

CALHR MENTORSHIP MODEL

CalHR's Mentorship Model and tools are intended to provide guidance to departments for creating and implementing a mentorship program. The associated training, [Mentorship: A Key to Effective Succession Planning](#), provides in-depth instruction on using this model.

PHASE 1: ESTABLISH STRATEGIC DIRECTION

- Step 1: Gain executive support
 - Conduct risk assessment
 - Develop program concept
- Step 2: Develop steering committee
- Step 3: Develop program
 - Align to strategic plan
 - Conduct needs assessment
 - Create project plan
 - [Tool: Workforce Planning Strategic Action Plan](#)
 - Develop program components
 - Purpose and goals
 - Mentor/mentee roles and responsibilities
 - Target participants
 - Benefits
 - [Tool: Mentor Roles and Responsibilities](#)
 - [Tool: Mentee Roles and Responsibilities](#)
 - Method to select and match participants
 - Participant tracking method
 - Initiatives and activities
 - [Tool: Development Activities](#)
 - Marketing/communication plan
 - Midterm assessment method
 - Resolve program issues
 - Contingency plan for mentorship mismatch
 - [Tool: Dealing with Mentee/Mentor Mismatch](#)
 - Final Evaluation method
 - Program policies, procedures, tools, and resources

PHASE 2: ESTABLISH PARTICIPANTS

- Step 1: Market the program
 - Conduct information session
 - [Tool: Information Session Facilitator's Checklist](#)
- Step 2: Select participants
 - Selecting mentors
 - [Tool: Mentor Application Form](#)

- Selecting mentees
 - Tool: Mentee Application Form
- Matching
- Step 3: Conduct orientation
 - Tool: Orientation Facilitator's Checklist
 - Tool: Mentor's Facilitation Guide
 - Tool: Mentoring Agreement

PHASE 3: IMPLEMENT

- Step 1: Manage participant involvement
 - Participant tracking
 - Maintain Engagement
- Step 2: Conduct midterm assessment

PHASE 4: EVALUATE, CONCLUDE, MAINTAIN

- Step 1: Evaluate program
 - Tool: Mentor Evaluation
 - Tool: Mentee Evaluation
- Step 2: Conclude cohort
 - Debrief participants
 - Closing ceremony
- Step 3: Administer program improvements
- Step 4: Maintain program momentum

WORKFORCE PLANNING STRATEGIC ACTION PLAN

Division/Program Area: Date: Name: Signature:

Issue	Proposed Solution	Goal	Responsible Person(s)	Completion Date		Solution Implemented
				Projected	Actual	
						<input type="checkbox"/>
	steps toward reaching the proposed solution	goal of each step	person(s) responsible for completing each step	completion dates for each step		completed step
				Projected	Actual	
	1.					<input type="checkbox"/>
	2.					<input type="checkbox"/>
	3.					<input type="checkbox"/>
	4.					<input type="checkbox"/>
	5.					<input type="checkbox"/>
	6.					<input type="checkbox"/>

WORKFORCE PLANNING IMPLEMENTATION PROGRESS REPORT

Division/Program Area: Date: Name: Signature:

Issue (from action plan)	Proposed Solution (from action plan)	Implementation Status			Comments on Implementation Status
		<input type="checkbox"/> no implementation	steps completed: 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/> 6. <input type="checkbox"/>	<input type="checkbox"/> solution implemented	

MENTOR ROLES AND RESPONSIBILITIES

[This document serves as an example of mentor roles, responsibilities and benefits, and should be adjusted to align with the department's specific program purpose and goals.]

Be a positive role model. Demonstrate the highest level of professionalism and interpersonal skills. Foster trust, respect, and openness.

Guide without giving advice. Guide the mentee toward his/her goals using established techniques and a thought-provoking and creative process rather than giving advice.

Do not demonstrate favoritism. Do not demonstrate favoritism on behalf of your mentee in terms of promotion, special assignments, or changes in employment. Advocate and provide reference in appropriate circumstances.

Be open to reciprocal learning. Make mentoring a mutually beneficial experience by recognizing that your mentee brings a wealth of unique knowledge and experiences.

Be engaged. Actively listen, question and offer productive feedback. Identify underlying messages and take the time to fully understand what your mentee is communicating before formulating responses.

Be supportive. Fully support your mentee's professional development and provide encouragement and guidance.

Be patient. Demonstrate patience throughout your mentee's self-discovery process as your mentee may require significant assistance with determining his/her direction.

Honor commitments. Honor the time and goal commitments of the mentorship program and those you develop with your mentee. If you or your mentee are unable to maintain your commitments to the mentorship relationship, consider discontinuing the relationship so the mentee has a chance to be paired with a new mentor.

Maintain confidentiality. Respect the mentorship relationship by keeping private any personal or sensitive topics your mentee shares with you.

Support continuous program improvement. Evaluate the mentorship program and your experience as a mentor as honestly as possible. Share ideas for improving the mentorship program with the Mentorship Program Coordinator.

MENTEE ROLES AND RESPONSIBILITIES

[This document serves as an example of mentee roles, responsibilities and benefits, and should be adjusted to align with the department's specific program purpose and goals.]

Be active. Take full advantage of the mentoring experience by being active and engaged in the experience. Avoid being a passive listener by asking questions and sharing your own experiences and knowledge with your mentor.

Be Prepared. Optimize results of your mentor session by preparing for each session beforehand. Understand your goals for each session. Reflect on the following types of questions:

- What have I accomplished since our last session?
- What did I not get done, but intended to? What got in the way? What could I have done differently?
- What challenges and problems am I facing now?
- What opportunities are available to me right now?
- What support do I want from my mentor during this meeting?

Establish developmental goals. Assess your current situation and think about short and long term professional goals. Your mentor may assist in helping you explore and define your goals.

Find the right fit. Reflect on what characteristics and knowledge are personally important to you in a mentorship. Whether mentors are self-selected or assigned gain deeper insight into the compatibility of the mentorship through asking additional probing questions to your mentor, such as:

- What can you, as a mentor, bring to a mentoring relationship?
- What positions have you held in the past?
- Which departments or organizations within the government have you worked for?
- What parts of your education have contributed to your career choices?
- How much time do you anticipate being able to spend working with me?

If a mentorship is not a comfortable fit, address your concerns with the Mentorship Program Coordinator.

Be open to feedback and coaching. Expect continuous feedback and coaching from your mentor related to your professional growth and goals. The opportunity to receive confidential one-to-one guidance, feedback, and coaching can improve performance and support the achievement of professional goals. Use regular feedback to help transfer newly acquired knowledge and skills to the workplace.

Assess your own boundaries. Remember mentors are not expected to have definitive answers or be available 24/7. Try to imagine yourself in your mentor's place before making

additional requests or changes. Assess your own boundaries and avoiding unhealthy dependencies.

Honor commitments. Honor the time and goal commitments of the mentorship program and those you develop with your mentor. If you or your mentor are unable to maintain your commitments to the mentorship relationship, consider discontinuing the relationship and/or request to be paired with a new mentor.

Maintain confidentiality. Respect the mentorship relationship by keeping private any personal or sensitive topics that may arise in your conversations with your mentor.

Support continuous program improvement. Evaluate the mentorship program and your experience as a mentee as honestly as possible. Share ideas for improving the mentorship program with the Mentorship Program Coordinator.

DEVELOPMENT ACTIVITIES

This list of development activities are a compilation of mentoring activities utilized by a variety of departments, organizations, and agencies. The list is divided into large group activities and individual or small group activities. Large group activities require more involved planning and will likely be initiated by the mentorship program coordinators. Mentors and mentees can incorporate many of the individual or small group activities into their regular mentoring schedule. Choosing a variety of activities will help engage participants, maximize the mentorship experience, and offer interactions that suit a variety of preferences. Participants should take time to debrief after these activities in a small group or one-on-one setting to further relate the value of the activity.

LARGE GROUP ACTIVITIES

Program Open House

- Initiator: Program Coordinator
- Select one of the scheduled program activities or events and invite department employees who might be considering participating in the mentorship program. Invite prospective participants to observe, participate and ask questions to mentors, mentees, and facilitators.

Division Chief Brown Bag Lunch with Staff

- Initiator: Program Coordinator, Mentor, Executive team member
- Organize a brown bag lunch with Division Chief and a small number of staff. Depending on the size of the division, this may be most appropriate for delegation to Assistant Division Chiefs.
- In this casual setting, the Executive or Senior Leader are encouraged to:
 - Share his/her story about the impact of mentoring (either as a mentor or mentee) in his/her own career or personal life.
 - Ask staff to share their own mentoring experiences and stories
 - Describe what elements/activities are part of informal mentoring, such as:
 - Making informal mentoring a regular part of one-on-ones.
 - Accompanying a manager or staff person to a meeting.
 - Reaching out to manager or staff person in an area of personal or career interest.
 - Asking if staff has any suggestions for additional elements/activities to enhance current efforts.
 - Share what other divisions/units are doing regarding informal mentoring.
 - Reminding staff that everyone can mentor.

Mentorship Training Activities

- Initiator: Program Coordinator

- Provide short sessions offering tools and techniques to maintain effective mentoring relationships.

Literature/Video Distribution

- Initiator: Program Coordinator
- Distribute literature such as articles, and/or short videos (e.g.: Ted Talks) related to mentoring, benefits of mentoring, mentoring tools and techniques, and success stories.

Speed Mentoring

- Initiator: Program Coordinator
- Arrange a time-controlled environment for participants to receive information from one or more mentors. Modeled after the 'Speed Dating' concept, both parties share knowledge and experiences during brief interaction.

Guest Speaker

- Initiator: Program Coordinator
- Invite a guest speaker to share success stories that motivate the mentoring relationship. Possible guest speakers include senior executives in state government, community leaders, retirees and other department leaders.

Networking Events

- Initiator: Program Coordinator
- Provide free flowing networking opportunities between mentors and mentees, mentors only, or mentees only. Networking groups can also be broken out by occupational groups, leadership levels, etc.

Group Mentoring

- Initiator: Program Coordinator, Mentor, Mentee
- Team one mentor with several mentees who meet at the same time. As the mentor poses questions, listens and reflects he or she engages all members of the group into the conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion.

Monthly/ Quarterly All-Staff Meetings

- Initiator: Program Coordinator, Mentor, Executive team leader, Manager/Supervisor
- Mentors set aside 10 minutes on each monthly/quarterly agenda to share ideas and activities related to mentoring such as:
 - Icebreaker Activities
 - Spotlight each units function within the division to enhance role clarity.

- Invite other divisions to come and informally share what they do.
- Share an overview of what mentoring is and how staff can informally apply it in their work.
- Share mentorship success stories.
- Invite the Mentorship Program Coordinator to explain the mentorship program.

INDIVIDUAL OR SMALL GROUP ACTIVITIES

Flash Mentoring

- Initiator: Program Coordinator
- Establish a brief one-time meeting for an individual to learn and seek guidance from a more experienced person who can pass on relevant knowledge and experience. The only requirement is one-hour or less of a mentor's time to meet with a mentee.
- It is a low budget and simple option to recruit busy executives and other senior staff to become mentors without investing a lot of time. After this meeting, mentors and mentees can decide if they would like to continue the relationship.

Open Office Hours

- Initiator: Program Coordinator, Mentor, Executive team leaders, Manager/Supervisor
- Schedule monthly or bi-monthly open office hours where their staff can discuss career development opportunities, project work, and build a working connection with their manager/supervisor/executive team member.
- Block off an hour or two once a month or every other week and let your employees know that you are available in your office or another onsite location for an impromptu meeting.
- Send a meeting notice to your employees so the time appears on everyone's calendar and stay committed to the time.
- Tell employees you are available to talk about anything, this time is for them to use as they see fit.
- Encourage employees to come individually or in a group, whatever makes them feel more comfortable.
- Consider playing music, or bringing treats, and hanging a sign on your wall to let employees know that you're available.
- Be flexible on location—remember open office hours can happen anywhere (e.g. your work space, outside, walk and talk, break room, etc.).

Team Mentoring

- Initiator: Program Coordinator, Mentor, Mentee
- Have more than one mentor working with one mentee or a group of mentees in the same setting. Team mentoring allows mentors to work together or separately to help the mentees reach identified developmental goals. If mentors work separately, they should communicate regularly to share information and ideas.

Meeting Mentoring

- Initiator: Mentor, Mentee

- Mentors attend part or all of a mentee’s project or other working meeting, or invite a mentee to accompany them to one of their meetings.
- Mentors are encouraged to:
 - Invite mentees to a monthly meeting (don’t worry about titles, levels, units).
 - Invite mentees who are interested in promotional opportunities or a management career.

Informal Presentations at Employee Meetings

- Initiator: Executive team leader, Mentor
- Use 10 to 20 minutes of regularly scheduled unit meetings for informal knowledge sharing.
- Send an email to employees asking which division or area they would like to learn more about.
- If you do not get a response, create a list of divisions or areas employees may benefit from learning from. Think about people you often come in contact with, focus on improving efficiencies and understanding processes.
- Email managers of the divisions you have listed to ask if they would be willing to do a brief presentation about their unit and what they do.
 - Give four or five dates to choose from and let them know they can send whoever they would like to present, it doesn’t necessarily have to be the manager/supervisor.
- Prior to the presentation get the point person’s contact information so staff can follow up with questions.
- At the conclusion of the presentation encourage staff to reach out to them with more questions or for more information.

Virtual Mentoring

- Initiator: Program Coordinator, Mentor, Mentee
- Instead of face-to-face mentoring use videoconferencing, the Internet, and e-mail to develop mentorships. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities. Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and mentee meet face-to-face at least once.

Lunchtime/Coffee Session

- Initiator: Program Coordinator, Mentor, Mentee
- Utilize lunch hours or 15 minute ‘coffee’ breaks to meet with mentee for an informal mentoring session. Optional: include mentee supervisor.

Mentor Switch

- Initiator: Program Coordinator, Mentor, Mentee

- Find another mentorship pair interested in switching mentees for one session. This allows mentees to explore other areas they may be interested in, establish another connection and consider the new mentor when they begin the program again.

Informal Networking

- Initiator: Mentor, Mentee
- Mentors introduce mentee to at least two people who could prove helpful to their careers. Prior to introducing them, provide tips on issues to address or avoid.

Joint Committee

- Initiator: Program Coordinator, Mentor, Mentee
- Mentors and mentees serve on a committee together on or off the job.

Highly Visible Work Project

- Initiator: Mentor, Mentee, Manager/Supervisor
- Present a new project to a mentee as a career development opportunity that might help them get noticed by a unit or division they are interested in exploring. Discuss and clear the proposed project with the mentee's Supervisor. These projects support the employee's professional development as well as introduce them to new scopes of work within the organization.

Job Shadow

- Initiator: Mentor, Mentee
- Encourage mentors to invite their mentee to job shadow for a full day, part of a day, or during a critical event or interaction related to the mentee's goals and interests. Discuss and clear the proposed time with the mentee's Supervisor.

Presentation Feedback

- Initiator: Mentee
- Mentee invite the mentor to a presentation they are delivering or a meeting they are facilitating (with permission from mentee's supervisor) and allow mentor to provide feedback regarding their presentation skills during the next mentoring session.

DEALING WITH A MENTEE-MENTOR MISMATCH

United States Patent and Trademark Office, *How to Build a Mentoring Program*

Matching mentees with mentors is not an exact science. And despite your best efforts, mismatches can occur, albeit infrequently. And they are something you must be prepared for.

Do not use negative words such as “poor” or “bad” to describe the mismatch because they can be perceived as placing blame on the mentee or mentor. Instead, use the term “mismatch” which places the responsibility on the process or program. Here are some proactive steps you can take to prevent problems associated with mismatches.

- Point out when you ask a person to be a mentor and again in the initial mentor training that mentee-mentor matching is an inexact science.
- Explain that it is reasonable to assume that as more is learned about the needs of the mentee that, in a few cases, it will become clear that the wrong match was made and it is no one's fault.
- Explain that the program has a no-fault divorce policy because it is primarily focused on effectively addressing the needs of the mentee. If what was planned does not address those needs, a new match makes good common sense.
- Point out that this does not mean that a mentor is a bad mentor. It is assumed that all mentors are strong employees. What it does mean is that the mentor's strengths were not those needed by this specific mentee.
- It is also assumed that all mentees will be open to mentoring and defer somewhat to the experience and wisdom of their mentor. If this is not the case, a new match may help and the change would be more about the mentee than it is about the mentor.
- Repeat the same message to mentees when they are told they will have a mentor and when they are together at any orientation meetings.
- Be sure to emphasize that there will be a mismatch check with every mentoring pair. This is vital so that if it becomes necessary to discuss a mismatch, the people will not feel "singled out".
- Conflicts are a natural result of putting diverse people together and asking them to work as partners. If a mentoring pair can work through conflicts by valuing how diverse they are, the richness of their different viewpoints, background, and experience, then they can learn a great deal more from each other, precisely because they are not thinking the same way. Seen from this perspective, differences can be a strength, not a weakness of any relationship.

CHECK FOR MISMATCHES ABOUT ONE MONTH AFTER MENTORING STARTS

Plan on separately checking with every mentee and mentor starting about a month after mentoring has started. Inquire as to whether they feel their mentoring match is as effective as it needs to be. Ask the mentee first, and if you get an indication of a problem, don't assume it's time for a change, and don't create an expectation of any specific kind of solution as of yet. You have only a part of the whole picture. Promise to quickly investigate the situation, and to facilitate a "resolution". Then check with the mentor, first asking for their feelings about the usefulness of the match before sharing any mentee concerns. When one member of the pair says the match is not working, explore the reasons and decide if:

- The problem can be resolved, or at least if an attempt to resolve it is needed.
- A new match is needed.

DISCUSSING THE POSSIBILITY OF A MISMATCH

Repeat the same message (no fault, etc.) when discussing a possible mismatch as was given when the original match was made. Your purposes are several:

- You want to ensure that the best support is provided to every mentee.
- You want to dissolve ineffective matches as early as possible, and create a better situation.
- You want to end inappropriate matches but without doing damage to the dignity of either party.

DISSOLVING THE MISMATCH

When it is apparent that a mismatched relationship must be dissolved, ensure the problem is placed on the program matching criteria and not the mentee and mentor.

Speak with the mentee and mentor separately. Sample starter dialogue is below.

To the mentee, say:

“When we (the program) originally made the match, we did so as soon as we could. We did that because we believe that mentees deserve mentoring support as quickly as possible. Had we waited until we had all the information we have now, you (the mentee) might of had no support once the program started. We believe that's not right. We are working to find another mentor for you.”

To the mentor, say:

“It would not be fair to you or useful for the mentee or for our program to keep a mentor matched to a mentee who does not need the specific strengths and experience that you (the mentor) have to offer. That's why we are seeking a different mentor for your mentee. When we can find a mentee whose needs match your specific strengths and experience, we will certainly ask you to be a mentor again and to mentor that person”

INFORMATION SESSION FACILITATOR'S CHECKLIST

Prospective participants should attend an Information Session to receive enough detailed information regarding the mentorship program to make informed decision to participate. Provide detailed information for how an employee can sign-up to participate in the program, the deadline to sign-up and who employees can contact for further information. The information session should cover the following:

- Goal(s) of the mentoring program.
- Success factors and desired outcomes.
- Type of program.
- Target population.
- Duration of the program.
- Benefits to mentors, mentees, department and other stakeholders.
- Selection process.
- Mentor matching process (for formal program).
- Potential mentoring and career development activities.
- Expectations.
- Participation is always voluntary.
- Time commitment.
- Roles and Responsibilities of Mentor.
- Roles and Responsibility of Mentee.
- Open questions and answers.
- Application forms and deadlines.
- Overview of orientation session. Including date(s)/time(s)/location(s).
- Develop information packets for each attendee that includes:
 - Roles and responsibilities.
 - Activity Schedule.
 - Orientation schedule.
 - Mentorship program contact information.

MENTOR APPLICATION FORM

[This document serves as sample application form and should be adjusted to align with the department's specific program purpose and goals.]

Division/Program:

Name:

Classification:

Work Email:

Work Phone:

Manager Name:

Work Phone or Email:

Number of mentees you would like to mentor:

If you have identified a mentee(s), please indicate their name(s):

Identify attributes, professional development goals, or other preferred characteristics of your ideal mentee:

Why do you want to be a mentor?

What are your goals for the mentorship relationship?

What do you feel are your professional strengths?

What advanced technical skills do you possess?

What are your hobbies outside of work?

What do you feel a mentee can learn from you?

The Mentorship Program Coordinator will match you with a mentee(s) based on the information you have provided. A mentorship program representative will contact you by [INSERT DATE] to with information about your mentee(s) and next steps in the mentorship program.

For any questions or concerns please contact [INSERT CONTACT NAME] at [INSERT CONTACT INFORMATION]. Thank you for your interest in becoming a mentor.

MENTEE APPLICATION FORM

[This document serves as sample application form and should be adjusted to align with the department's specific program purpose and goals.]

Division/Program:

Name:

Classification:

Work Email:

Work Phone:

Manager Name:

Work Phone or Email:

If you have identified a mentor, please indicate their name:

Identify attributes, professional development goals, or other preferred characteristics of your ideal mentor:

Why do you want to have a mentor?

What are your goals for the mentorship relationship?

What are your developmental goals?

What are your hobbies outside of work?

The Mentorship Program Coordinator will match you with a mentor based on the information you have provided. A mentorship program representative will contact you by [INSERT DATE] to with information about your mentor and next steps in the mentorship program.

For any questions or concerns please contact [INSERT CONTACT NAME] at [INSERT CONTACT INFORMATION].

Thank you for your interest in participating in the mentorship program.

ORIENTATION FACILITATOR'S CHECKLIST

Once participants have been confirmed, and matches have been established (if developing a formal program), conduct an orientation session for program participants. The goals of the orientation session are to introduce mentors to mentees, reinforce mentor and mentee roles and responsibilities and provide direction to mentors and mentees. Provide the following information during orientation:

- Mentor/Mentee roles and responsibilities.
- How to establish a mentorship.
- Being successful in your mentorship relationship.
- How to establish mentorship goals.
- How to determine if a mentorship is not a good fit.
- Face saving ways to opt out of the mentorship relationship.
- Establishing closure or transitioning, including natural points of closure.
- Schedule of mentorship activities.
- Program tools and resources available to participants.

Consider facilitating the following activities at the orientation session:

- Include breakout sessions providing information or activities specific to mentors and mentees or target populations.
- Provide guidance or formal training to mentors about fulfilling their role successfully.
- Present techniques to mentors and mentees and allow participants to practice their skills.
- Lead a group activity for mentors and mentees.
- Allow time for mentors and mentees to establish developmental goals.
- Complete a benchmark evaluation.

Provide mentors and mentees with all the tools and resources necessary to receive the most benefit from their experience. Provide a final piece of instruction prior to releasing the group that will help them establish their next plan of action, such as:

- Establish your first meeting date.
- Sign up for your first mentorship activity.
- Complete your mentorship agreement.

MENTOR FACILITATION GUIDE

[This document serves as sample facilitation guide for mentors and should be adjusted to align with the department's specific program purpose and goals.]

INITIAL MEETINGS

Within the first two meetings with your mentee 1) Develop a mentoring agreement or sign a pre-developed agreement, 2) communicate expectations, 3) and establish developmental goals.

DEVELOP A MENTORING AGREEMENT

A mentoring agreement increases accountability of you and your mentee. Utilize a standard agreement if one has been developed. Otherwise, determine the terms with your mentee, which should include:

- Establish expectations. Discuss roles and responsibilities, frequency of meetings and communication styles and boundaries.
- Define Confidentiality.
- Identify additional terms.
- Sign and date the agreement

This agreement can be included in one's Individual Development Plan (IDP). Some of the goals and/or activities can be included in both the IDP and action plan.

ESTABLISH DEVELOPMENTAL GOALS

developmental goals should be established. Assist your mentee in identifying short- and long-term professional goals by helping them 1) assessing their current situations, 2) define where they wish to be in the future 3) identify actionable steps to fulfilling the goals. Developmental goals may include:

- Improving or developing certain competencies.
- Improving or developing personal characteristics.
- Increasing organizational awareness (e.g. navigating department culture to increase career success).
- Improving professional or personal development related to a specific career path or career change.
- Determining career goals.
- Guidance with accomplishing a critical step toward a career goal.

Record your mentee's developmental goals and keep them handy for mentorship sessions.

ESTABLISH MEETING SCHEDULE

Develop a meeting schedule with your mentee that includes regular one-on-one meetings as well as other activities you plan to attend together. Activities could include events organized by the department, or outside of work.

Refer to the list of development activities provided to you by the department.

DISCUSSION TOPICS

Discussions between you and your mentor will often happen organically. Below are some suggestions from the National Institutes of Health's Office of Human Resources to assist in encouraging conversation throughout any step of the process:

- Spend time learning more about each other in building a personal relationship before formally tackling mentoring program objectives.
- Share career stories. How careers started, changes made along the way, high and low points. What experiences were helpful?
- Discuss mentee's personal vision: What would he/she like to be remembered for in the next few years?
- Talk about topics not pertaining to work such as current events, family history, hobbies or entertainment.
- Discuss mentee's strengths and how to enhance their growth. The mentee should find information from their own observations, comments in performance reviews, informal feedback from supervisors or coworkers (by e-mail, for example), educational grade(s). What do people say the mentee does best? Feel free to add your own observations.
- Discuss mentee's growth areas and tentative plans for working on them. Discuss how feedback will be given and received and anything he/she would like to avoid doing.
- Have the mentee describe a perfect week including what he/she is doing, where he/she is living, how people talk about them? Discuss these discoveries with your mentee and what he/she can learn/apply from them.
- Identify/refine 1-3 objectives to work on together -- preferably skills pertaining to growth areas and leveraging strengths.
- Consider choosing a book or article to read together, or that the mentee can read on their own, that is related to the mentee's developmental goals. Discuss the book together and brainstorm ways the mentee can apply the information.
- Discuss any generational differences that may come into play in the workplace.
- Review and discuss mentee's resume or a written work assignment. Offer constructive criticism based on his/her career goals
- Discuss an inspirational quote and brainstorm ways the mentee can apply the quote. Discuss any cultural values that each of you hold onto. Has culture come into play at all in adjusting to the work setting?
- Discuss some of the "unwritten rules" each of you had observed or learned about success in your organization. How has this differed from other organizations? What other lessons have been learned?
- Communicate what you have appreciated about your mentoring relationship with one another and about the mentoring program.
- Have the mentee research a career path they would consider taking within the organization. Provide feedback-and act as a sounding board for the mentee.
- Discuss your learning styles and preferences.

- Each of you discuss how competitors or critics describe you and what you can learn from their perspective.
- Discuss a role model that has been influential in each of your lives. How has s/he impacted your decisions or beliefs?
- Exchange jokes, funny stories to touch base with this side of yourselves. Bring in a favorite cartoon with respect to the workplace.
- Have the mentee research learning opportunities (training courses, books, on-the-job activities) and discuss them with the mentee in light of his/her developmental goals.
- Have the mentee can identify risks, difficulties or stress s/he is facing in the next few months (deadline, conflicts was premises, fears, etc.), and plan ways to minimize the impact of these stressors.
- Discuss balancing work and life.
- Discuss a situation of interpersonal conflict that the mentee has experienced and what they learned from the situation.
- Discuss a situation of miscommunication that the mentee has experienced and what they learned from the situation.

MENTORING AGREEMENT

[This document serves as a sample mentoring agreement that can be completed by the mentor and mentee, or pre-determined by the Steering Committee. The actual agreement should be adjusted to align with the department's specific program purpose and goals.]

This document serves as an agreement between [INSERT MENTOR'S NAME] and [INSERT MENTEE NAME] that appropriate mentoring will take place over the next [INSERT NUMBER OF MONTHS] months. Both parties agree to fulfill the roles of the mentor and mentee, and uphold to the following terms and conditions as set forth by [INSERT NAME(S) OF AGREEMENT AUTHOR(S)]. (Expand sections for additional space if necessary.)

Mentor Name:

Mentee Name:

The mentor and mentee identified in the Mentoring Agreement mutually agree to adhere to the following expectations:

The mentor and mentee identified in the Mentoring Agreement mutually agree to adhere to the following confidentiality terms:

The mentor and mentee identified in the Mentoring Agreement mutually agree to adhere to the following additional terms:

Mentor Signature:

Mentee Signature:

Date:

MENTOR EVALUATION

[This document serves as sample mentor evaluation to assess whether program goals were met, and should be adjusted to align with the department's specific program purpose and goals.]

1. Please select one response per row.

0	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The program met my expectations.					
The mentoring relationship fulfilled my expectations.					
My mentee match was suitable.					
I met with my mentee a sufficient amount of time.					
Mentoring has renewed my enthusiasm for the role of a leader.					
Mentoring has improved my confidence at work.					
Mentoring has helped me obtain a greater understanding of barriers experienced at various levels of the department.					
Mentoring has helped me develop and appreciate new or different perspectives.					
Mentoring has enhanced my skills in coaching, counseling, listening, and modeling.					
Mentoring has helped me develop a more personal style of leadership.					
Mentoring has helped me feel more engaged with my work.					
Mentoring has helped me feel increased fulfillment in my career.					
I will continue my mentorship relationship even after the mentorship program.					

I would recommend the mentorship program to other employees.					
I would like to participate in the mentorship program again.					

2. What was your vision for a successful mentorship program?
3. What mentorship relationship goals did you work on during the course of the mentorship program?
4. In what capacity did you work on these goals?
5. If obstacles prevented you from accomplishing your goals what were they?
6. What did you learned so far from the mentoring program?
7. Is there any part of the mentoring program you would like to see improved? If yes, what part?

MENTEE EVALUATION

[This document serves as sample mentee evaluation to assess whether program goals were met, and should be adjusted to align with the department's specific program purpose and goals.]

1. Please select one response per row.

0	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The program met my expectations.					
The mentoring relationship fulfilled my expectations.					
My developmental goals for the mentoring relationship were met.					
My mentor match was suitable.					
I met with my mentor a sufficient amount of time.					
My supervisor was supportive during the mentoring program.					
Mentorship has helped me improve my knowledge, skills and abilities at work.					
Improvements in my knowledge, skills, and abilities have improved my job performance.					
Mentorship has helped me feel more confidence at work.					
Mentorship has helped me develop new or different perspectives.					
Mentorship has helped increase my professional networks and received greater agency exposure.					
Mentorship helped me further my professional development.					
My mentor provided valuable feedback and guidance.					

Mentorship has helped me feel more engaged with my work.					
Mentorship has helped me feel increased fulfillment in my career.					
I will continue my mentorship relationship even after the mentorship program.					
I would recommend the mentorship program to other employees.					
I would like to participate in the mentorship program again.					

2. What was your vision for a successful mentorship experience?

3. What career and personal goals did you work on during the course of the mentorship program?

4. In what capacity did you work on these goals?

5. If obstacles prevented you from accomplishing your goals what were they?

6. What did you learn from the mentoring program?

7. Is there any part of the mentoring program you would like to see improved? If yes, what part?

8. On average, how many times a month did you meet with your mentor? (select one)
 - 1-2
 - 3-5
 - 6-7
 - 8-10
 - More than 10