Guidelines *and* workbook *for* mentees

FUTURE HARVEST CENTERS **MENTORING PROGRAM**

CGIAR

Table of Contents

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 mentee, you will have the benefit of support from a senior staff member who has volunteered to serve as your mentor and will be involved in your professional life for the next year.

This is not a simple one-way relationship with your more experienced mentor supporting your career. You also will bring your ideas and concepts to the table. The hope is that during the year, you and your mentor 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 mentee. 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

Participants in mentoring programs have expectations. It is important to be realistic from the beginning as to what to expect, based on your current level of knowledge of the program and its activities, your own background and the background of your mentor. 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 that 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 – your Center coordinator and your mentor.

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 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 mentor is the focus of this guide, it is important to be aware that often there will be three or four people working with you – your mentor, your immediate supervisor, G&D trainers and perhaps other mentors who have been enlisted for specific inputs. Your mentor will be responsible for coordinating the group, always with your approval. This group dynamic can enrich your 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 you.

Mentee's Immediate Supervisor

Although your mentor will be an important part of your career development during the year of this program, you cannot lose sight of the fact that your mentor plays a different, but complimentary, role to your supervisor. Your supervisor probably sees more of you than anyone and is responsible for your performance evaluation. When there are clear performance issues to improve, supervisors can be powerful allies for change. Being made aware of the goals you have established for the mentoring program can give your supervisor the opportunity to be very supportive. If you and your mentor do not include your supervisor in the loop, there can be problems, which is why we present these guidelines for involving supervisors:

- share issues with your supervisor and keep her or him informed;
- if you have work-related difficulties, involve your supervisor, if appropriate;
- share your mentoring program goals with your supervisor, if appropriate;
- have three-way meetings on specific themes; and
- watch the confidentiality issues – you may not want your supervisor to be too involved (it is up to you to make your views known).

A quick list of expectations

WHAT MENTOR CAN EXPECT FROM MENTEE	WHAT MENTEE CAN EXPECT FROM MENTOR	WHAT CAN BE EXPECTED FROM THE COORDINATOR
■ A temporary relationship of 12 months	■ Regular meetings of 1-2 hours	■ A sounding board and ongoing suggestions for managing mentoring relationships and resolving conflicts
■ Regular meetings, for at least one or two hours per month	■ Occasional telephone meeting	■ Organized activities to help ensure success of the relationship
■ Telephone communication, when needed	■ Advice on mentee's professional development concerns	■ Answers to mentoring questions
■ Requests for suggestions and ideas	■ Follow through on commitments	■ Learning materials relevant to mentoring
■ Follow through on commitments	■ Honest, straightforward, fair and diplomatic feedback	■ Contact numbers of people associated with the program
■ Evaluations, midway and near the end of the program	■ Evaluations midway and near the end of the program	■ Information of upcoming tasks, responsibilities and opportunities
■ Dealings with professional not personal problems	■ Confidentiality	■ A liaison among G&D trainer, decision-makers, mentor and mentee for duration of the program
■ Confidentiality		■ Confidentiality

EXERCISE

If you decide to involve your supervisor, filling in this form with your mentor is a good exercise for planning the type and level of involvement.

a) How can you involve your supervisor?

b) Which of your mentoring goals parallel your performance improvement plan with your supervisor?

c) What are the confidentiality boundaries with the supervisor, i.e. which topics are not shared?

Specific DOs and DON'Ts for Mentees

SUGGESTIONS FOR MENTEES

Do:	Don't:
clarify goals.	depend on your mentor to identify your goals for you.
show openness to the wisdom of your mentor.	assume your mentor has unlimited time for you.
recognize that not everything your mentor says will be useable immediately.	get defensive.
allow your mentor time to respond.	talk non-stop.
let your mentor know how you are applying his or her advice.	assume that mentors don't care if you are following their advice or not.
encourage your mentor to be critical.	reject what you don't like to hear.
respect the professional boundaries of the relationship.	overstep the boundaries without permission.
support your mentor with others.	say one thing to the mentor's face and another behind her or his back.
talk through disagreements with each other.	keep quiet about difficult feelings or issues.
ask for help identifying, or looking for, funds for training, development, research or access to key resources or laboratory facilities.	be afraid to ask for help or access to opportunities and resources you see or need.
ask for help in promoting your visibility, attending key meetings or co-publishing and research.	ask for things that are irrelevant or unreasonable.
recognize the time of the contract and let go at the end.	keep on relying on the mentor after the contract is over.

Examples of how Mentee can work with Mentor

During the Mentoring Program, your mentor may offer to set up some projects to guide you in learning specific skills. If you are committed and enthusiastic, these projects can be very useful. They draw on networks and materials that your mentor has already developed, but still require you to explore for yourself. They will expand your knowledge of the organization and help you develop new technical and people skills. Here are some suggestions to help you get started in sharing information and learning to communicate and work together.

a)   Ask your mentor to share his or her strategies for success.

b)   Ask your mentor to recommend favorite books and authors.

c) Look up or surf Web sites for more information.

d) Ask if it is possible for you to observe your mentor in action at a meeting or project and ask for a debrief of the process.

e) Ask your mentor to observe you at meetings or interviews and ask for feedback.

f) Ask your mentor to identify or look for funds for training development or research.

g) Ask if you can do research together.

h) Ask your mentor to help you gain access to key resources and laboratory facilities.

i) Ask your mentor to share insights into networking, influencing, good courses, how to develop support, how to make an impact in the CG system, the history of the CG system, etc.

j) Meet for meals.

k) Loan books.

l) Celebrate milestones such as the achievement of a project.

m) Co-author articles.

Other Training and Development Methods

There are many ways to develop your skills. The following list gives you some examples of new activities and what you might learn from them. As part of your development, look for some of these possibilities for yourself or ask your mentor to identify opportunities or to recommend you.

a) **Project team or task force assignments** expand your possibilities for skill development by joining a project team outside of normal work assignments.

b) **Special assignments** provide the opportunity to study a problem, increase your analytical ability, judgment, 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 your on-the-job activities to include 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) **Making presentations** will help you develop planning, organizational and impromptu speaking skills. Adequate research before and after the presentation will enable you to answer questions and consolidate knowledge of the CGIAR system and your area of scientific expertise.

g) **Understudy training** prepares you for assuming some of the responsibilities of your superior, either as a substitute or as a replacement.

h) **Job rotation** provides an opportunity to broaden your knowledge and experience and builds 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 mentee

A mentoring relationship will be more beneficial if both you and your mentor 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. G&D and your 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
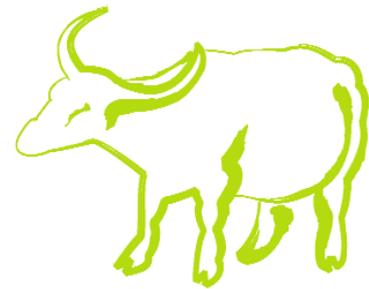
b) Visible Listening
- Show by non-verbal responses that you have heard
- Wait until the other has finished before speaking
- Summarize what has been said before moving on

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 Mentee Skills

a) Initiative
▶▶ Take the lead when it is required
▶▶ Look for new ways of doing things and be adventurous in pursuing them
▶▶ Know when not to take initiative

b) Reliability and Persistence
▶▶ Show that you can be relied upon to finish tasks
▶▶ Finish things on time
▶▶ If you cannot get something done, let your mentor know in advance
▶▶ Do not give up when things go wrong – there are no failings in life, only lessons for how to make it better next time

c) Learning Focus
▶▶ Be interested in your own learning
▶▶ Constantly look for ways to develop yourself
▶▶ Be as interested in people skills as technical skills
▶▶ Study regularly – one new idea each day
▶▶ Look for feedback and use it

d) People Skills
▶▶ Understand the impact of your own personality
▶▶ Know the impact you make on first meeting
▶▶ Understand body language and be careful of mixed messages (words and body language saying different things)
▶▶ Always try to understand how people issues impact any problem

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 your mentor to get the relationship started, but it will be greatly enhanced if you respond with enthusiasm and open communication avenues. 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.

21 Topics for First Meeting for Mentor and Mentee

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 mentee

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 your 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/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 you and your mentor only. Your supervisor would be aware of the contract only if you want him or her involved.

Mentor and Mentee Initial Contract

1. Common Understanding

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

2.a Specific areas we will work on:	2b. We will achieve these goals by:
Goal I:	Action I:
Goal II:	Action II:
Goal III:	Action III:

3. How often will we meet?	4. Where will we meet?

5. Confidentiality – the things we will keep confidential are:

6. Intellectual property issues agreement?

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

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

9. Agreement on dealing with critical feedback

Mentor Signature:	Mentee Signature:
Date:	Date:

Mentee On-Going Development Plan

Once you and your mentor have determined the three goals that will be worked on during the Mentoring Program, it is important for you to follow up with a development plan for attaining those goals by filling out the development plan form. You should complete three separate forms, each one focusing on plans for attaining one of your pre-determined goals. Once you complete the forms, share them with your mentor who will be prepared to give you feedback.

This is a sample of the development plan. One form will be filled out for each of the three goals.

Development Plan

Mentee Name	Date:

Goal 1 (or 2 or 3)

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

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

3. Project Plan

4. Resources I'll need

5. Problems along the way

6. How will I deal with these problems

7. By when will I achieve this goal?

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

Mentor Signature :	Mentee Signature:
Date:	Date:

Mentee's Journals

It is useful if both you and your mentor keep a record of the meetings, as it is easy to forget what was agreed. Keep your development plan in mind and regularly record thoughts and ideas. Allow 10 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 Mentees	
Name	
Date of Meeting	Place
1. Main topics covered today	
2. My movement towards goal achievement	
3. What is going well?	
4. What is a problem and why is it a problem?	
5. Things that I can do, or ask my mentor's advice, to deal with the problems	
6. Attitudes that need to be changed to deal with the problem	
7. What was agreed to be done before the next session?	
8. Date of next session	
9. Topic or agenda for next session	
10. New insights in today's session	

Mentee'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 co-ordinator and your supervisor for any further questions and reference
		Make sure you know what you want from the mentoring relationship
		Prepare your own thoughts about your operating rules for the relationship
		Be clear about your personal boundaries – meeting time, place, frequency, etc.
		Keep a journal of all your mentoring sessions focusing on goals, development, skills learned and agreement reached
Plan to do	**Done**	**Phase 2 – Launch**
		Contact your mentor for a first meeting
		Find out as much as you can about your mentor
		Build rapport and a sense of comfort during the session ■ Share personal information ■ Let mentor know your past experiences and background in terms of education and jobs ■ Share with mentor your expectation of the Mentoring Program ■ Know how mentoring can help you achieve goals, improve skills, etc. ■ Clarify expectations about your role ■ Set rules about meeting and communicating – including frequency ■ Review goals with mentor ■ Set next meeting time and agenda Follow through any activity suggested by your mentor and update him or her on the outcome
		Read all recommended written material and update your mentor on your learning or benefits gained
		Accompany mentor to important contacts or meetings – set purpose and discuss the process after the event
		Meet regularly and when appropriate, set assignments between meetings
		Be prepared to be personal in meetings and ask to: ■ share defining moments in mentor's career ■ share life values ■ observe any "live" events in mentor's work routine ■ share important ideas, skills benefits you have learned or gained ■ give practical tips/advice on leadership issues
Plan to do	**Done**	**Phase 3– Monitoring**
		Midway through the program: ■ complete the evaluation activities ■ review various milestones in your relationship
		Work on goals and career development ■ Share with mentor where you would like to be in your next job, the job after that and in the long term ■ Talk with your mentor about career/personal life balance

Mentee's checklist of tasks (cont.)		
Plan to do	**Done**	**Phase 3 – Monitoring**
		■ Acknowledge and give praise to mentor when appropriate
		■ Be open to all feedback given by mentor
		■ Contact the list of other people who mentor recommends
		Invite mentor to "live" events that you are contributing to
		Ask for coaching on specific topics such as:
		■ presentations or chairing a meeting
		■ debriefing on key meeting mentor invited you to
		■ sourcing funds for training and/or research
		■ co-publishing or co-researching
		■ access to key resources and laboratory facilities
Plan to do	**Done**	**Phase 4 – Evaluation**
		Make sure you begin discussion in advance about goal achievement
		One month before the program ends, do the necessary paperwork for evaluation
		Meet face to face with your mentor to discuss your comments and review achievements
		Consider your experience and think about being a mentor in a future G&D Mentoring Program

Challenges in the Mentoring Relationship

▶▶ Dealing with the resentment that may come from others not chosen for the program

▶▶ Making sure you focus on your goals – many relationships can become "talking shops" where real issues pertinent to your development are not discussed

▶▶ Reacting defensively to positive critical feedback from your mentor

▶▶ Keeping the meeting time for you and your mentor "untouchable" and making sure you meet in a place where you will not be interrupted

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.
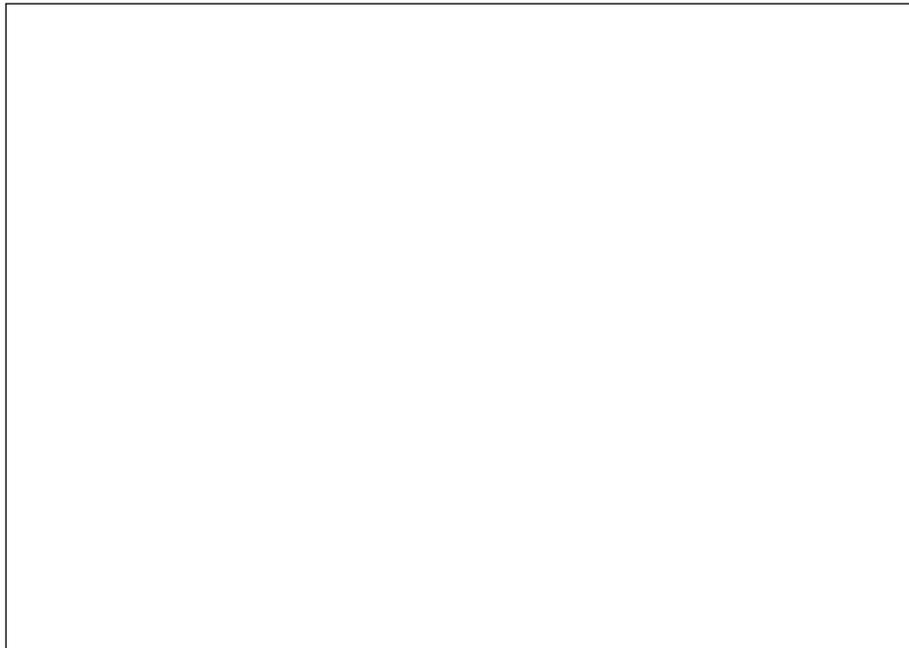
Definitions of Relationships

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, commonalties 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?

3. Building Influence Networks

Influence networks enable you to achieve objectives by aligning yourself with people in the system who influence others. Hence, you do not need to have direct links with those who make the decisions; it is enough if you have a positive and strong relationship with those who can influence the decision making.

QUESTIONS YOU MIGHT ASK IN PLANNING AN INFLUENCE NETWORK

▶▶ What influence do I need?

▶▶ Who are the key people who have influence?

▶▶ How can I mobilize their energy to help me, neutralize their potential opposition or overcome their apathy/resistance?

▶▶ How can I influence key external stakeholders to promote and support me?

▶▶ If I cannot influence them directly, who do l know who can?

Exercise

a) Who are the opinion leaders in your own Center?

b) What makes them influential in the system?

c) Who is in your influence network?

d) How can you improve your influence network?

4. Building Support Networks

Support networks consist of friends, mentors and colleagues who provide psychological support and emotional balance. They include people who understand the complexities of the organization, to whom one can air frustrations, and who can be depended on for an objective perspective.

QUESTIONS TO ASK WHEN THINKING ABOUT SUPPORT NETWORKS

▶▶ Who in the system is prepared to support me?

▶▶ Are there people with whom I can discuss my role?

▶▶ Do I have objective and informed listeners to keep me and my reactions in perspective?

▶▶ Who can provide me with emotional support when things get tough?

Exercise

a) Who is in your own support network, and how adequate is it?

b) When do you use it?

c) How could you improve it?

5. Total Network Analysis

Review your answers to the exercises and consider them in the light of the following questions.

a) What are the strengths of your networks?

b) What weakness in your networks have you become aware of through this analysis?

c) What elements of your network do you need to develop to be more effective?

d) What skills do you need to develop to be able to network more effectively?

e) What steps can you take to develop these skills?

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
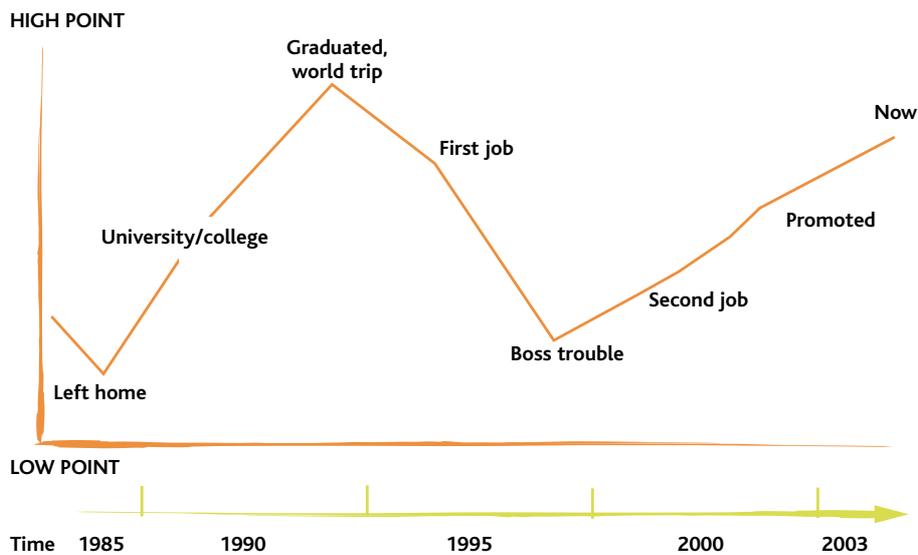
▸▸ Distribute pertinent articles

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
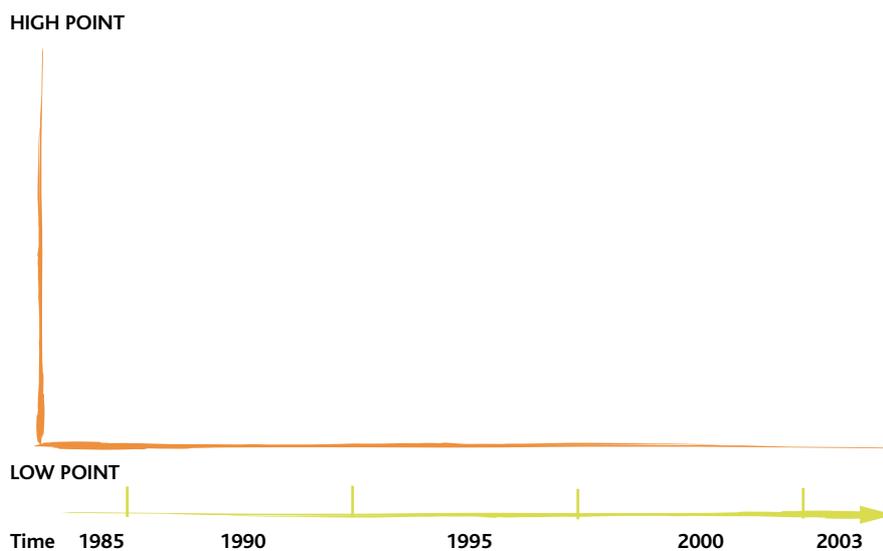
Managing Your Own Career and Development

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.

HIGH POINT

Graduated,
world trip

First job

Now

University/college

Promoted

Second job

Boss trouble

Left home

LOW POINT

Time   1985   1990   1995   2000   2003

Your Life Line

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

HIGH POINT

LOW POINT

Time   1985   1990   1995   2000   2003

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?
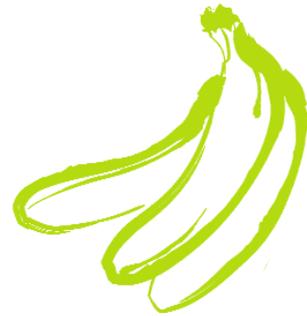
Virtual Mentoring

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 that 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.

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, get other schools and youth programs in their area involved, and monitor the email exchanged between their students and volunteer mentors. In addition to sharing its 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 an interesting 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:	2b. How we will achieve these goals:
Goal I:	Action I
Goal II:	Action II:
Goal III:	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

Mentee Name	Date:

Goal 1 (or 2 or 3)

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

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

3. Project Plan:

4. Resources I'll need:

5. Problems along the way:

6. How will I deal with these problems?

7. By when will I achieve this goal?

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

Mentor Signature :	Mentee Signature:
Date:	Date:

Development Plan

Mentee Name	Date:

Goal 1 (or 2 or 3)

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

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

3. Project Plan:

4. Resources I'll need:

5. Problems along the way:

6. How will I deal with these problems?

7. By when will I achieve this goal?

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

Mentor Signature :	Mentee Signature:
Date:	Date:

Development Plan

Mentee Name	Date:

Goal 1 (or 2 or 3)

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

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

3. Project Plan:

4. Resources I'll need:

5. Problems along the way:

6. How will I deal with these problems?

7. By when will I achieve this goal?

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

Mentor Signature :	Mentee Signature:
Date:	Date:

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

Journal for Mentees

Name

Date of Meeting	Place

1. Main topics covered today

2. My movement towards goal achievement

3. What is going well?

4. What is a problem and why is it a problem?

5. Things that I can do or ask for mentor's help to deal with the problems

6. Attitudes that need to be changed to deal with the problem

7. What was agreed to be done before the next session?

8. Date of next session

9. Topic or agenda for next session

10. New insights in today's session

bibliography

1. Brainard, S G and Carlin, L, *A Longitudinal Study Of Graduate Women In Engineering & IC*, Journal Of Engineering Education, 1998

2. Bramord, Suzanne G, PhD, Harkers, Deborah A, St George, May R, *A Curriculum For Training, Guide For Administrator*, University Of Washington, US, 1998

3. Clawson, J and Kram, K, Managing Cross Gender Mentoring, Business Horizons, 27, 1983

4. Jones, Philip L, *Mentors and Proteges: How To Establish Strength And Get The Most From A Mentor Protégée Relationship*, Arbor house,1982

5. Kram, K, *Phases of the Mentoring,* Academy of Management Journal, 26, 1973

6. Murray, M and Owen, M, *Beyond the Myths and Magic of Mentoring*, San Francisco, Jossey-Bass Publisher,1991.

7. Olson, G and Ashton-Jones, E, *Doing Gender: (EN)gendering Academic Mentoring*. Journal of Education, 1992

8. Phillips-Jones, Linda, PhD, *The Mentoring Program Co-ordinator Guide – How to Plan & Conduct A Successful Program*, CCC/The Mentoring Group CA, 1998

9. Ruzicka, Faddis B, Berard, P, Huppertz, N, *Guide For Planning, Implementing & Evaluating A Mentoring Program*, Newton, MA: Women's Educational Equity Act Publishing Centre, 1988

10. Ruzicka, Faddis B, Berard, P, Steward, J & D'Angelo, G, *Together Communicating Interpersonally*, 3rd ed, NY Random Press, 1988