



# UIPE MENTORSHIP GUIDELINES

## 1 Introduction

Mentoring is an opportunity to provide new knowledge and experiences to young professionals or employees. Its common goal is to encourage learning and personal development by using specific methods. A workplace mentoring program is a formally structured initiative that matches mentors and mentees to achieve the following results:

- a) Promotion of learning.
- b) Knowledge transfer.
- c) Personal and professional development.
- d) Career progression.

### 1.1 Definitions

#### I. Mentoring

This is a collaborative learning relationship between two individuals or more that leads to insights, decisions, planning and action and facilitates professional and personal development.

#### II. Mentor

A mentor is an individual with professional and life experience that voluntarily agrees to help junior or less experienced persons to develop skills, competencies, or goals. The mentor is thus an advisor and role model willing to invest in the mentee's personal growth and professional development. (The Mentor and Mentee, 2021)

#### III. Mentee

A mentee is an individual who has identified a specific personal and/or professional goal believing that the guidance and support of a mentor; being held accountable to the mentor; can help them achieve their goal. (The Mentor and Mentee, 2021)

#### IV. Mentorship

Mentorship is a relationship between two people where the individual with more experience, knowledge, and connections can pass along what he/she has learned to a more junior individual within a certain field.

Mentorship is a valuable tool for turning one's vision into reality. Mentors are expected to guide and advise their mentees, helping them build a successful career or gain a solid footing within the profession and in their organisations.



## **V. Mentor-mentee relationship**

Mentoring is the exchange of information between two parties where one person who has real-world experience is sharing it with the other person. A mentor acts as a guide and facilitates learning moments in the conversation. The mentor-mentee relationship requires a high level of trust, safety, and vulnerability with the intention of creating an experience through which the mentee learns about self-reflection and different approaches to various situations. Mentoring relationships are most successful when driven by the mentee so that s/he can benefit most from it. In a mentee-led relationship, the mentee will determine the meeting schedule and set the agenda. The role of the mentor is to create a safe and trusted environment so that the mentee feels comfortable to ask the questions that are considered obstacles to the mentee's career and/or personal and professional growth.

### **1.2 Benefits and skills gained through mentorship**

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

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

Mentors also gain or enhance several skills, through mentoring and these including:

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

## **2 Guiding Principles for All Parties**

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

- 1) Mentees are responsible for their development.
- 2) There will be commitment from all parties.
- 3) The relationship will be kept focused.
- 4) Listening skills will be paramount.
- 5) Mentees will ask for specific advice on ideas, plans and goals and mentors will give specific advice when possible.
- 6) All parties will be sensitive to a balance between talking and listening.



- 7) All parties will give feedback whenever appropriate.
- 8) No parties will be defensive when negative feedback is given.

## **2.1 Desirable qualities of a mentor**

A good mentor must possess the following characteristics:

1. Extensive experience in a related or relevant field
2. Similar educational background
3. Has overcome relatable challenges
4. Friendly and genuine personality
5. Credible and trustworthy character
6. Must not feel threatened by empowering others
7. Favorably disposed to flexible mentoring styles
8. Open to learning from the mentee

## **2.2 Role and responsibilities of UIPE**

UIPE shall be responsible for:

- 1) Managing the mentorship guidelines by allocating Mentors to the Mentees and for managing mentoring relationships and resolving conflicts
- 2) Organising activities to help ensure success of the relationship
- 3) Providing answers to mentoring questions, providing relevant learning materials and contact numbers of people associated with the programme; and
- 4) Providing information of upcoming tasks, responsibilities, and opportunities.

## **2.3 Role and responsibilities of a Mentee**

**A Mentee is expected to**

- 1) Determine the goals of the process.
- 2) Communicate the objectives of each meeting to the mentor (focusing on desired outcomes).
- 3) Schedule meetings and propose agendas based on objectives.
- 4) Initiate regular meetings with the Mentor
- 5) Initiate telephone communication, when needed
- 6) Perform the tasks assigned by the mentor.
- 7) Attend relevant trainings, meetings and activities.
- 8) Be open and give constructive feedback to the mentor.
- 9) Seek advice, opinions, feedback and direction from the mentor.
- 10) Respect the mentor's time and agreed schedule.
- 11) Request for suggestions and ideas
- 12) Follow through on commitments and be proactive on issues raised by the Mentor
- 13) Deal with the Mentor on professional not personal problems



The Mentee shall observe confidentiality.

## 2.4 Role and responsibilities of Mentor

As a Mentor, you offer the following to the Mentee:

- 1) Prepare for mentoring sessions.
- 2) Identify and monitor tasks assigned to the mentee.
- 3) Plan and participate in meetings
- 4) Share your knowledge, experiences, skills and wisdom with the Mentee.
- 5) Provide valuable opportunities by facilitating professional, career, and personal contacts.
- 6) Stimulate curiosity and build confidence by presenting new ideas, opportunities, and challenges.
- 7) Identify relevant literature and other resources, including contacts.
- 8) Encourage growth and achievement by providing an open and supportive environment.
- 9) Help the Mentees discover their talents and interests and define and attain their goals.
- 10) Guide Mentees in reaching their career, professional development and personal goals.
- 11) Be a role model to the Mentee by sharing stories of achievement with the Mentee
- 12) Advice on Mentee's professional development concerns
- 13) Be open and give constructive feedback to the mentee.
- 14) Follow through on commitments.
- 15) Provide honest, straightforward, fair and diplomatic and professional feedback
- 16) Evaluate midway and near the end of the programme the performance of the Mentee.

The Mentor shall observe confidentiality.

**Table 1: Specifics Dos and DON'T for Mentors**

Specific DOs and DON'Ts for Mentors		
SUGGESTIONS FOR MENTORS		
	Do	Do not
1.	Challenge your mentee to take initiative.	Wait for your mentee to make the first move – unless this is your development strategy.
2.	Show as much respect for your mentee as for others more senior.	Stand on your seniority.
3.	Set clear personal boundaries e.g. time, schedule etc.	Assume your mentee will know your boundaries
4.	Encourage your mentee to explore his or her ideas	Think that you have all the answers



5.	Remember that your job is to help your mentee develop his or her own style	Expect uniformity
6.	Address conflicts when they arise – they are a great way of learning	Shy away from difficult discussions that may involve personal style issues
7.	Keep your relationship on a professional basis	Move too quickly into relationship, if at all
8.	Discuss your problems with your mentee and not with other people	Assume that your mentee will not want to hear about the difficult things
9.	Recognise the time contract with your mentee when the contract is over	Try to keep things going when the contract is over (unless both of you are agreeable)
10.	Maintain friendly contact with your mentee when the contract is over	Leave the relationship without talking through any unresolved issues

**Table 2: Specifics Dos and DON'T for Mentees**

<b>Specific DOs and DON'Ts for Mentees</b>		
<b>SUGGESTIONS FOR MENTEES</b>		
	<b>Do</b>	<b>Do not</b>
1.	Always ask questions	Wait for your mentor to make the first move
2.	Listen and learn from your mentor.	Over talk or argue with your mentor
3.	Always maintain your mentor's confidence and privacy	Always expose your discussions with your mentor or the personal affairs to others
4.	Respect your mentor and appreciate the help he/she is providing	Assume the mentor is always there for you
5.	Communicate openly with your mentor and be receptive to feedback	Assume the mentor will push you to provide feed back
6.	Be open to cultivating new attitudes and behaviour and learning new skills	Assume your mentor will push you, it is your own initiative
7.	Keep to scheduled meeting times or give adequate notice to mentors of changes.	Assume the mentor has all the time for you
8.	Always behave ethically and safely	Tarnish the reputation of your mentor, the Institution and profession



## APPENDICE 1: 1 FORMS

### MONITORING AND EVALUATION FORMS

#### 1. MENTORING FORM FOR THE FIRST MEETING - FORM A

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

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

Name of the mentee: \_\_\_\_\_

Name of the mentor: \_\_\_\_\_

Who is filling out this form: \_\_\_\_\_

Career background of mentee: \_\_\_\_\_

\_\_\_\_\_

Career background of mentor: \_\_\_\_\_

\_\_\_\_\_

Motivation for participating in mentoring: \_\_\_\_\_

\_\_\_\_\_

Expectations from the mentoring process: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any additional notes: \_\_\_\_\_



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## **Mentoring indicators**



## MENTORSHIP AGREEMENT – FORM B

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

### PARTIES' DETAILS

Mentor \_\_\_\_\_ Mentee \_\_\_\_\_

Job title \_\_\_\_\_ Job title \_\_\_\_\_

Contact number \_\_\_\_\_ Contact number \_\_\_\_\_

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

### MENTEE'S GOALS

The mentee should establish with the mentor at least three professional development or personal growth goals.

**Goals should be specific, measurable, attainable and relevant and should include a time frame.**

**GOAL No.:1** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**GOAL No.:2** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**GOAL No.:3** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





## CONTACT AGREEMENT – FORM C

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

### Meeting schedule

Jointly agreed-upon meeting dates and times \_\_\_\_\_

### Communication channels

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

### Turnaround time for communications

(ideally two business days): \_\_\_\_\_

### Summary of expectations:

- Mentee and mentor agree to meet at least once a week/month for \_\_\_\_\_ months.
- Mentee and mentor agree to provide \_\_\_\_\_ (VP/MET Chairperson or Membership Services Manager) with written feedback after each contact.
- Mentee and mentor will provide a final evaluation of the relationship at the end of the formal programme.
- Confidentiality: Both parties agree to keep the content confidential unless one person is at risk, when this will be shared with the VP / MET Chairperson or Membership Services Manager as soon as possible.

\_\_\_\_\_  
**Mentee signature and date**

\_\_\_\_\_  
**Mentor signature and date**



**MENTORING PRE-SESSION - FORM D**

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

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

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

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

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

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Details for the next meeting: \_\_\_\_\_



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Date and time: \_\_\_\_\_ Location: \_\_\_\_\_

### **MENTORING SESSION OUTCOMES - FORM E**

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

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

Mentor's name: \_\_\_\_\_

Mentee's name: \_\_\_\_\_

Meeting date and time: \_\_\_\_\_

Location: \_\_\_\_\_

Meeting's main working topics: \_\_\_\_\_

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Mentee's achievements towards the goal: \_\_\_\_\_

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What is going well? \_\_\_\_\_

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What is the problem? What is the reason for the problem? \_\_\_\_\_

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

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

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Agreed date/time for the next session: \_\_\_\_\_

Main topics and agenda for the next session:

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Insights from today's session \_\_\_\_\_

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**MENTOR/MENTEE PROGRESS REVIEW - FORM F**

This form can be used by the mentor and mentee and submitted to the VP/MET Chairperson or Membership Services Manager confidentially. **It is not meant to be seen by the other party, as it provides an insight on how the mentoring relationship is progressing.**

What has been the main focus of the meetings? \_\_\_\_\_

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What have been the successes since the latest review? \_\_\_\_\_

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

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How were these issues resolved or addressed? \_\_\_\_\_

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

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

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

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

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How would you rate your satisfaction with the mentoring experience?

Not satisfied at all 

1	2	3	4	5	6	7	8	9	10
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 Extremely satisfied



## FINAL EVALUATION FORMS FOR MENTORS AND MENTEES FORM G

The sample forms below provide some questions that you may include in the final evaluation survey for mentors and mentees. The questions help assess participants' impressions of the successfulness of the mentoring programme.

### Form G 1 to be completed by the mentee

Mentee: \_\_\_\_\_

Mentee discipline: \_\_\_\_\_

Technical Report Title: \_\_\_\_\_

\_\_\_\_\_

Mentor: \_\_\_\_\_

#### Contact information:

Number of mentee contacts with the mentor: \_\_\_\_\_

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

Overall, how would you rate the mentoring experience?

5 Excellent  
  4 Good  
  3 Satisfactory  
  2 Fair  
  1 Poor

Comments: \_\_\_\_\_

\_\_\_\_\_

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

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

	I feel that I have reached all or some of my goals for personal growth
	I feel better about my potential for career and personal growth since completing the mentoring programme.
	I feel more self-confident since completing the mentoring programme
	My mentor played an important part in my growth and development.
	I plan to continue to work towards reaching my current and future career goals



	I feel the mentoring programme has had a positive effect on my career success.
	I would recommend this programme to others.

My mentor and I plan to continue our relationship.

	Yes		No		Do not know
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I would like to serve as a mentor in the future.

	Yes		No		do not know
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Mentee signature and date: \_\_\_\_\_





**Form G 1 to be completed by the mentor**

Mentor: \_\_\_\_\_

Mentor discipline: \_\_\_\_\_

Mentee: \_\_\_\_\_

**Contact information:**

Number of mentor contacts with the mentor: \_\_\_\_\_

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

Overall, how would you rate the mentoring experience?

5 Excellent  
  4 Good  
  3 Satisfactory  
  2 Fair  
  1 Poor

Comments: \_\_\_\_\_

\_\_\_\_\_

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

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

	I feel I was able to contribute to the career and personal growth of the mentee.
	I feel I was able to contribute to the career and personal growth of the mentee.
	I feel I learned about myself through this mentoring programme.
	I feel more self-confident since completing the mentoring programme.
	I feel this mentoring programme contributed to my own career and personal growth.
	I plan to continue mentoring and supporting others in their career.
	I feel the mentoring programme has had a positive effect on my career success.
	I would recommend this programme to others.

My mentee and I plan to continue our relationship. 1 Yes 1 No 1 Don't know

	Yes		No		Do not know
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I would like to continue serving as a mentor in the future. 1 Yes 1 No 1 Don't know

	Yes		No		Do not know
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Mentor signature and date: \_\_\_\_\_