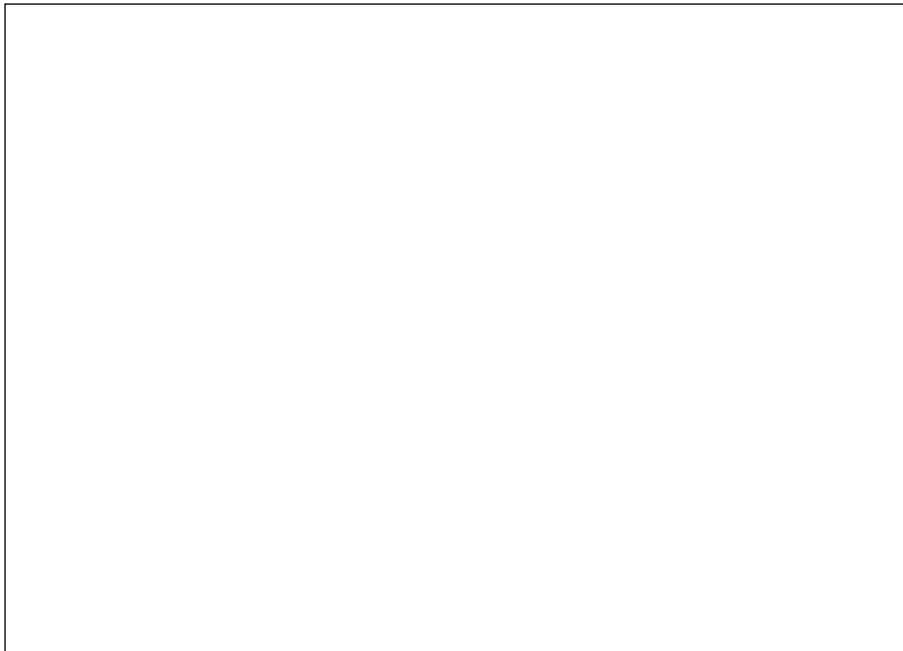
- ▶▶ Information networks – people you know who can get information for you.
- ▶▶ Influence networks – people you know who can get things done.
- ▶▶ Support networks – people you know who can offer support.

Exercise

Consider your networks of colleagues, friends and peers. How extensive are they? Would you be able to gain access to new information or gain support for a new idea by relying on these people?

Mapping Out Your Network

Draw your network in whatever way you want – information, influence, support – indicating who is in the various areas.



Definitions of Relationships

Formal relationships are structured by the organization and require reporting and accountability. These relationships are fixed unless there is a change in the structure or if someone leaves.

Informal relationships are based on mutual interests, commonalities and friendships. These relationships are strong but may be limited. They exclude people who may be outside the informal network but could make significant contributions.

2. Building Information Networks

QUESTIONS TO ASK WHEN BUILDING INFORMATION NETWORKS

- ▶▶ Where is the important information I need?
- ▶▶ How can I design and develop a network to access this information?
- ▶▶ Which key groups and individuals will have critical interests in the change processes?
- ▶▶ How can I devise a network that will help me understand the interests of involved groups and estimate their relative power?
- ▶▶ How can I use my network to monitor attitudes and reactions as the change program proceeds?

Exercise

- a) Who is in your information network?

- b) How can you improve your information network?



6. Skills for building new networks and contacts

- » Taking the initiative
- » Asserting yourself
- » Asking for and offering help
- » Making yourself visible
- » Letting others know who you are
- » Sharing your opinions and views

Face-to-Face Skills

1. **Clarify your distinct and original contribution.**
2. **Develop a good self-introduction.** This very important "30 second connection" must be taken seriously. It is often the first words people hear from you. Practice, drill and rehearse it. After you've been introduced, people should know precisely who you are and what you do. It shouldn't be longer than 30 seconds and it can be shorter.
3. **Carry your business cards with you.**
4. **Smile and have a positive attitude.** Do not take yourself too seriously.
5. **Listen.** Talk 30 percent of the time and listen 70 percent of the time.
6. **Speak up.** People can't read your mind. If you are looking for a special contact in a specific business, ask. That is networking.
7. **Say "thank you".** Express appreciation when someone offers ideas, leads, information or support.
8. **Follow-up.** A potential ally can cool very rapidly if you don't follow up. If you tell someone that you will call, do it – quickly. Keep your word. Integrity is everything.
9. **Be Courageous.** Feel the fear and do it anyway.

How to keep your network alive

- » Be honest and trustworthy
- » Keep in touch
- » Display a positive attitude
- » Acknowledge favors
- » Do things for other people when there is no obvious benefit to you
- » Distribute pertinent articles

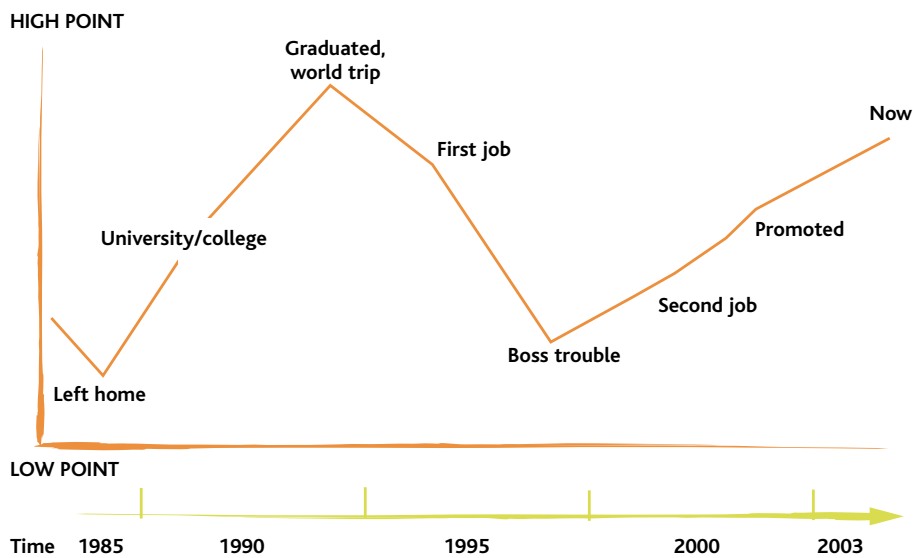
Avoid political blunders that could cause power erosion

- » Criticizing your manager or other key person in a public forum
- » By-passing your manager
- » Being disloyal
- » Being difficult
- » Burning your bridges

Managing Your Own Career and Development

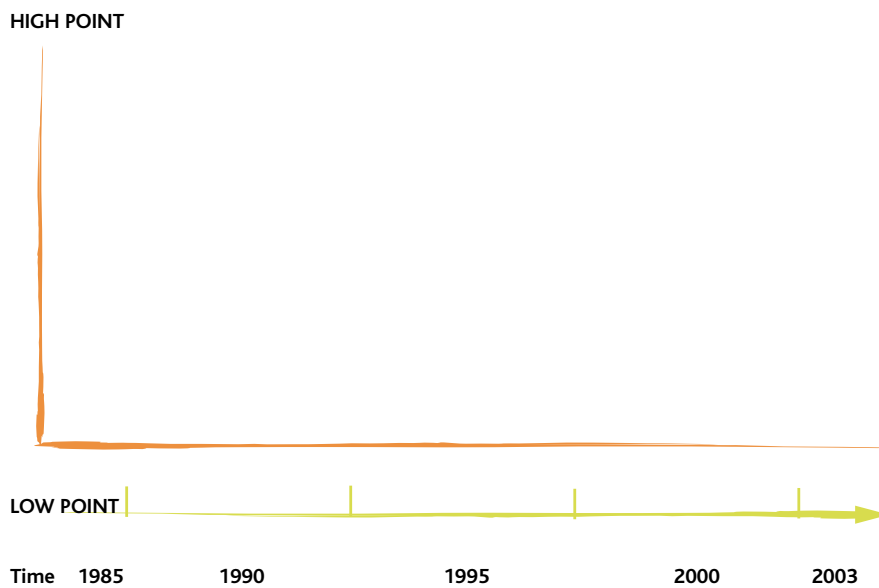
Life Lines

It is important in mentoring to get an idea of the current state of development in your own life and career. In this exercise, chart the major career events in your life which have led you to today. A life line will look something like the following.



Your Life Line

Draw your life line and then share with your mentor or mentee



Career Development and Mentoring

Many people do not end up with their dream career because:

1. they do not plan adequately, i.e. order their educational and employment choices according to their desired careers;
2. they do not take account of the non-scientific skills necessary to achieve career success.

While luck can help a great deal and knowing the right people also is useful, it is a relatively simple thing to begin the planning process early in your career, in order to be prepared when opportunities arrive.

1. Audit

Experience	Scientific skills	People skills

2. Purpose and Values

Purpose	Values
Indicate something you are passionate about and would like to contribute toward, e.g. "Lack of adequate water systems causes suffering and I would like to make a difference in this area".	Indicate values that are important to you – e.g. equal distribution of wealth, work/family balance, the right of poor farmers to develop their own solutions, respect for religious beliefs.

3. Desired Career

Indicate your career goal

4. Planning to Reach Career Goal

Indicate the qualifications, skills and experience needed.

Scientific Focus			
Qualifications/ Skills needed	Plan	Experience needed	Plan

People Focus			
Qualifications/ Skills needed	Plan	Experience needed	Plan

5. Next Positions and Networking

With a focus on your desired career goal, indicate the type of jobs you need to aim for.

1. What job should you aim for next, and what are the skills you expect to gain?
2. What one job should you aim for after your next job and what are the skills you expect to gain?
3. Networking – with whom do you need to build relationships to develop your career?
4. What can you do in your current job that moves you towards your current goal?



Virtual Mentoring

Our electronic world is making it easier and easier for people who are not geographically close to communicate. This has many advantages for mentoring pairs who could not enter into mentoring relationships in the past.

Guidelines

1. Clarify your expectations of each other – keep the contract in mind.
2. Try to have a mixture of face-to-face contact and remote sessions.
3. Plan telephone sessions by preparing a clear agenda; call on time and be ready on time.
4. Send a summary of agreements by mail, email or fax. Mentees should take the lead in summarizing and forwarding these agreements.
5. In addition to planned phone meetings, mentees report great satisfaction in receiving “unexpected” calls from their mentors. These gestures will do a lot to build inclusion and help mentees feel valued.
6. Do not leave contact to chance – mark calendars well in advance for telephone calls; go for more structure than less.

Email – some tips

Taken from CGIAR G&D Program Online Course for High Performing Scientific Teams, © Sue Canney Davison and Nancy White.

Email is one of the main tools of virtual mentoring and can be a very useful and efficient means of communication but there also can be difficulties. Here are some pointers on effective email.

1. Always use clear subject headings that refer to the content of the email. For good examples, see <http://www.webfoot.com/advice/email.context.html?Email>.
2. Write briefly and succinctly – bullet points can be effective.
3. If responding to an email, quote only the pertinent parts to provide context, not the whole email.
4. Specifically refer to the subject rather than assume the reader will know what you are referring to, e.g. do not start your reply with “I think this is a good idea”, say: “re: your suggestion that I contact her – I think this is a good idea”.
5. Try to address just one issue per email. Email does not lend itself to moving through varied emotions/multiple questions in one message. People often read the first part in a message and miss the rest. Send two or three separate emails with distinct subject headings rather than putting everything in one email. Help your recipient focus.
6. Flag only when an email is urgent or needs action. If you flag everything as high priority, people will stop paying attention to you.
7. Give as much context as you can, especially to initial emails or if you realize that the rhythm or pattern of communication has been broken, e.g. if you have been chatty with your mentee/mentor and then an email catches you in a crisis,

respond by saying: "I am going to be unusually brief as I have an emergency". This will avoid their wondering if they upset you. In other words, frame the message within the context of what is happening to you, or any relevant data or causal logic.

8. Be explicit and straightforward so that you can see what assumptions you are making and acknowledge them to the other person. Aim to keep it succinct, but do not be afraid of detail.

Mentoring Online – Some Resources

Here is a variety of Web sites focusing on electronic mentoring.

1. Mentor Web Site

iMentor provides resources and support to help other organizations start or run Internet mentoring efforts in other parts of the country. Agencies interested in starting their own email mentoring programs can use the iMentor Web site to recruit, screen and track volunteers from their own communities, involve other schools and youth programs in their area and monitor the email exchanged between its students and volunteer mentors. In addition to sharing their technology resources, iMentor also provides training materials and curriculum ideas. In return, groups using iMentor share their own materials and ideas with the broader iMentor community. The site has a number of valuable publications available in PDF format, including an e-mentor training manual and a career exploration guide for mentors and mentees. <http://www.imentor.org/home.cfm>

2. International Telementor Center

<http://ici.umn.edu/ementoring/about.html>

The ITC facilitates electronic mentoring relationships between professional adults and students worldwide. The focus is to help students in math, science, engineering, communication and career and education planning. The site provides information for teachers who wish to bring telementoring into the classroom. There are also sections devoted to prospective mentors and profiles of successful telementoring programs. The site contains the *Handbook for HP Mentors* used in the successful Hewlett-Packard mentoring program.

Web site: <http://www.telementor.org/>

3. The Virtual Volunteering Project

The Virtual Volunteering Project was launched in 1996 to encourage and assist in the development of volunteer activities that can be completed off-site via the Internet. The site has a wealth of information on providing services using technology. It features many online mentoring resources, from program design and management guides to handbooks for e-mentors.

<http://www.serviceleader.org/vv/index.html>

4. The National Mentoring Partnership's Elements of Effective E-Mentoring Practices

This section of the NMP Web site offers a handy checklist of the various components of a quality e-mentoring program.

http://www.mentoring.org/common/effective_ementoring/effective_ementoring.adp?Menu=nav_left_run.adp

5. Kevin O'Neill Faculty Homepage

Dr. O'Neill is a leading researcher in the area of telementoring. This site provides links to several telementoring research projects as well as a number of his professional papers related to telementoring.

Particularly useful is a PDF version of *The Telementor's Guidebook: A field guide to supporting student inquiry on-line*. <http://www.sfu.ca/%7Ekoneill/>

6. Technology Volunteers in the Classroom

From the NickNacks Telecollaborate site, this guide looks at how volunteers can be used in classroom settings via electronic communication.

<http://home.talkcity.com/academydr/nicknacks/volunteer.html>

7. The Electronic Emissary

One of the longest-running Internet-based telementoring and research efforts, the Emissary serves K-12 students and teachers around the world. The Emissary is a "matching service" that helps K-12 teachers and students with access to the Web locate other Internet account-holders who are experts in different disciplines, for purposes of setting up curriculum-based, electronic exchanges among the teachers, their students, and the experts. Their *Suggestions for Successful Telementoring* is an excellent starting point for programs.

<http://emissary.ots.utexas.edu/emissary/index.html>

Mentor and Mentee Initial Contract

1. Common Understanding

We look forward to working together and intend for this to be a rewarding experience – one with learning and respect for both of us.

2a. Specific areas we will work on:

Goal I:

Goal II:

Goal III:

2b. How we will achieve these goals:

Action I

Action II:

Action III:

3. How often will we meet?

4. Where will we meet?

5. Confidentiality – the things we will keep confidential:

6. Intellectual property issues agreement:

7. Constraints – the things that are off limits in this relationship:

8. Termination – if we find we cannot work together, we agree that we will not find fault in each other.

9. Agreement on dealing with critical feedback:

Mentor Signature:

Mentee Signature:

Date:

Date:

Development Plan

Name (Mentee)	Date:
Goal 1 (or 2 or 3)	
1. What tangible outcomes will there be when I have achieved this goal? <i>Mentor – Are the outcomes tangible?</i>	
2. What attitudes/skills will I have developed when I achieve this goal? <i>Mentor – Are there other skills?</i>	
3. Project Plan <i>Mentor – Is the plan realistic?</i>	
4. Resources I'll need <i>Mentor – Are other resources needed?</i>	
5. Problems along the way <i>Mentor – Does this cover all the problems?</i>	
6. How will I deal with these problems? <i>Mentor – Are these ideas realistic?</i>	
7. By when will I achieve this goal? <i>Mentor – Is this enough time or too little?</i>	
8. What will be the impact on my career when I achieve this goal? <i>Mentor – Are there other impacts?</i>	
Mentor Signature:	Mentee Signature:
Date:	Date:

Development Plan

Name (Mentee)

Date:

Goal 1 (or 2 or 3)

1. What tangible outcomes will there be when I have achieved this goal?

Mentor – Are the outcomes tangible?

2. What attitudes/skills will I have developed when I achieve this goal?

Mentor – Are there other skills?

3. Project Plan

Mentor – Is the plan realistic?

4. Resources I'll need

Mentor – Are other resources needed?

5. Problems along the way

Mentor – Does this cover all the problems?

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8. What will be the impact on my career when I achieve this goal?

Mentor – Are there other impacts?

Mentor Signature:

Mentee Signature:

Date:

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Development Plan

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Goal 1 (or 2 or 3)

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Mentor – Are there other impacts?

Mentor Signature:

Mentee Signature:

Date:

Date:

Journal for Mentors

Mentor's Name		Mentee's Name	
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2. Mentee movement towards goal achievement:			
3. What is going well?			
4. What is a problem and why is it a problem?			
5. How can I offer to help my mentee deal with the problem?			
6. What attitudes need to be changed to deal with the problem?			
7. What was agreed to be done before the next session?			
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9. What is the topic or agenda for our next session?		10. New insights in today's session:	

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