WOMEN AND MENTORING
IN HIGHER EDUCATION

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About this Module

This module is about women and mentoring. The first section contains definitions of mentoring and tries to distinguish what makes the mentoring relationship different from other helping relationships. The module then outlines the main functions of mentoring and the principles and values underlying mentoring relationships and looks at the relative benefits of formal or informal systems of mentoring. It considers the benefits for the mentor and mentee of being part of a mentoring relationship and also the benefits that flow to organisations with mentoring schemes. The module is particularly concerned with the relevance of mentoring for higher education.

Many mentoring schemes are aimed at women. The module considers the reasons for this. It is suggested that women have limited access to informal networks in organisations and hence have relatively limited access to higher management. Women are therefore particularly well suited to formal mentoring relationships.

The module proposes training for both mentor and mentee. It outlines mentoring skills needed by both and at the best ways to develop these. It is noted that these are skills that are useful for generic management.

Finally, the module considers what the literature has to say about some of the most important and contentious issues such as cross-gender mentoring.

This module has been designed to be relevant both to organisations that wish to consider introducing mentoring and also to people who are formally designated mentors or mentees. It is also useful for people who are simply interested in the topic of mentoring or women who may wish to find themselves mentors on an individual and informal basis.

Acknowledgements

In the preparation of this module I have again learnt the benefits of a network. The Australian Technology Network's Executive Development for Women program (ATN WEXDEV), of which I am National Director, coordinates programs for women at five universities around Australia and this module is based on the experience of many people at those universities.

The design of the workshops owes a great deal to the advice and assistance of Jo McKenzie, Senior Lecturer, Centre for Learning and Teaching, University of Technology, Sydney. The Centre has prepared an excellent self-managed learning package on Mentoring, which is listed in Resources. I also have had most useful advice from Jill Carr, Human Resources Management Group, RMIT University, who is co-ordinator of the extensive RMIT University Mentoring Program and a very experienced facilitator.

Also around the ATN I also received suggestions and references from Amanda Willis (Curtin University of Technology), Kate Wilson and Barbara Anderson (Queensland University of Technology), and Anne Luzeckyj, Shard Lorenzo and Lynette Tagg (University of South Australia, which also runs an extensive formal mentoring program). From University of Technology, Sydney, Lenore Cooper briefed me on coaching, Thistle Anderson provided the Ragins and Cotton reference and Richard Gilzean and Jane Clifford provided extensive editorial advice. Some sections are based on an earlier WEXDEV publication *Mentoring* which had contributions from Anne Butorac (Curtin University of Technology), Jill Carr and Vera Hemkes (RMIT University) and Julia della Flora and Corliss Gustavson (University of South Australia).

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I have drawn extensively on two good 'how-to' books published in Australia - one by Kathy Lacey, the other more extensive one by Bonnie McKenzie. The latter is based on original research and has some interesting case-studies. I have altered some of their examples so that they relate more centrally to higher education.

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SECTION 1: INTRODUCTION

1.1 What is Mentoring?

Background to Mentoring

Mentoring has a long and ancient history. It is based on a story in Greek mythology, told in Homer's *Odyssey*. When Odysseus went to the Trojan War, he appointed his good friend Mentor as a role model, guardian and adviser to his son Telemachus. In an interesting feminist interpretation, Powell (NAWE, 2000) argues that the goddess Athena could also been seen as a mentor as, disguised as Mentes, she becomes actively involved in the young man's life, encouraging him to seek his father, introducing him to the network of heroes and fighting beside him and Odysseus to restore order

From these origins, mentoring can be defined as providing guidance and support within a personal relationship that extends over a period of time. It is a relationship in which a more experienced person acts as an advisor for a less experienced colleague.

Mentoring is part of all our lives. As young people, we learn and take advice from parents, teachers and friends. Throughout working life, people also may have many mentors, usually at different stages of their development. Others may have different mentors for different purposes, like a 'board of directors'. Sadler (1999) suggests that junior people in higher education benefit from having several more experienced staff as mentors, not just one, with mentors for research, teaching, or administration.

Mentoring of this informal nature has been significant for many successful people. Recently, however, in many organisations, there has been greater formal attention paid to mentoring as a mechanism to assist employees achieve their full potential. (McKenzie, 1995)

Roles in Mentoring: Mentors and Mentees

Essentially all mentoring relationships feature two main roles: the mentor and the mentee. Many other different terms can be used for these two roles, such as coach, tutor, adviser, student and protégé. Mentor and mentee have, however, become widely accepted.

In general, a mentor is in most cases more experienced, in a higher position in an organisation, and is sometimes older. A mentor is explicitly willing to assist others more junior in developing their careers.

A mentee is someone who is usually more junior, less experienced and seeking guidance in career development. The mentee seeks from the mentor guidance and advice on how to approach problems.

The mentor's role is that of a **trusted adviser and supportive guide**, encouraging the mentee in effective strategies for accomplishing career objectives. A mentor may also act as a **teacher or tutor**, helping the mentee learn organisational and professional skills

and providing insights about how to 'decode' the corporate culture. At times, the mentor may also perform the role of **supporter**, providing insights from experience to help the mentee manage difficult situations. An effective mentor keeps in touch with the mentee, suggests appropriate resources and encourages the mentee to establish or seek out professional or supportive networks. A mentee must also feel free to approach the mentor for advice on specific problems and to speak openly about the work situation.

Both mentor and mentee must trust and respect each other. The relationship must be based on clear principles and shared values.

Mentoring relationships can be one-to-one (dyadic), one mentor with a group of mentees (Socratic model) or one mentee with a number of mentors (a board of directors). Mentoring can also take place within a group of peers, where people are at a similar level of experience and respond to each other as equals. It is important that these are established as defined mentoring sessions with a purpose as focus can be lost. But many institutions have found group mentoring less resource-intensive and more successful, with sessions being held regularly and in some trained facilitators used to run groups.

Although initial definitions suggest that mentors are usually more senior, more experienced or older, the introduction of flatter management structures has meant that mentors may not always be in a higher rank. Mentor and mentee may be at the same level, but from different areas or with different skills.

Mentoring in Higher Education

Mentoring has a long tradition in higher education. In the traditional academic model, a professor with noted achievements in a discipline may seek out younger colleagues or students to nurture their development. He (or she) may encourage them to undertake particular research, to write part of an article or book with joint attribution or to become research assistants or associates on a large project. As part of this process, skills in research and writing are extended, opportunities to attend conferences or meetings are shared, information about resources and access to finance is given. As well the junior partners are learning about the politics and power relationships in the discipline, the institution and the wider academic community.

The process is not all one way. The more junior partners may take the lead in seeking out a more experienced advisor. Thus a senior staff member can be asked by junior colleagues to share professional insights, to provide access to networks and to give guidance and support in order to enhance performance and career development.
In current definitions this familiar model of mentoring is called informal mentoring.

Formal and Informal Mentoring

Informal mentoring occurs when a person, often more experienced, takes an interest in the well-being and advancement of another person. Sometimes it is a conscious decision on the part of the senior person to act as a mentor for a particular person, sometimes the relationship is initiated by the mentee. At other times the behaviour could be called mentoring although the term may not have occurred to the mentor.

Informal mentoring is based on the familiar interaction between seniors and juniors in organisations. It is what most of us are used to. But it is dependent on personal favour.

The disadvantage of informal mentoring is that it may not happen. In particular it may not happen for the very people who would most benefit from being a mentee, those excluded from informal networks and relations of power. Informal mentoring has no clear and explicit guidelines. As there are no quality standards in place, participants may have no recourse if problems emerge.

While informal mentoring has long been a feature of many work environments, formal mentoring has only recently emerged as a staff development strategy. What are the reasons for this?

Work in general has become more complex, with more rapid turnover of staff in many organisations, so that mentoring is required. Perhaps more importantly, the hitherto unrecognised trajectories of power within workplaces have been identified, and attention drawn to those who through gender, race or other reasons may not have equal access to senior positions.

Formal mentoring occurs when an institution takes a decision to implement a scheme of mentoring which will have formal recognition within the institution even if there are no tangible rewards for being involved as a mentor. Formal mentoring has emerged when there is executive commitment for it and champions ready to argue for such a scheme. A formal mentoring program extends the mentoring experience to those who may not readily find informal mentors or who would not otherwise consider it. Many higher education institutions organise more formal and structured mentoring schemes, to ensure that all members of the institution have equal opportunity to participate.

Formal mentoring schemes have a clear rationale; measurable goals and outcomes; mechanisms for assessment and selection of both mentors and mentees in place and accountability, since results are monitored.

Formal mentoring can lead to a more supportive work environment. Interestingly formal mentoring may also lead to more effective informal mentoring. If the formal experience has been good for mentee and mentor and they have learned skills, they are more likely to mentor other people. In this way, lessons learnt from one program can extend to the whole organisation.

Although we have listed above benefits of formal mentoring schemes, it is as well to remember that doubts and provisos are also voiced. Colwell (1998) comments that it may be perceived as a threatening factor in socialising and inducting new staff.

Indeed recent research (Ragins and Cotton, 1999) has found that informal mentoring can have better results and be more satisfactory to the mentee than formal. Overall however the most significant variable found for success was the quality of the relationship between the mentor and the mentee.

Mentoring and Coaching

Recent management development practice has begun to draw attention to coaching rather than mentoring. Indeed there have been explicit criticisms of mentoring as to focused on individuals needs. Coaching has been defined as:

- *Performance coaching* – focusing on closing the gap between goals of the individual and current outcomes
- *Skills coaching* – focusing on enhancing critical key skills (e.g. public speaking)
- *Career coaching* – focusing on new or future career goals
- *Strategic coaching* – focusing on strategic planning and management support.

Coaching differs from mentoring in the emphasis it places on organisational rather than individual needs and on establishing clearly designed outcomes. But a mentoring scheme can be designed to fulfil similar objectives to a coaching scheme.

1.2 Mentoring and Women

A major impetus towards the use of formal mentoring has been a concern for a better gender balance in management positions. A number of the books and manuals in the resources list focus on mentoring as an important step for women aiming to break through the 'glass ceiling.'

Literature on mentoring indicates that women are less likely to have access to informal mentoring networks. Formal mentoring is thus particularly valuable for women. Through it women gain access to spheres of influence that were previously closed to them and build their self-confidence. At a time when women are trying to establish themselves as employees on an equal basis with men, mentoring is also one way of increasing their visibility.

Women tend to value positive personal relationships and networking as important aspects of their working environment. Mentoring can build on this. Among women much informal mentoring readily occurs, although often on more personal issues. A formal mentoring relationship differs in that it is **structured** and both supportive and effective in terms of the **professional** challenges that a woman faces.

Throughout the world the higher education sector reflects the wider society in demonstrating the long-term impact of systemic and cultural barriers to women's progress to senior management positions. Ramsay points out that in higher education (1995), women 'remain absent or significantly under-represented wherever status, influence and power reside at both institutional and national levels.' Dr Jasbir Singh (1997) notes that 'women are grossly under-represented in higher education management' and quotes a UNESCO report that globally 'men outnumber women about five to one at middle management level and at about twenty to one at senior management level'. A resolution of the 1998 UNESCO World Conference on Higher Education was that women's active involvement at policy and decision-making levels within higher education and society should be increased (UNESCO 1988).

Mentoring has been shown in both business and higher education as an effective means of providing guidance and counsel to aspiring leaders and showing them how to get ahead. Thus it provides a structure in which women can advance their position.

> "From my mentoring sessions I have learnt to place greater value on my skills, to know that I have the ability to do my job intelligently and creatively and with commitment. My mentor challenged the self-image I had of myself. Through her unprejudiced objectivity, I see now I have greater potential than I thought."
>
> RMIT Mentee, 1997

Mentoring programs for women must make a number of important decisions as to who participates as mentors, whether men and women, or just women. There are benefits and disadvantages in both. Women mentors may be impressive role models. Mentees' choices, however, may be limited by the smaller number of senior women in most institutions or organisations. These senior women are likely to have many demands placed on them, so time is difficult. They may lack confidence in their position. Some suggest that senior women may be 'queen bees', not wanting to support more junior women; McKenzie's research (1995) suggests that this is not a common experience. Women because of their listening and empathising skills make very effective mentors.

Senior men may make effective mentors. Ragins and Cotton (2000) found in their research that women with male mentors in fact had more career success, because their mentors were more senior. There are difficulties posed by cross-gender mentoring, ranging from women mentees being less assertive with their ideas, to the possibilities of gossip or sexual pressure. Women may have more difficulty finding a male mentor because senior men may be more reluctant to mentor junior women than they are to mentor junior men. It can be important that senior men work alongside senior women as mentors so that they can better appreciate the gendered experiences of women staff.

1.3 Integrating Mentoring into Organisational Planning

Mentoring and Management Development

In order to develop and retain their leadership and management talent, many organizations have in recent years provided leadership and management training programs. Mentoring has been seen as part of an overall approach to staff and executive development. Some of the most successful schemes are related to other leadership initiatives, for all levels of an organization. In this case, mentoring can be linked to workshops on general management issues of relevance to the mentees.

Mentoring offers a personal approach which can meet the individual needs of mentees. It is however time-consuming and other non-individual benefits need to be built into the planning, including enhanced networking and more supportive work relationships.

Mentoring can be highly beneficial for organisations. On an individual level, it can enhance staff morale and provide mechanisms for assisting with conflict resolution, both of which draw benefits back to the organisation. Structurally it can provide a way of extending knowledge of the organisation's mores and culture. When properly integrated into organisational development planning it can also provide information about

perceptions and potential problems. Indeed well-planned schemes can work towards transforming the culture of organisations. There should always be built-in mechanisms to take the understandings derived from mentoring into a wider forum.

Issues in Higher Education

As with other organisations, higher education has experienced substantial and rapid change in a period characterised by financial constraint. These conditions particularly highlight the importance of strong leadership and management skills within the higher education sector. Along with all sectors of the economy, higher education will increasingly be competing for leadership and management 'talent' at a time when it is already experiencing difficulties in recruiting to senior ranks. Academics, when promoted internally, often confront significant skill gaps in their move from technical (academic) roles to management and leadership roles. University administration is increasingly professionalised; this is placing demands on universities to seek professional skills from both inside and outside the sector. In this scenario mentoring can provide a significant means of enhancing talent.

Establishing Formal Mentoring Programs

The benefits for organisations outlined above suggest the importance of establishing a formal mentoring program. In analysing a number of mentoring programs operating at the five ATN universities in Australia (ATN WEXDEV, 1999a), I found that the most successful had been formally established, with clear overall directions, coordination and funding to support their operation.

Although formal programs are based on supported and deliberate partnering, within this broad category they can follow a range of mentoring models – individual one-on-one pairs, a 'Socratic' group with one mentor or collegiate and peer groups. A formal program can be tailored to meet specific circumstances depending on factors such as the number of suitable mentors available. The best programs combine flexibility within a supported structure and tend to rely on an appointed coordinator.

Time taken to consider carefully what sort of program to operate within a particular context is time well spent. Program designers must be clear about what informal mechanisms are already in operation. They must determine the objectives of the program, the participants and the structure. The right scheme is the best one available in the given circumstances.

Further issues on which to make decisions are the degree of support to be given by the institution to the scheme, the extent to which senior people are required to take part as mentors, the extent to which the scheme is quarantined from line supervision, the extent to which meetings are mandatory, and the ways in which dissatisfied mentors or mentees can opt out of the scheme.

A properly resourced scheme can fund a coordinator for some hours to administer the scheme, set up training workshops, provide support, encourage contact between participants and resolve any emerging difficulties. Boice (1992) found that the coordinator had a most significant role in just keeping in touch with the participants.

Pairings which had some contact with a coordinator or a facilitator proved much more resilient and successful than pairings without such attention.

At the University of Canberra, a group mentoring scheme operates, in which a group of women meet regularly – in this case once every two weeks – to discuss their work and research for a set period of time. The scheme is begun with a two-day introductory weekend workshop in a pleasant environment away from the university to enable the participants to get to know each other and to identify their shared concerns.

Integrating Informal Mentoring

Despite the benefits of formal schemes, their existence should not deter individuals, faculties or divisions from running their own formal or informal programs or finding individual mentors for an informal arrangement, particularly in the light of the findings of Ragins and Cotton (1999).

When time and funds are limited, it may be possible to set up an informal scheme that provides some support to individuals. For example, new staff may be given a list of names of people willing to be mentors and prospective mentees may then follow up potential contacts for themselves. This clearly requires highly motivated confident individuals. Nonetheless encouraging such contacts is better than having no mentoring at all for newcomers to a university or faculty.

Limited informal schemes operate particularly successfully when there is a single issue requiring attention, for example during a promotion round or when grant applications are due. Possible participants can express interest in getting some special purpose advice. Volunteer mentors are sought for that particular purpose. Mentors and mentees are put in touch with one another, with no attempt to match particular individuals. They arrange meetings or other contact by themselves from then on.

In both formal and informal mentoring schemes, the participants should have the opportunity to make both formal and informal contact with others in the organisation involved in the same endeavour. Given these opportunities for extending contacts and gaining support in a work environment, it is not surprising that mentoring has developed as a significant contribution to professional development. When mentoring is linked to organisational planning it can also have significant impact on workplace culture.

Difficulties in Mentoring

Although evaluations of mentoring schemes are overwhelmingly positive, there are potential problems. Some of the most frequent are difficulties or resentment on the part of supervisors when they may be seen as a potential threat to line managers. It is important to affirm that what happens within a mentoring relationship must be confidential to the mentor and mentee. It is most important that clear information is provided to all line managers, congratulating them on the involvement of their staff and schemes are established with firm senior level support from the institution. Problems are most likely to occur early in the establishment of mentoring schemes and, as the benefits to the organisation become apparent, are likely to diminish.

1.4 Benefits of Mentoring

The benefits of mentoring exist for both mentors and mentees. They find out more about themselves and the way they operate and develop a significant personal and business relationship with another individual.

Mentors have an opportunity to nurture and develop junior colleagues, to pass on their own knowledge and to give something back to their profession or their organisation. They gain as they can make significant relationships with other staff members and sometimes initiate a long-term friendship. The mentor is recognised in the organisation for making a commitment to developing others. In some organisations the contributions of mentors are formally credited to a recognised leadership qualification.

For mentees the benefits are marked. McKenzie (1995) indicates that people without mentors are lacking in knowledge in several key areas as compared to others. They have a poor understanding of how their organisation actually works, are unaware of opportunities for promotion and in fact may be unsure of where they want to go and what they want to do. Following Zey, she also suggests that people without mentors have less commitment to the organisation and lower job satisfaction.

There is an interesting contrast to this in a detailed evaluation of a mentoring scheme established to assist emerging women researchers at Flinders University in Australia (Gardiner, 1999). Gardiner reports that, in comparison with a control group of women, the mentees reported greater concerns about research, felt their capacity as academics was lower, had lower career satisfaction, engaged in less career planning and had slightly higher work-related distress. These results are not surprising as the mentees were women eager to pursue research and willing to take guidance - they were likely to be not as far along their career paths as the control group and therefore more concerned. The evaluation showed that they had gained in all the measures of personal worth listed above, and had as well tangible success in promotion and grant applications.

1.5 Selecting and Training Mentors and Mentees

For many people, being involved in a formal mentoring program is a new experience. They can all bring to the process their own informal experiences of mentoring and to derive lessons from these. But formality brings new expectations. Guidelines for the operation of the program are essential. In most cases training is necessary to provide a strong basis. Training gives mentors and mentees opportunities to develop trust and begin their relationships on a basis of mutual respect.

Matching Participants

In one-to-one paired mentoring arrangements, careful matching of mentor and mentee is critical. In most formal schemes, the matching is done by a coordinator and care is taken to ensure that the match is the right one. This is not a skill that can be easily taught. The coordinator must trust her own instincts, experience and networks. It may be worthwhile to have an advisory committee in the initial stages, but this can compromise confidentiality. An advantage of starting with small numbers is that the coordinator can build knowledge of successful mentors among staff. The coordinator

may take time to brief individual mentors and mentees, particularly if mentoring is new to the institution.

In making one-to-one matches, it is useful to provide for a trial period in which mentor and mentee can find out if the match is going to be a comfortable one and one which will be professionally worthwhile. It is also useful in the early stages of a program to discuss the issues of maintaining a relationship. This involves discussing how to move out of a relationship if the need arises, on a 'no-fault basis,' or conversely how to continue the relationship longer than the operation of the scheme if both parties wish.

In the best-designed mentoring relationship, matching should be related to the experience, expertise and knowledge that the mentor can offer the mentee in the defined area of the goals of the mentee. The matching of mentors and mentees need not be dependent on status or position within the institution. Boice (1992) suggests that an academic mentor may not need to be senior to the mentee in order to make a difference. Boice also found that cross-departmental pairing, where participants do not share the same discipline, may work as well as, if not better than, intra-departmental pairing.

Identifying a number of mentors is more successful if the scheme is shown to have the full backing of senior staff. If it is defined as a valued task within the institution then more people are likely to nominate, particularly if senior staff have also nominated. Mentors may need to be assured that the time devoted to the program can be specified and that there may not be extensive time demands on them.

This guidance is based on the theory of a "mentor pool," a list of mentors who have proved successful. Such a pool is often associated with careful screening of the mentors and matching from within this list. It can be very time-consuming for coordinators as they approach mentors on behalf of mentees. Some universities have moved away from this process, in particular when they have developed a mentoring culture and when there is greater knowledge of what is required of mentors.

The University of Western Australia is one where women mentees are strongly encouraged to choose their own mentors and coordinators assist them to work out what they want from the mentoring and what kind of mentor they therefore want. In programs, where mentees choose their mentor, this may require careful guidance to help mentees clarify questions such as 'Why do I want a mentor?' ... 'What should I look for?' ... 'Where might I look?' so that women use their networks or discussions with supervisors to find potential mentors. A coordinator may want to check out suitability through her own networks. This is a useful way of expanding the numbers of potential mentors and of women clarifying what they want from a mentor.

It is important that participants in a mentoring program understand that mentoring is based on a sustained relationship. In entering the program they are making a commitment - to another individual or to a group. Mentoring takes time and effort and individuals will get from a mentoring relationship what they are prepared to put into it.

Sustaining Mentoring Relationships

There should be a nominal time boundary set for the duration of the mentoring relationship. Most mentoring programs will last at least a year. More focused and

targeted programs however can operate for shorter periods. Yet the evaluation of a program specifically for women researchers indicates that 'while some tangible benefits are likely to have occurred (after nine months), it is expected that benefits will be more evident after two years' (Gardiner, 1999, p8).

Training

Training programs should outline the expectations the organisation has of the program. They should involve a clear definition of the roles of mentors and mentees. All those involved should have a chance to develop skills that may be necessary, to consider how they can operate the relationship effectively and anticipate any problems. There should be an opportunity to formalise the relationships and establish what will be evaluated. Participants should be encouraged to clarify what they want from the relationship and to consider carefully whether they are prepared to commit themselves to the time and effort required. Some universities provide funds for time release, but this can be difficult with large programs.

An evaluation of a mentoring program at the University of South Australia (Gustavson, 1997) suggests that professional mentoring relationships are most effective when their purpose is defined in terms of specific aims or career challenges. Women should nominate either a discrete task or general professional objectives for which they seek guidance from a mentor. Clear goals are then agreed by both parties.

The major work of training sessions is to indicate the skills that mentors and mentees require. Much of what happens in a mentoring relationship involves improving generic management and leadership skills. But certain attitudes and behaviours can positively enhance the mentoring process. Mentees need to be committed to change, to listen to advice and criticism and to be prepared to hone their own planning skills. Mentors require managerial skills in planning, problem-solving and negotiating. More important however are communication skills (Centre for Teaching and Learning, 2000). Boice (1992) emphasises that a capacity for small talk is one of the most effective tools in a mentoring relationship.

Very senior mentors may not see the need to attend training; in this case the facilitator may need to define a session as an information or briefing one, and focus on the most important aspects. A presentation from a senior executive who has previously been a mentor can provide a starter.

SECTION 2: NOTES FOR FACILITATORS

It is assumed that the facilitator for this module is familiar with the other modules in the series *Management Development for Women in Higher Education.* Much of the theory on women in leadership and management is outlined in earlier modules. In addition two of the modules, *Module 3: Women and Research* and *Module 5: Women and Governance in Higher Education* have brief activities on mentoring which can be built on for this module.

Nonetheless, this module is designed as stand-alone. The introduction has summarised much current literature on mentoring. Section 3 outlines a series of workshops which enable a full exploration of aspects of mentoring schemes, with particular relevance to higher education.

2.1 Cultural Biases

The workshops in this module were developed in Australia and many of the examples and models are derived from mentoring schemes in Australian higher education.

Australia has had a long commitment to equal opportunity and many universities have been in the forefront of equal opportunity strategies in executive development. Mentoring schemes have been a part of this. But models and training developed in Australia may need to be modified for use in other cultures. Certain aspects of the mentoring process and the training programs, such as cross-gender mentoring, may require greater cultural, ethnic and religious sensitivity.

It is therefore most important that facilitators in other cultures assess critically the appropriateness of these materials. Facilitators should feel free to amend or discard materials that are not relevant or appropriate for their particular situation. Additional case-studies, reflecting the professional situation of women in the particular institution or society could be added to HO 7 or HO8. The most important thing is to make the workshops relevant to the institution and the society in which it operates.

2.2 Overall Aims of the Module

The module has a number of intersecting aims. These are:

- To provide a definition of mentoring and the roles of mentors and mentees and to see how mentoring differs from other helping relationships.
- To look at principles and values of mentoring.
- To investigate the benefits of mentoring for organisations and individuals and to outline steps to introduce mentoring to an organisation.
- To consider the particular relevance of mentoring for women and other groups excluded from traditional power groupings.
- To establish the basic skills needed to be developed by mentors and mentees and to outline appropriate training schemes for these.
- To provide a basis for evaluating mentoring programs.

2.3 Target Groups for Module

As outlined in the introduction to Section 3, there are a number of potential audiences for this module.

The Introduction, and certain of the activities in the Workshops, can be a resource for management or staff in higher education organisations. The descriptions and exercises in Workshops 1 and 2 should prove useful for any organisation considering introducing a mentoring program.

These materials will also be useful for professionals in staff development or equal opportunity involved in the development of a mentoring program. They can in addition be used by people who are not professional staff developers, but who may be in charge of a faculty, a department or a division and who wish to build staff cohesion and skills through introducing a mentoring program.

Others for whom this module is appropriate are participants in a mentoring program. There are specific workshops outlined for training both mentors and mentees. Although it is assumed that the workshops and exercises will be done in a workshop, it is also possible for mentors and mentees to work through these individually, in a self-managed learning environment. They can also provide a basis for a booklet on mentoring.

While much of the material is based on models of formal mentoring programs, it must also be remembered that informal schemes can play a useful role. The information and skills training will be just as useful in this situation.

2.4 Skills Required of Facilitators

It is most important that facilitators are familiar with earlier modules in this series, particularly *Module 1: Management Development for Women - A Facilitators' Handbook.*

Facilitators need no specific training, although some background in management or professional development is helpful. But most important is to have a series of personal skills. These generic skills include:

- Organising skills - particularly to set up a series of workshops.
- Communicating skills - the ability to relate to a group of people, to hear what their concerns are and to respond to them.
- Supporting skills - the capacity to give people confidence and to keep in touch while they embark on this challenging process.

One of the most important skills of a facilitator in these workshops is a readiness to depart from the recommended activities. It is highly likely that participants will bring to the workshops rich personal experience, that they will have experiences of mentoring to share and stories to tell that will prove valuable to the group as a whole. It is important that this background influences the content of the workshops.

For time reasons it may then be necessary to discard some of the activities outlined in individual workshops. It may be possible to roll some of these into later workshops. For example, Workshop 1 may be running over time. The facilitator could make a decision to cut the section on Principles and Values - and include it in later training for mentors and mentees in Workshops 3 and 4. The facilitator may make similar decisions about other activities throughout all the workshops, giving priority to those particularly important for that institution or group of participants.

As described in this module, the workshops follow a similar pattern – facilitator introduces, participant activity, facilitator summarises. The facilitator is encouraged not to follow this too rigidly. The order of sections may be changed to draw on participant contributions, with a facilitator summary following.

In the suggestions to facilitators in the Workshops, the facilitator is described as 'she.' It is most likely that the facilitator for workshops for a mentoring program for women will be a woman. If however the workshop facilitator is a man, it will be a welcome sign of support for this project, and he should feel himself included.

2.5 Prior Organisation

The planning for this series of workshops needs to begin some time in advance. It is necessary first to establish the AIMS of running the workshops. On this basis a selection of workshops and/or activities can be drawn out.

Once it has been decided who to involve in the workshops, it is most important that sufficient notice is given so that participants include the workshops in their programs. A letter of support for attending training workshops may need to go from a senior executive, both to participants and their direct supervisors. One of the lessons of mentoring is that it is important to build in the time for training, for personal assessment and support. Attending workshops is a way of demonstrating this. Attendance also links mentoring with networking, taking the benefits from the individual to the group. It may be particularly difficult to involve senior staff who have agreed to be mentors. It is recommended the coordinator visit them individually to discuss their involvement in the program. If members of senior executive have attended one training session, they may feel it is unnecessary to return; in this case they should be encouraged to express support at the beginning of the session, and return for any social interaction planned.

The aims and participants will determine which of the overheads or handouts are necessary. A large number of handouts are included. If it is difficult to organise photocopying, then it should be possible to copy these as overheads or to write out the headings on to butcher's paper, so that participants can copy them.

In Workshops 3 and 4, there are some materials that can be completed before attending the workshop, or which could be filled in at the workshop. A decision needs to be made about this. It may be less threatening to mentees to fill in Personal Professional Development Plans at the workshop, rather than having these given to them with no background information to fill in at home. Decisions here will have an impact on the timing of the workshop.

The facilitator should identify any people, such as a senior executive who is prepared to 'champion' mentoring, or past mentors or mentees, who can to be invited to come to speak to the participants.

2.6 Planning of Workshops

The facilitator will need to organise all materials needed – rooms, overhead projectors, transparencies, handouts, butcher's paper etc.   A good idea is to find cartoons or illustrations to use as overheads. Participant's folders can be prepared, with relevant handouts, background reading and resources. Name tags are important so that people can begin identifying each other and extending their networks.

The time required for the workshops varies. Trials have shown that the material in some workshops requires about 3 hours, but an enthusiastic discussion on one area may extend this. In other situations, participants may need to work at a slower pace, to have time to reflect on issues. Again flexibility is needed, and some material may need to be dropped.

At the end of each workshop, a brief evaluation exercise for that activity is included. As the program develops, more detailed evaluation forms can be used to assess how the program as a whole is going.

These workshops will benefit from allowing participants to mingle and exchange information. There should be time allocated for informal coffee and tea breaks. Informal meetings are also suggested as useful throughout the course of the mentoring program. Costs of these should be included and sponsors found to support them.

2.7   Resources

This module has been drafted after reading and summarising a large number of resources, books, articles and manuals. Mentoring is in many ways a growth industry within management literature. Each week seems to bring more assessments and guides. Much of what is written is repetitive. Facilitators and program designers should not feel that they need to keep up with all new material. What will be valuable is to take this module and to work with the materials from Australian or American contexts so that they are relevant to the particular context in which your mentoring scheme is being developed.

The internet is becoming a lively source of information on mentoring. It may well be that it provides leads to material developed in your area, or puts you in touch with mentoring networks in your country or region.   These will often provide useful resources and suggestions.

2.8   Conclusion

Most participants find mentoring a rewarding experience. In considering this module and the possibilities of being part of a mentoring program, you are contributing to both your own and others' professional development.

SECTION 3 - WORKSHOP PROGRAM

There are 6 workshop modules outlined in this section. As explained in Notes to Facilitators, they are intended for different audiences.

Workshop 1 establishes a shared understanding of the characteristics of mentoring and is an important beginning for other workshops.
Workshop 2 operates at an organisational level providing an opportunity eg for a committee deciding whether to introduce a mentoring program.
Workshop 3 is training for mentees.
Workshop 4 is training for mentors and depending on the seniority of mentors may best be described as an 'information session'.
5 is **not** a stand-alone workshop. It is a series of activities that deal with a range of potential problems, which arise only in certain contexts. If these issues, such as cross-racial mentoring, are important in your context, then the relevant activities from **5** could be included in the earlier workshops for the organisation, for mentees and mentors.
Workshop 6 provides frameworks for a support and evaluation workshop for mentors and mentees during and after the program.

Orientation workshops will select from these plans. An orientation for an organisation will blend activities from **Workshop 1, Workshop 2** and some extracts from **5**. Training workshops for mentors and mentees will select from **Workshop 1,** then **Workshop 3** with possibly an activity from **5** for mentees, whilst **Workshop 4** will be used for mentors. Facilitators can select depending on the skill level and understanding of the group and depending on the institutional situation. For example, in an institution where no mentoring has taken place, it may be useful to follow all activities in **Workshop 1**; but if there has been a long-standing mentoring program, only a selection would be needed as participants are likely to have gained some understanding of mentoring from colleagues. Not all activities are necessary as there is some repetition. There are asterisks to indicate activities that can be cut if time is a problem.

The workshops are likely to vary in time but in general each would last between two to three hours. It would be ideal to have a group of about 20 participants. But a much larger group can be accommodated if participants work in smaller groups for activities and then have one member reporting back to whole group.

Overheads and handouts are provided, but in some institutions more may be needed. Facilitators are encouraged to look through the introduction and handouts for others. Cartoons would also provide a marvellous resource and conversation starter.

It may be important in some circumstances to extend the workshops and allow more time for discussion and reflection, particularly **Workshop 1**. Facilitators may wish to use material from the Introduction – for example, information on the origins of mentoring in Greek mythology. Again this depends on the particular context in which the program is developed.

3.1

WORKSHOP 1: INTRODUCTION TO MENTORING

If this is the first workshop introducing a formal mentoring program, you may wish to have a formal welcome and introduction by a 'Champion' - a senior member of staff who states the institutional support for the program and indicates the organisation's expectations of the program

3.1.1   Introduction

Objective:

> To introduce participants and break the ice.

- **Introduction**

Participants are provided with tea or coffee and informal opportunities to network.
Participants sit in a circle and are welcomed by the facilitator.
Each participant is asked to link with her neighbour. For five minutes, each outlines her name, department or division and length of time she has spent in institution.

Each then introduces partner to the group as a whole.

3.1.2 Expectations of Workshop and Program

Objective:

> To enable participants to share views on their expectations of the workshop and on the issues to be covered in the workshops and the program.

- **Facilitator explores expectations**.

She asks each member of the group to write down her expectations of the workshop.
Then, going around the room, she asks for responses which she lists on a flip-chart, ticking those that get multiple responses.

The facilitator then summarises the expectations of the group.

- **Facilitator** asks contributors to **outline ground rules** on which all the workshops will be based and these are written up. Facilitator **emphasises:**

Willingness to share personal experiences
Willingness to listen to others' views in non-judgmental ways
Confidentiality of all personal issues discussed and of views on institutional matters.

3.1.3   Definitions of Mentoring

Objective:

> To introduce participants to the concept of mentoring.

- **Participant activity**

Facilitator reminds participants that mentoring is part of all our lives. We learn and take advice from parents, teachers, older friends.

Think about whether you can identify someone that you see as having been a mentor for you, in some way, at some stage in your life. It may not have been in a work context, but at school or in a social, sporting, other activity or family context.

If you can, reflect on:

What was the nature of the relationship that you had with that person?
What did he/she do that meant you see him/her as a mentor?
What benefits did you gain from the mentoring relationship?

Discuss your mentoring experiences in groups of three and identify any points you have in common.

Each participant then describes the mentoring relationship, the person involved and the benefits. Facilitator lists the person, the relationship and the benefits on a flip chart or board. It is common for people to refer to teachers, parents and family friends.

- **Facilitator summarises, emphasising points they have in common**

Mentoring has been used to describe a relationship in which an experienced person provides counsel and advice for a less experienced one. The following provides a good contemporary definition of mentoring:

> A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé (Anderson and Shannon, 1988, p 40, quoted in Colwell).

Another way of defining the aspects of mentoring is reproduced on **OH 1,** which the facilitator goes through, emphasising the concepts in bold.

- **Facilitator introduces**

One influential theorist Kram (1985) makes a useful distinction between career functions and psychosocial (or emotional) functions and indicates that mentoring can

involve both of these functions. **OH 2** outlines activities which fall under career and psychosocial functions of mentoring.

- **Participant activity**

Look at the lists on the board or flip chart. From the mentoring experiences already defined, can participants identify any other functions under Kram's two headings? One common one that may be identified is 'confidence building' – under psychosocial.

- **Facilitator opens discussion**

There are a number of questions that we should look at from Kram's definition. Here are some:

- What weight should there be between career and psychosocial functions?
- Are there personal issues which should not be brought into a mentoring relationship?
- Is it fair to suggest that mentoring relationships should function only within the career context and should raise only issues related to work and that the personal issues raised should be only those which relate to the work situation?
- Should people use their friendship networks to explore their own emotional issues?

Ask group to respond to these questions and also to suggest others.

Acknowledge these are difficult questions and it is important to acknowledge that there are no 'right' answers. For women, it is particularly difficult to separate the professional from the personal, for example in relation to childcare.

3.1.4 Roles within a Mentoring Relationship

Objective:

>   To define the roles of mentor and mentee.

- **Participant activity**

Think back to the mentor relationship you defined in Activity 1.

What roles did your mentor take?

What roles did you take?

Go round room for people to contribute.

- **Facilitator summarises**

From **OH 3,** it can be seen that the role of the **mentor** is complex and multi-sided. Mentors are important for two reasons - they help set a professional career course and also encourage personal professional development.

The **mentee** is working towards the achievement of a career task or objective and seeks support in the workplace.

- **Participant activity** (* Optional. This can be cut)

The facilitator asks participants to list other terms that could be used for mentor and mentee. Going around the room, she then writes up suggestions on a flip chart or a board at the front of the room, ticking those that duplicated.

Other terms which can be used for mentor are: coach, adviser, trainer, guide - but none of these have the specificity of mentor. Indeed, in many companies, mentor is seen as an old-fashioned patronising term, and coach has emerged, particularly in the US, as a more up-to-date or politically correct term.

Other terms which can be used for mentee are: mentoree, apprentice, trainee or protégé. McKenzie (1995, p5) suggests that this last term can have connotations of elitism and therefore recommends using mentee or (her preferred option) mentoree.

What do participants think? What are the terms you feel most comfortable with? Are mentor and mentee the most suitable? Why? Does it matter?

3.1.5   Principles and Values of Mentoring

Objective:

> To introduce the idea of values in mentoring.

- **Facilitator introduces**

A mentoring relationship is most effective when both of those involved in the relationship understand their responsibilities and are willing to assume them. Once this has been established a proactive approach by both is helpful in gaining a purposeful and two-way benefit from the relationship.

The relationship must be one of **mutual trust.**

For this to work we may need to be clear about the principles and values. These are outlined in **HO 1**

- **Participant activity**

Break into small groups. Looking at **HO 1** can you suggest any other important principles and values? Think back to the mentoring relationship you have already described and say whether these values applied or whether there were others.

Come back to the large group and add any additional values or principles on a flip-chart or on a board at the front of the room.

3.1.6   Mentoring and Higher Education (*Optional - can be cut if examples from higher education have already been discussed in detail in previous sections)

Objective:

To relate discussion of mentoring to participants' world of higher education

- **Facilitator introduces**

Many relationships in higher education are based on mentoring. Think of a senior academic supervisor and a PhD student. Let us consider some examples.

If possible, a senior woman from the institution should be asked to come and present a ten-minute description of the mentoring experiences she has had in higher education. If this is not possible then use the following handouts, or supplement it with them.

HO 2 in this Module describes other experiences of mentoring. There are other examples in **R 1.** In *ACU Management Development for Women in Higher Education, Module 3, Women and Research*, Professor Ingrid Moses has prepared a useful handout (*HO 2*) on Mentoring. She presents a traditional picture of mentoring in higher education. She emphasises that in her experience mentoring relationships are voluntary and consensual. She gives examples from her own career of these relationships and indicates how important they have been to her professional development. This can be photocopied and discussed as an example of an informal mentoring relationship.

If you need more handouts, check texts such as Boice or internet sites.

Time can be given for participants to read different examples that have been photocopied or you may have given participants an opportunity to read them before the workshop. If time is short, the facilitator may summarise essential features.

- **Participant activity**

Participants are asked to think about the examples provided, or of mentoring, whether formal or informal, they have experienced or observed. Some women will be able to come up with examples of others being mentored, or of them mentoring junior colleagues or students, but they may not feel that they have had a mentor in higher education.

The facilitator might expect to get one or two examples from women who feel that male colleagues were privileged when they were graduate students or began their careers. These are useful to refer back to when discussing mentoring programs and the particular issues for women in 3.1.8 and in 3.5.1.

- **Facilitator summarises**

Remember Kram's definitions listed in 3.1.3. **OH 4** gives examples of career functions specific to our sector. See if you can suggest examples of these or others.

- Sponsorship (nominating for committee work)
- Exposure and visibility within the organisation (within the university and within the discipline - eg taking mentee to conferences)
- Coaching (help and advice with teaching and research)
- Protection (induction into university culture)
- Challenging assignments (an opportunity to write a chapter of a book, under final supervision).

3.1.7   Formal and Informal Mentoring

Objective

To understand distinction between informal and formal mentoring

- **Facilitator introduces**

Mentoring relationships have always existed in workplaces, including those in higher education, whether or not they are known by this term or recognised as such.

In our previous discussion we have looked at examples of informal and formal mentoring. **OH 5a** summarises the characteristics of these.

- **Participant activity**

Divide the whole group into four and ask each to nominate one member to report back. In 3-5 minutes, group 1 lists all the advantages of informal mentoring that they can think of, Group 2 lists disadvantages of informal mentoring, Group 3 advantages of formal mentoring and Group 4 the disadvantages of formal mentoring. These are listed on butchers' paper and these are then put up around the room. The groups then have their views strongly represented by the speaker and facilitator encourages debate.

Then facilitator puts up **OH 5b** and participants add any that have been missed.

Facilitator indicates that formal and informal mentoring do exist on a continuum – and that a program can draw from aspects of each.

3.1.8   Mentoring and Women

Objective

To encourage discussion as to why special mentoring programs for women exist.

- **Participant activity – role play**

A major impetus towards the use of formal mentoring has been a concern for a better gender balance in senior positions and the need to support women.

In 4 groups, participants are asked to list quickly all the benefits that they think mentoring could bring them as women. Once again a presenter from the group is nominated to give the points developed by that group, as if to present from the Equity Unit a case for a mentoring scheme for women.

The presenter from each group then makes a presentation to the facilitator, who represents a senior executive, and asks searching questions where necessary.

- **Facilitator summarises**

OH 6 outlines some benefits for women. Others from presentations are added where necessary. The critical points to extract are that mentoring assists women in understanding their work environment and in developing their networks, visibility and recognition.

This Workshop has given us an opportunity to consider the reasons that special schemes are necessary at this time, when women are still not well represented at senior levels. But it is always important that senior men are involved as supporters of the scheme or as mentors. The organisation may also be at a point where both women and men are part of formal mentoring schemes. See the report from RMIT in **R 1.**

3.1.9 Closing

A brief evaluation form is available in *ACU Management Development for Women in Higher Education, Module 1: Management Development for Women*

If time is not available for this, facilitator should close session by asking

What are the most important or interesting things you've learned from this workshop? What do you hope to learn from the next workshop in the series (if applicable)?

3.2

WORKSHOP 2: INTRODUCING MENTORING TO AN ORGANISATION

3.2.1 Introduction

It is assumed that this workshop will take place with an already existing group, but when assessing if an organisation should introduce mentoring, it may be necessary to bring together a special interest group, such as management representatives or a gender equity committee. This workshop has also been used successfully at a conference when women from different higher education institutions assessed the possibilities presented by their own situations and formed a support network to implement their plans.

It is also assumed that where it is necessary, participants may have to undertake some exercises from **Workshop 1**.

3.2.2 Why an Organisation should Introduce Mentoring

Objective:

> To enable an organisation to determine whether to introduce mentoring, and what kind.

- **Participant activity**

As a whole group or in small groups depending on number, the participants outline the advantages they see from introducing mentoring to their organisation, and also raise any possible disadvantages or problems. These are listed on butchers' paper and hung up.

- **Facilitator summarises:**

OH 7 lists a number of benefits identified by organisations. Let us see where your ideas might fit. Some examples are listed below:

Transferring organisational values
- staff transmit information on the philosophy of the organisation
- staff find out how things work.
- what is valued by the organisation is made explicit.
- a guide to the cultures of the organisation, 'how we do things round here'

Attracting and maintaining staff/Building staff cohesion
- organisations with staff development strategies are more appealing to employees
- attention paid to staff retains skilled and experienced employees
- more experienced mentors have incentives to remain in organisations where they can demonstrate skills, networks and experience
- staff see themselves as valued by the organisation.
- staff form significant relationships with other staff

- morale is enhanced.
- opportunities are provided for conflict resolution
- staff have opportunities to plan careers within organisation
- networking

Induction of new staff
- new staff may need designated contact person able to answer questions about the organisation and to ease the process of settling in
- a 'buddy' system

Succession planning/Maximising potential
- opportunity for organisations to identify and develop future leaders
- keeping a stable workplace
- promoting from within (saving costs of recruitment and training)

Encouraging equity, providing assistance for under-represented groups
- informal networks will reflect the dominant groupings
- commitment to diversity requires active encouragement
- women or racial minorities can increase their confidence, their networks and their influence.

Encouraging new ideas
- groups previously excluded bring in new ideas.
- mentees are not reproduced as clones of the mentors.

Note: some participants may identify some of these examples as negative and conservative. How can we ensure that mentoring schemes lead to needed changes?

As a staff development strategy, a supported mentoring scheme can provide a very rich experience for individuals, both mentors and mentees. It can also provide a useful way for organisations to maximise individual potential, encourage greater staff cohesion and deal with organisational change. Although it can be expensive in time and resources, it can also be cost-effective as a form of staff development, providing assistance with career planning and often with conflict resolution, both of which enhance staff morale. It provides an avenue for staff across a wide range of areas and levels to share knowledge and experience and this increases internal knowledge of the organisation.

3.2.3 Introducing Mentoring to your Organisation

Objective:

To give participants an opportunity to discuss how to introduce mentoring in the context of their own organisations.

- **Facilitator introduces**

If you are interested in introducing mentoring to your organisation or institution, you must first assess whether you have the capacity to do this. **HO 3** outlines a number of vital questions to ask. Another model for questions is in **R2**.

- **Participant activity**

Participants break into small groups, by institution, division or faculty, and work through responses to the questions on **HO 3.** Responses are written on butcher's paper.

Each group's poster is then hung on wall and there is a report-back from one member of each group.

Facilitator asks: So - do we have take-off? Shall we go ahead?

3.2.4 Designing a Successful Formal Mentoring Program

Objective:

To enable participants to work through the steps in designing a formal program.

- **Facilitator introduces**

HO 4 is presented to all participants. Facilitator notes that the experience of many universities suggests the following issues need to be resolved if a successful formal mentoring scheme is to be put in place. She leads them through the questions, emphasising those that are particularly important in the particular institution.

Facilitator draws the attention of participants to the **R 1** where there are descriptions of specific mentoring schemes from a number of Australian universities. In **R2** there is also an example from a South African institution which has taken the additional step of designing a mentoring policy. Participants can also be referred to *ACU Management Development for Women in Higher Education Module 5: Women and Governance*, where *Workshop 3, HO 12* describes a university wide mentoring scheme at Staffordshire.

Participants should be encouraged to be experimental. Some questions that could be asked are:

Are there enough senior women in the organisation to have one-on-one mentoring?
Will senior men be involved?
Would a group mentoring situation be more suitable? This could involve one senior person with a group of mentees – but may be more effective if introduced when mentors are experienced.
Some organisations look to outside organisations to find mentors and use the scheme to build strategic relationships. Would this be suitable for this situation? Why/Why not?

If questions arise as to cross-gender or cross-racial mentoring and to the offering of financial resources, facilitator can introduce activities from **5**.

- **Participant activity**

Participants break into small groups (3-4). One is appointed as scribe. Together they work through the check list in **HO 4**. After 30 minutes discussion, each group nominates a member (s) to report back to the whole group, as if the latter was the Vice-Chancellor's advisory committee, outlining the justification for and design of the mentoring scheme. All members of the group can contribute to the discussion of why they chose certain options. The listeners are encouraged to ask searching questions.

If the participants in this workshop are a committee or a group of individuals designing a specific mentoring scheme, then it may be most useful to work through the questions together, with one member appointed as a scribe. They can then divide in half, with one group presenting, the other asking critical questions, testing out the arguments presented.

- **Facilitator summarises**

Many of the reports and evaluations we have looked at emphasise that schemes work best if they start small and grow as they have success. Both RMIT and UNISA began with a small number, and now have over 100. Move cautiously and do not be over-ambitious.

3.2.5 Formal Programs and Coordination

Objective:

To establish need for coordination in formal schemes.

- **Facilitator introduces**

Formal programs need effective coordination. Someone needs to seek expressions of interest, promote the program, keep the group in touch, organise training and whole-group workshops and resolve any problems that emerge. A good mentoring program requires effort to get it off the ground, to ensure participants are well matched, know what their role is and are properly supported throughout the program. It is all too easy for the initial effort of establishing a program to be lost if the mentoring relationships lose momentum. Boice (1992) found that just keeping in touch was most useful.

OH 8 - Outlines roles of the facilitator.

- **Participant activity**

In small groups participants are asked to spell out what the coordinator or facilitator will do in the mentoring schemes they have just designed. What are the implications of this? Are resources available?

HO 5 is then provided, with useful guidance to facilitators and coordinators, showing an example of time-frames for the operation of a formal mentoring program, from the perspective of a coordinator. **HO 6** is a plan for an evaluation. Participants can split into small groups, and each read one of these, identifying anything missed or unnecessary.

Groups are asked to report back on the decisions reached and whether they have decided to go ahead with formal coordination, with a facilitator.

3.2.6 Establishing Informal Mentoring Schemes

Objective:

> To consider informal mentoring schemes that could be introduced.

- **Facilitator introduces**

If an organisation is not ready to establish a formal mentoring scheme, some mentoring can still proceed.

Question: Why not a formal scheme?

- Limited commitment by organization – eg wish to pilot mentoring
- Limited funds for mentoring program
- Time of radical change in organization encouraging short-term solutions
- Commitment to informal, mentee-generated mentoring

- **Participant Activity**

As a group, the participants are asked for suggestions as to what kinds of limited and informal mentoring could be introduced. Facilitator writes these on flip charts – eg:

- Volunteers indicate willingness to be approached as mentors.
- List of contact names given to new staff to find 'buddies.'
- Mentoring on a particular issue - eg promotions for women.
- Mentoring for a limited time - eg workshops on grant applications.

Participants are asked to develop suggestions of models for informal mentoring –eg:

- Peer mentoring - assumes equal status among the mentees.
- A 'board of directors' – a group that provides advice to a mentee from different perspectives – either together or in separate meetings.
- Mentoring circles - networks - based on regular meetings eg to read essays.
- Single issue mentoring, eg on research support or project management.

Most informal schemes assume that there is no support after people put in contact, but some schemes operate with the name of a contact who can advise on any problems.

Facilitator reminds participants that recent research (Ragins and Cotton, 1999) found that informal mentoring can have better results and be more satisfactory to the mentee than formal. Mentees choose their own mentors and know that they get on well with them.

This reminds us that the most significant variable for success in mentoring is whether quality of the relationship between the mentor and the mentee is good.

- **Facilitator summarises**

Today we have decided to introduce a mentoring scheme or schemes. We have decided that this will be formal/informal. Let us affirm our commitment and acknowledge any reporting back frameworks that have been established or support networks that we will set up.

3.2.7 A Sample Problem

Objective:

> To consider a possible problem in a mentoring scheme.

- **Facilitator introduces**

HO7 is a case study of a possible problem that could emerge in a mentoring scheme.

- **Participant activity**

In small groups, participants discuss this issue. Facilitator then seeks volunteers to take the part of the facilitator, senior management, the supervisor, the mentor and the mentee. If role-play is not easily adopted by the participants, then each group reports back on the solutions it has reached.

It is most important to emphasise that the mentoring relationship must remain confidential and that supervisors are not likely to complain when there is clear organisational support for the scheme.

3.2.8 Closing

A brief evaluation form is available in *ACU Management Development for Women in Higher Education, Module 1: Management Development for Women*

If time is not available for this, facilitator should close session by asking

What are the most important or interesting things you've learned from this workshop? What do you plan to do next?

WORKSHOPS 3 AND 4: TRAINING FOR MENTORS AND MENTEES

Orientation and training programs or workshops have been shown to be significant to the success of mentoring programs.

For one-to-one mentoring it is helpful to talk about the roles of mentor/mentee and to indicate that both partners carry responsibility for maintaining the relationship.

It is also helpful in peer group or group (Socratic) programs to discuss group processes and to offer guidelines about clarifying group and individual directions.

Experienced trainers suggest that different emphases may be required in mentee training sessions between new staff and staff who have been 'stuck' at a similar level in the organisation for some time. The latter group will need more work in building self-esteem and networking skills.

There is much material that can be shared between the training programs for mentors and mentees. If overall numbers are small, it is possible to provide one training session, with separate breakout sessions for mentors and mentees. It is however preferable to run these sessions separately, thereby building a network of support within the groups of mentors and mentees. Some higher education institutions have found the best way to run these workshops is as separate training sessions for mentors and mentees (which can be at the same time), followed by a social occasion for both groups.

It may however prove impossible to get very senior staff to allow themselves the time to attend a training workshop. If this is the case, the coordinator could organise a brief 'briefing session' for all mentors, in which essential issues are dealt with, with a longer workshop for staff who are willing to spend the time. The importance of mentoring being seen as an activity supported by the institution should be emphasised.

HO 9 shows the essential components of an orientation session, in general and split for activities of mentors and mentees.

HO 10 shows samples of letters that can be sent to participants.

It is assumed that these workshops follow on from **Workshop 1**. A possible model would be to run a morning session for **Workshop 1**, then afternoon sessions for **Workshops 3** or **4.** In an institution where there has been a tradition of mentoring, such detail may not be necessary. If it is decided to have just one half-day session for training, the facilitator should introduce material from **Workshop 1** on What is Mentoring, Roles of Mentees or Mentors, Benefits of Mentoring, Principles and Values of Mentoring. These could be dealt with in 2 hours, and then the specific skills training for mentors and mentees added. With this time frame it is important to get participants to fill in professional development plans, goal setting and even skills analyses for mentors before the workshop (3.3.3, 3.3.4). If **Workshops 3** and **4** are run as follow up sessions, a week or so after an introductory **Workshop 1**, they should begin with a brief revision of issues raised in **Workshop 1**. Activities from **5** can be inserted where they are deemed necessary.

3.3

WORKSHOP 3: TRAINING FOR MENTEES

3.3.1 Welcome to Mentees

Objective

To welcome mentees, to ensure that all know each other (see **Workshop 1**)
To ensure that people are clear what to expect
To remind participants of points already covered.

- **Facilitator introduces**

Mentees have made a brave decision. You have taken the first step towards taking control of your career. You have put your hands up to improve your career and work performance. You will receive all assistance possible.

3.3.2 Qualities and Skills Required of Mentees

Objective:

To enable participants to consider what they should bring to a mentoring relationship.

- **Facilitator introduces**

You are going into a mentoring relationship for your career development. It is important therefore to sort out some important questions.
- How would you define an effective mentoring relationship?
- How important is it to have an affinity with your mentor?
- How does a mentoring relationship relate to friendship?
- How will you build the relationship?
- How do you feel about revealing feelings?

- **Participant activity**

Participants split into pairs. They discuss the above questions and what they believe a mentee should bring to a mentoring relationship. They are encouraged to indicate which of these skills they have and which they are unsure they can demonstrate. They are supported to reveal any anxieties they feel about the mentoring process. Facilitator moves among the pairs encouraging them to open up discussion points.

Facilitator then shows **OH 9** on Qualities of Successful Mentees. An open discussion can then be encouraged with participants contributing voluntarily and reporting back on their earlier discussions. Extra qualities can be added.

3.3.3 Building Skills in Personal Development Planning

Objective:

To enable participants to acquire skills in personal development planning.

- **Preparation**

Mentees must show they have earned the right to ask for help. Mentees will succeed if they have developed their own skills in planning their careers.

HO 11 is Mentee's Personal Development Plan. It can be circulated and filled in prior to the session or participants can be given time to complete this during the workshop.

If this plan is considered too detailed for the participants, a simpler formulation for a personal development plan is a NICE analysis. This involves each participant filling in four columns:

N	I	C	E
Needs	**Interests**	**Concerns**	**Expectations**

This can be filled in on the spot. Facilitator can move around to each individual asking pertinent questions and assisting people who are having difficulties.

- **Participant activity**

Following the completion of the personal development plan or NICE analysis, participants break into pairs. The mentees outline for each other key features of their plans. This session must be voluntary.

If there is enough security and positive feeling already developed in the room, participants can then report back to whole group on each other's goals.

3.3.4 Setting Achievable Goals

Objective

To build participant skills in setting achievable goals

- **Facilitator introduces**

Success in mentoring relationships will depend on your capacity to set goals based on your aims in personal professional development. You can then to use your mentor to help you to achieve them.

HO 12 is a Sample Action Plan. This could have been completed before session, or if time is available, encourage participants to fill this out now. Emphasise the importance of a SMART objective, particularly in setting a specific goal and a reasonable time frame.

- **Participant activity**

Participants bring their individual Action Plans. They then form groups of 4. Each mentee identifies her SMART goals. The others in the group quiz her on how achievable these goals are. With encouragement from the facilitator who moves from group to group, each participant contributes ideas on how the goals could become more specific or what others could be involved to help an individual realise her goal.   Useful questions here are: How do you reach this? Who can help? Remember that mentoring is best not dealing with technical problems, which can be studied, but with strategy and culture.

Individuals then report-back to whole group.

- **Facilitator summarises**

As a mentee you have taken a great step. You will gain the greatest benefits if you are bold in setting your goals**.** Think of a goal as a breakthrough, something which you will have to push yourself to achieve, but which is within your capabilities.

3.3.5 Benefits and Pitfalls for Mentees

Objective

   To enable mentees to identify what they will gain and possible problems.

- **Presentation by a former mentee (or mentees)**

Wherever possible it is useful to have a ten-minute description from a participant in an earlier program of the benefits and pitfalls that she experienced. This could be a video-tape of a number of other participants. If this is not possible, encourage mentees to read reports of mentoring programs, as outlined in **Workshop 1.** These include **HO 2,** examples in **R 1** or Boice, or *ACU Management Development for Women in Higher Education, Module 3: Women and Research* (*HO 2*).

- **Participant activity**

After question and discussion, mentees break into groups of 4. One half of the groups are asked to identify benefits, the other half are asked to identify possible problems or pitfalls. Each group lists these on butcher's paper. The posters are then put up around the wall and the group as a whole discusses them.

Ensure that sufficient opportunity is given to tease out all implications of issues such as giving sufficient time for mentoring and what to do when a relationship isn't working. The issue of time is particularly important for women and the facilitator could challenge groups on whether they are able to give themselves *permission* to spend time on their own careers. Another problem is setting a clear and specific agenda.

- **Facilitator summarises**

OH 10 a & b are the benefits and pitfalls identified by a university in Australia. What others can we add? How many did we not identify? Which are the most important?

Problems such as cross gender or race mentoring or having a boss as mentor, dealt with in greater detail in **5**, may be appropriate to raise at this time.

3.3.6 Phases of a Mentoring Relationship

Objective

To enable participants to understand the development of a mentoring relationship.

- **Facilitator introduces**.

A formal mentoring program should take into account the phases that a mentoring relationship moves through, no matter how long the program is designed to last. **OH 11** shows the most commonly identified phases.

- **Discussion**

Think of these steps from the point of view of the mentee. What do they involve?

- Introduction/Initiation is Transition phase - recognising the need to change
- Testing phase - Trying out relationship (this is also a Recognition phase, where mentee can begin to feel a sense of potential)
- Development phase - Building the relationship
- Separation phase
- Redefinition phase

- **Facilitator summarises**

For mentees there is a particular issue in Redefining Relationship when mentoring ends.

Think of the steps the mentee will need to take at that time:

- Review your needs.
- Look for other mentors based on your re-evaluation of your needs.
- Negotiate agreements with these mentors – formally or informally
- Consider whether you feel that this mentoring relationship is over.
- Renegotiate it – celebrate the end, or change the relationship eg to friendship.

3.3.7 Formalising the Relationship

Objective

To enable participants to look at the detailed steps to take when entering into a mentoring relationship.

- **Facilitator introduces**

It is important that both the mentor and the mentee are clear about what is expected from the mentoring relationship. The level of commitment to a particular mentoring relationship will vary depending on work constraints and the mentoring objectives. The amount of contact that is realistic for both parties should be clarified early.

HO 13 establishes some ground rules for meetings.

- **Participant activity**

Discuss **HO 13** in pairs. Do you see any problems with these rules? Do you find difficulty with any of them? Let us consider how we will deal with a breakdown in your mentoring relationship. What will you do if problems emerge with your mentor?

- **Pairs report back, facilitator summarises**

Your mentoring relationship will be more effective if you keep track of what is happening in your sessions. **HOs 14** and **15** will assist your planning. You may want to do this in greater detail, in which case a **Reflective Journal** in which you consider issues you want to raise and the successes of your sessions would be useful.

Participants at many universities are encouraged to enter into a contract or agreement, one that helps clarify directions and such things as day-to-day arrangements for meeting. Even if this is modified as the relationship develops, participants have found the exercise useful as a way of starting.

HO 16 is based on a Mentoring Agreement designed by RMIT University. A formal agreement requires the establishment of clear objectives before the mentoring relationship begins. Any formal agreement must ensure confidentiality between both parties.

3.3.8 Closing

A brief evaluation form is available in *ACU Management Development for Women in Higher Education, Module 1: Management Development for Women*

If time is not available for this, facilitator should close session by asking:

What are the most important or interesting things you've learned from this workshop? Keep in touch with us as you go on with your mentoring. We will organise some informal and formal meetings for mentees as the program progresses.
Best of luck!

3.4

WORKSHOP 4: TRAINING FOR MENTORS

3.4.1   Welcome to Mentors

Objective

To welcome mentors, to ensure that all know each other. (see **Workshop 1**)
To ensure that people are clear what to expect.
To remind participants of points already covered.

- **Facilitator introduces**

It is interesting to note that, particularly in one-to-one mentoring programs, the mentors often need additional support, especially in the initial stages of the program. A common reaction when being asked to be a mentor is one of surprise and anxiety. The anxiety may be in part a lack of knowledge about mentoring, but is also often a concern about not being able to offer enough to the mentee. Apart from assuring you that you as mentor have a lot to offer, it is useful to emphasise that one-to-one mentoring should be seen as a two-way relationship in which both learn from one another.

You will receive all assistance possible.

3.4.2   Starting a Mentoring Relationship

Objective:

To enable participants to discuss how to begin a mentoring relationship.

- **Participant Activity**

Participants split into pairs. They are reminded that they have undertaken to be a mentor, and, as the more experienced partner, are to initiate contact with the mentee. They are asked to discuss the following questions:
- How do you start?
- Do you telephone or e-mail the mentee?
- Are there situations when the mentee should approach you?
- What if you are a very senior person, and the mentee rings and gets an executive assistant? Is this the best way to start the relationship?

When you have made the time to meet, how do you begin the conversation? How do you determine the areas to focus on?

It is also important to raise here the question of time. Mentors are usually senior with heavy workloads. Can you be sure you'll return phone-calls, keep appointments?

One member of each pair reports back to the wider group on the issues that they have raised.

3.4.3 Qualities and Skills Required of Mentors

Objective:

To enable participants to consider what they should bring to a mentoring relationship.

- **Facilitator introduces**

  - How would you define an effective mentoring relationship?
  - Is it important to have an affinity with mentee?
  - How will you build the relationship?
  - How much do you direct the conversation?
  - How does a mentoring relationship relate to friendship?

- **Participant activity**

Participants split into pairs. They discuss what they believe a mentor should bring to a mentoring relationship. They are supported to reveal any anxieties they feel about the mentoring process. Facilitators should be careful to ensure that mentors feel comfortable with this process. There may be difficulties if mentors in senior positions assert hierarchical authority.

Facilitator then shows **OH 12** - Qualities of Successful Mentors, indicating that these are drawn from suggestions in a number of manuals.

An open discussion can then be encouraged with participants contributing voluntarily and reporting back on their earlier discussions. They are encouraged to talk about qualities they are confident they have and those where they feel unsure. Other suggestions for important qualities for mentors can be written on whiteboard.

- **Facilitator summarises**

A good mentor

- Creates a free and open atmosphere for exchange of ideas
- Shows interest and encourages mutual respect
- Supports and encourages creative ideas
- Directs mentee to areas that match her interests and abilities
- Helps identify opportunities for mentee
- Introduces the mentee into suitable networks
- Checks alignment between the goals of the mentee and the organisation
- Assists mentee understand the culture of the organisation.
- Offers advice but does not make decisions (no cloning!)
- Provides helpful feedback even if critical but chooses the right time for this
- Is sensitive to cultural issues
- Is prepared to show her/his own vulnerability
- Is a good listener
- Enjoys small-talk (identified by Boice as the most critical success element)
- Always respects confidentiality.

Facilitator then shows **OH 13**: Managerial Skills required by Mentors and uses this to round off the discussion.

3.4.4 Setting Achievable Goals

Objective:

To enable mentors to identify effective means of getting mentees to set ambitious but achievable goals

- **Facilitator introduces**

HO 8 gives a number of descriptions of possible mentees, **HO 12** is a sample action plan for a mentee. This gives us an opportunity to look at setting goals. Mentors are also provided with **HO11** the mentee personal development plan or a NICE analysis (if used).

- **Participant activity**

In groups of 2-4, mentors choose 1 case study and together work through to identify goals that could be set for the woman described within an identifiable time scale.

- What are the goals?
- How she can reach the goals?
- What will help her get there?
- Who will assist her?

Mentors are encouraged to think of useful tools for focusing mentees on goals, particularly when the mentee is stuck.

3.4.5 Building Listening Skills

Objective:

To enable participants to build their skills as listeners

- **Facilitator introduces**

Mentors must be able to listen in a way that develops action that is encouraging and is open to opportunities.

HO 17 describes Generous Listening. Read this carefully.

- **Participant activity**

Each group from 3.4.4 is asked to nominate one member to represent the mentee. She then moves to another group, where she outlines for the goals she has set. The

participants in the new group consciously use the techniques of generous listening - for possibilities, for a commitment to fulfil, for a time-frame for completion.

Each group then reports back to the workshop as a whole. Discussion should focus on whether listening for possibilities enabled any change, any movement or any progress in the original goals.

- Facilitator summarises

3.4.6 Benefits and Pitfalls for Mentors

Objective:

To enable mentors to identify what they will gain from a mentoring relationship and what possible problems they may face.

- **Presentation by a former mentor (or mentors)**

This is best introduced by a ten-minute presentation from a participant in an earlier program or video-tapes of earlier participants. If this is not possible, material can be found in **HO2**, **R1** or in Boice. Presentations should focus on the ways that mentors learn that the dedication of their time and resources is valued, by the mentee and by the institution. Ideally, the mentor should be a senior executive who can convey to participants the institutional support for the program.

In questions and discussion, it is important that the issue of giving TIME to mentoring is discussed. How can mentors ensure that other pressing work engagements do not intervene? What protective techniques can be used?

- **Participant activity**

Mentors break into groups of 4. One half of these are asked to list as many benefits as they can identify; the other half are asked to identify what they might see as possible problems or pitfalls. Each group lists these on butcher's paper. The facilitator moves from group to group and encourages them to tease out difficult issues such as how to arrange sufficient time for mentoring and what to do when a relationship isn't working. The posters are then put up around the wall and the group as a whole discusses them.

- **Facilitator summarises**

OH 14 a & b are the benefits and pitfalls identified by a university in Australia. What others can we add? How many did we not identify? Which are the most important?

Let participants know that some problems such as cross gender or race mentoring or being a boss as mentor are dealt with in greater detail in **5** and if relevant to the institution some activities could be dealt with here.

3.4.7 Phases of a Mentoring Relationship

Objective:

To enable participants to discuss the development of a mentoring relationship.

- **Facilitator introduces**

A formal mentoring program should take into account the phases that a mentoring relationship moves through, no matter how long the program is designed to last.

OH 11 shows the most commonly identified phases.

- **Discussion**

The discussion should emphasise that from the point of view of the mentor, the phases involve:

- Introduction - Informational transfer: mentor has experience and information
- Testing/ Guiding: mentor begins to suggest, point way
- Development - Collaborative: more equal exchange of ideas and perspective
- Separation - Confirming: mentor takes back seat
- Redefinition: mentor and mentor agree on future arrangements - none, friendship, or continuation

3.4.8 See Workshop for Mentees - 3.3.7.

The activities in this can be undertaken in the 2 separate groups of mentors and mentees or together.

3.4.9 Closing

A brief evaluation form is available in *ACU Management Development for Women in Higher Education, Module 1: Management Development for Women*

If time is not available for this, facilitator should close session by asking

What are the most important or interesting things you've learned from this workshop?

Keep in touch with us as you go on with your mentoring.

We will organise some informal and formal meetings for mentors during the period.

Best of luck!

3.5

OPTIONAL ACTIVITIES TO EXPLORE PROBLEMS IN MENTORING

3.5.1 Dealing with Issues in Cross-Gender Mentoring

Objective:

      To look at particular issues that emerge with cross-gender mentoring.

- **Facilitator introduces**

In programs directed to women as mentees, the question arises as to whether only women should be used as mentors. Is it important to have men included as mentors? What problems could this produce? It is important to discuss issues to do with cross-gender mentoring in workshops such as this before mentoring begins. Mckenzie and Ragins are useful sources of information and analysis and the NAWE papers are most useful. As these may not be easily available, the main points are summarised in **Introduction**, 1.2.

- **Participant activity**

Remind participants of **Workshop 1**, **3.1.8.** Participants then considered whether women needed special mentoring schemes. Encourage participants to think of their own experiences.

Participants split into 4 groups. Group 1 lists on butcher's paper benefits of having female mentors for female mentees and Group 2 lists disadvantages, Group 3 lists advantages of male mentors for female mentees and Group 4 the disadvantages. The posters are put up and discussed.

Facilitator then shows **OH 15 a and b** and any additional benefits and disadvantages identified in the discussion are added.

- **Facilitator summarises**

There are both disadvantages and advantages. It is useful to be aware of them.

Ragins and Cotton found that women mentees were more likely to engage in after-work social activities with female mentors. They also found that women with male mentors reported their program was less effective than did men with either male or female mentors. It was found, however, that women and men with male mentors received greater financial success.

It is important to emphasise that although there may be difficulties for women being mentored by men, cross-gender mentoring has been judged successful by many women. Boice found in his research that it did not present problems.

There may however be particular issues for particular groups. Consider older women in academia: as mentees, they may be early in their career and thus lacking in confidence but may not be similar to other mentees in pliability or deference to senior male mentors, particularly if the latter are younger.

3.5.2 Dealing with Issues in Cross-Cultural Mentoring

Objective

> To enable problems relating to cross-racial or cross-cultural mentoring to be discussed.

- **Facilitator introduces**

Similar issues to cross-gender mentoring arise in situations where the mentor and mentee come from different racial or different cultural backgrounds.

There is now a considerable body of literature from the US on mentoring for African-American faculty. Johnson states that mentor/protégé relationships between African/American women are 'especially significant and rewarding' as their 'unique personal and professional concerns (are) understood and addressed by mentors whose experiences mirror, on several levels, their own.' (NAWE, p 45). Working with positive role models is defined as extremely important. Frierson (1998) presents a recurring theme that in the US minority staff and students regret not having mentors from the same ethnic background as themselves. Geber (2002) outlines the issues faced by black mentees in South Africa, who are not a minority but are emerging from years of institutionalised racism and prejudice. She has found that mentors must focus on new functions specifically related to psycho-social functions but also to prevent exploitation, to manage discrimination and to assist the transition from student to staff.

R 3 outlines findings from research projects held in South Africa. Participants should read this and see whether it reflects their experience.

- **Participant activity**

From around the group get suggestions as to additional issues that occur particularly in cross-race or culture mentoring. Ask people for their own experiences, now or in past. Some examples might include

- Racial stereotyping
- Difficulties for parties to identify with each other and connect emotionally.

The situation for 'women of colour' is particularly complex. The literature acknowledges that as white males enjoy both racial and sexual power, so black female managers in most cultures suffer disadvantage as against all other groups.

On the other hand, positive cross-race or cross-cultural mentoring can have an important effect on the representation of staff from diverse backgrounds as senior administrators from a different racial and ethnic background become aware of their capacities. It can

also provide a useful understanding among senior staff of the issues faced by groups from other racial or cultural backgrounds.

Discuss these issues around the group - assess whether participants agree or disagree. Facilitator writes responses on flip-charts or whiteboard.

3.5.3   Direct Supervisor as Mentor

Objective:

> To tease out issues of using a direct line manager as mentor.

- **Facilitator introduces**

Some mentoring schemes will use the direct supervisor or manager as the mentor. Ingrid Moses (in *ACU Management Development for Women in Higher Education, Module 3: Women and Research*, *HO2*) describes a positive informal mentoring relationship with her supervisor. Other schemes have strongly resisted this model, arguing that it sets up strong conflict of interest and may disadvantage other staff. advantages in using a mentor from outside line management. Some schemes argue that mentors from outside the faculty or the institution do not have preconceived notions either of how to solve problems, or of a mentee's capacities.

Think of your own experiences, or imagine what it would be like to use the direct supervisor as a mentor.

- **Participant activity**

Break into 2 groups. One group lists all the advantages they can identify. The other lists all the disadvantages. These points are written on butcher's paper and the posters are then pasted up where everyone can see them.

OH 16 is shown and any additional suggestions added.

In discussion participants are asked to formulate a view as to the involvement of the direct supervisor and try to reach a consensus on this issue. If it is decided to involve direct supervisors how can the identified problems be overcome?

3.5.4   Providing Financial Incentives for Mentoring

Objective:

> To raise issues related to financial incentives.

- **Facilitator introduces**

Some institutions provide funding to individual mentors in mentoring programs. Some examples where stipends have been offered are:

- to encourage participation by senior women (or other under-represented groups).
- to recognise the time commitment required.
- to reward mentors with more than one mentee.

Other universities have found that financial incentives are inappropriate for attracting mentors to take part in a formal mentoring program. The reasons given include

- this has negative impact on ongoing informal mentoring that should be part of any higher education institution.
- mentors' positive experiences demonstrate that such support is not necessary (Boice).

Some universities provide centralised funding so that participants can apply for funds to undertake special projects, attend conferences and so on.

- **Participant activity**

Discuss these issues around group, list pros and cons on flip-charts or whiteboards.

3.5.5   Mentoring at a Distance

Objective:

> To enable issues related to mentoring at a distance to be canvassed

- **Facilitator introduces**

R 4 is an evaluation of a Mentoring at a Distance program and outlines the problems experienced. Participants are asked to read this.

- **Participant activity**

Discuss the problems raised around the room. List these on flip-charts. In pairs participants are then asked for suggestions as to how these could be overcome. These are also listed on flip-charts.

- **Facilitator summarises**

OH 17 shows the lessons learnt as requirements for successful e-mail mentoring.

Can the workshop group suggest any other ways that a successful 'mentoring at a distance' program could be introduced?

3.6

WORKSHOP 6: SUPPORT WORKSHOPS FOR PARTICIPANTS

This is a suggested framework for support workshops during and after a mentoring program. In these mentors and mentees can share their experiences of what has worked and what hasn't, so that they are to contributing to program improvements.

A similar model is also used for a formal end-of-scheme workshop. This could become part of an evaluation process. It is however also important that this becomes part of a celebration for participants in the mentoring program.

All the literature suggests that mentoring works better when there is regular contact between program organisers, mentors and mentees. It is strongly suggested that all mentoring programs have informal gatherings - breakfast meetings, brown-bag lunches, or after-work drinks, for mentors and mentees both separately and together. It is important to do both as it is strengthening for mentors and mentees to find networks of support among people in the same situation or to hear presentations from people who have been part of successful mentoring schemes in the particular institution or elesewhere..

These workshops on the other hand are formal gatherings.

3.6.1 A Mid-Point Mentoring Workshop

Objective:

To get feedback on program from both mentors and mentees.

- **Facilitator introduces**

Let us go back to **Workshop 2** and review the aims of mentoring program. Facilitator should have these as an overhead or written up on butcher's paper.

- **Participant activity**

Group divides into sub-groups of mentors and mentees (perhaps several groups of each, depending on the numbers involved).

Each sub-group identifies:

- What is working well for mentors or mentees.
- What difficulties are being encountered and how have they been dealt with or how could they be dealt with.
- What unanswered questions they have at this point.

Sub-groups write their responses on large pieces of butcher's paper. These are then brought back to the main room and posted on the walls. The whole group can then read and comment on each poster. This means that mentors and mentees each see what the other group has said and have the opportunity to respond without necessarily identifying individuals.

- **Facilitator summary**

The facilitator summarises the main points.

- **Participant activity**

The facilitator then suggests that people meet in their own mentor and mentee pairs. This may be difficult if one mentor has more than one mentee. Each pair then reviews their own activities and re-plan if necessary.

There is a voluntary feed-back after this activity.

3.6.2 A Final Mentoring Workshop

Objective:

To get feedback on program from both mentors and mentees.

- **Facilitator introduces**

Let us go back to **Workshop 2** and review the aims of this institution's mentoring program. Facilitator should have these as an overhead or written up on butcher's paper.

- **Participant activity**

Group divides into sub-groups of mentors and mentees (perhaps several groups of each, depending on the numbers involved).

Each sub-group identifies:

- What have been the benefits of the program for mentors or mentees?
- What has most helped the mentees to achieve their goals?
- What difficulties were encountered and how they were dealt with?
- What recommendations do they suggest for future programs?

Sub-groups write their responses on large pieces of butcher's paper. These are then posted on the walls. The whole group can then read and comment on each poster. This means that mentors and mentees each see what the other group has said and have the opportunity to respond without necessarily identifying individuals.

- **Participant activity**

The facilitator then suggests that people meet in their own mentor and mentee pairs. Each pair then reviews their own activities and summarises their views.

There is a voluntary feed-back after this activity.

- **Facilitator summarises**

This session has been a useful part of the evaluation of the mentoring program. You will each receive either a questionnaire or a visit from myself (or an independent evaluator). Please complete the questions, as it will be a most important part of our review of this program and our planning for the next.

Thanks for your participation.

And now let us celebrate this exciting initiative and the time and commitment you have given to the mentoring program, and to the changes that have taken place for you.

Best wishes for the future.

What is Mentoring?

- Mentoring is a **sustained** relationship, not one-off or casual.

- A more experienced partner assists with the **professional** development of a less experienced colleague, identifying both strengths and weaknesses.

- The mentor also can provide **emotional and psychological support** to another but in the context of a **work** relationship.

- Mentoring also provides an opportunity for role modelling for the less experienced partner.

What does a Mentor Do?

In career terms a mentor provides:

- Sponsorship

- Exposure and visibility within the organisation

- Coaching

- Protection (or guidance)

- Challenging assignments

In psychosocial terms a mentor provides:

- Role modelling

- Acceptance and confirmation

- Counselling and advice

- Friendship

Kram (1985)

Mentors and Mentees

A **mentor** is an individual who is usually more experienced, in a higher position in an organisation and sometimes older. The mentor is one who is explicitly willing to assist others in developing their careers and to share his/her knowledge for this purpose.

A **mentee** is an individual who is usually more junior, less experienced and seeking guidance in career development.

In many mentoring relationships, however, partners may be peers and be able to relate as equals.

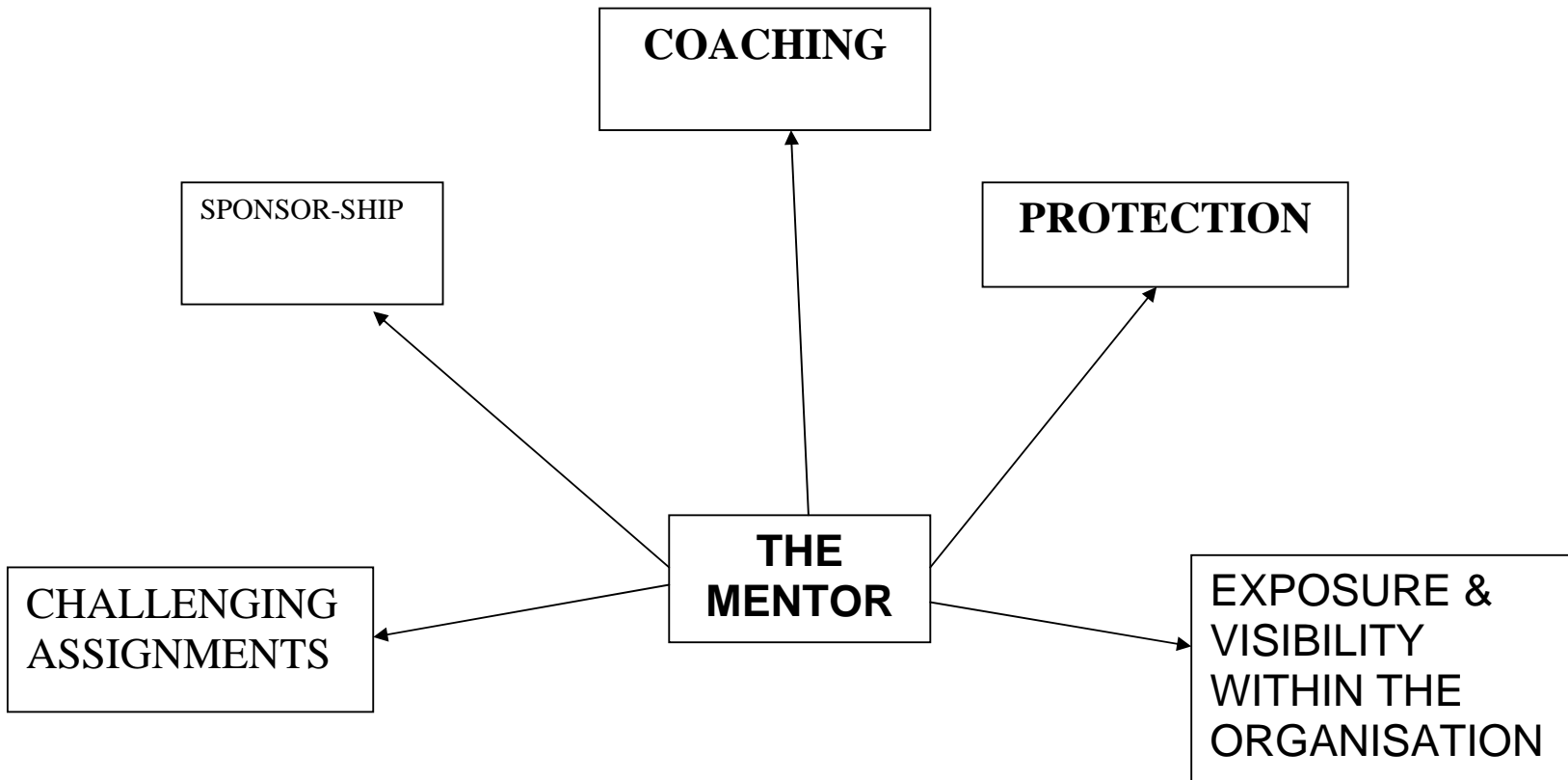It has been said that a mentor

- Turns the lights on FOR the mentee (enabling a recognition of skills and capacities - performance);

  And

- Turns the lights on TO the mentee (drawing attention to skills and capacities - exposure)

The Mentor in Higher Education Provides:

COACHING

SPONSOR-SHIP

PROTECTION

CHALLENGING ASSIGNMENTS

THE MENTOR

EXPOSURE & VISIBILITY WITHIN THE ORGANISATION

Informal and Formal Mentoring

INFORMAL	**FORMAL**
Characteristics • Has no (or limited) organisational structure. • Occurs between individuals. • Self-selection whether by the mentor or the mentee. • Other party need not be conscious of the mentoring demands. • Purpose and goals may not be clearly articulated. • Lasts for as long as situation demands.	**Characteristics** • Reflects a decision to implement mentoring on behalf of organisation. • Has formal recognition within the institution. • Has executive commitment and champions. • Has a clear purpose, measurable goals, mechanisms for assessment. • Monitors results. • Has coordinator.

Informal	Formal
Benefits • Dynamic, flexible. • Can change in response to emerging events. • 'Off-the-record'. • Mentee/ mentor chooses someone with whom she/he is comfortable. • Merges with friendship. • Can ensure mentor is sympathetic to mentee's point of view. • More control for mentee. • Lasts as long as situation demands. • **Not an 'obligation.'**	Benefits • Extends the mentoring experience to those who may not readily find informal mentors. • Gives mentees contact with people outside area. • Can be assessed & monitored – linked with performance management. • Provides support and assistance for participants. • Has recourse for those with problems/ difficulties. • Institution recognises commitment. • Dedicated time.
Disadvantages • May not happen especially for those excluded from informal networks of power, who would most benefit. • May be hard to timetable. • Has no clear and explicit quality standards in place. • Over-familiarity – may not stretch mentee. • Participants have no recourse if problems emerge.	Disadvantages • May be perceived as threatening in socialising and inducting new staff. • Confidentiality needs to be secured. • Can impose time demands. • Can be rigid.

What do Women get from Mentoring?

Women as mentees:

- can demonstrate their performance (how good their work is) and
- increase their exposure (what others know about them).

Women interviewed by McKenzie outlined the following benefits they had gained from mentoring:

- Understanding the politics of the organisation and how to get things done.
- Becoming more visible in the organisation by taking on special roles.
- Getting recognition for contributions other than one's normal job.
- Raising their profile in the organisation.
- Meeting influential people who can help.
- Planning and taking charge of one's own career development.
- Becoming more confident and optimistic about the future.
- Making lateral moves to expand current positions.

McKenzie, 1995, pp22-3

Benefits of Mentoring to an Organisation

- Attracting and maintaining staff.

- Induction of new staff.

- Transferring organisational values.

- Building staff cohesion.

- Encouraging new ideas.

- Maximising potential of staff.

- Succession planning.

- Providing assistance for under-represented groups.

Role of Facilitator/ Coordinator

- Design program.

- Seek expressions of interest from mentees.

- Promote program.

- Encourage senior staff to take part as mentors.

- Match participants.

- Organise training and workshops.

- Keep partners in touch.

- Resolve problems.

- Terminate arrangements.

- Evaluate.

Qualities of Successful Mentees

- Committed to mentoring program.

- Independent - ability to take responsibility for self.

- Willing to undertake personal professional growth .

- With potential to perform at one or more levels above present position.

- Confident and intelligent.

- Creative.

- Able to take risks.

- Keen on new challenges.

- Receptive to feed-back and coaching.

Benefits for Mentees

Professional

- Access to mentor's professional networks.
- Access to mentor's accumulated knowledge and expertise.
- Practical insights into the 'real' world.
- Acquisition of skills and knowledge.
- New insights into own behaviour and practices.
- Recognition of potential and opportunity to achieve it.
- Increased creativity.
- Improved promotion opportunities.
- Clarification of role.
- Socialisation into a new professional role or organisation.
- Opportunities to try out new ideas or plans on a trusted colleague or to share concerns or problems.
- Achievement of scholarly and teaching goals (journal publication, successful grant application, improved teaching effectiveness, new teaching materials).

Personal

- Increased self-confidence.
- Increased self-awareness.
- Enhanced self-esteem.
- Reduced feelings of isolation.
- Support and reassurance.

Based on McCormack, 1996

Pitfalls for Mentees

- Difficulty in finding sufficient time for mentoring.
- Neglect of other work in favour of tasks related to the mentor program.
- Unrealistic expectations about the relationship and the outcomes.
- Lack of assertiveness in the relationship so that the relationship becomes mentor directed without contribution from or consultation with mentee.
- Misunderstanding of the relationship or jealousy on the part of others not involved in the program.
- Problems with a mentor who doesn't keep his/her commitments or takes credit for the mentee's work.

McCormack, 1996

Phases of a Mentoring Relationship

INTRODUCTION/
INITIATION
Beginning to explore
relationship possibilities

**CULTIVATION/TESTIN
G**
~~Trying out relationship~~

DEVELOPMENT
**Building the relationship –
trust/sharing**

SEPARATION
Preparing to end formal mentoring

REDEFINITION
Another stage - friendship
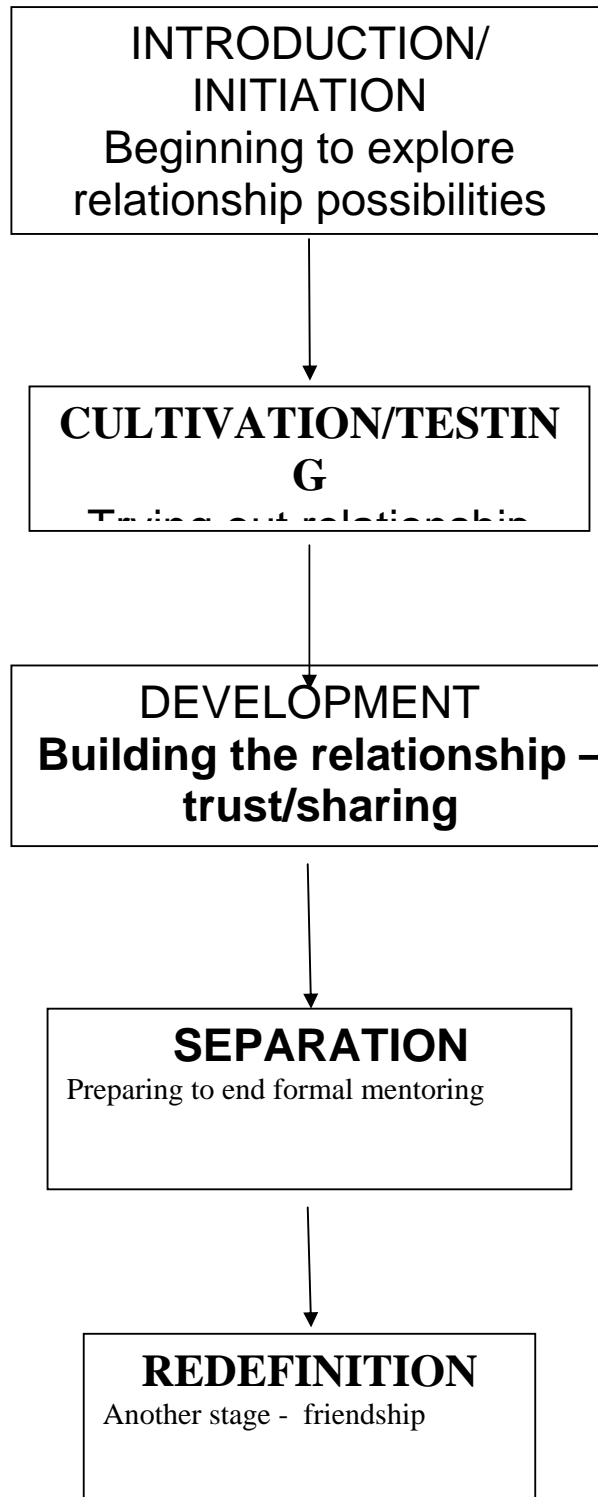
Qualities of Successful Mentors

- Good listener.

- Discreet.

- People-oriented, sensitive to the needs of others.

- Developmentally minded.

- Respects self and others.

- Willing to share.

- Flexible.

- Has innate desire to help others.

- Tolerates difference.

- Sets challenges clearly.

- Encourages risk.

- Accepts failure.

- Has a sense of humour.

Fundamental Managerial Skills needed by Mentors

- Coaching skills – building confidence and providing stretching activities.

- Communication skills – free and open atmosphere, exchange of ideas.

- Listening skills– offers advice not decisions, observant.

- Planning skills – understanding the importance of setting goals and establishing time-frames.

- Negotiating skills – establishing the ground rules for working with someone in a mentoring relationship.

- Problem-solving skills – development of goals, opportunities.

- Decision-making skills – getting agreement on a course of action and following through.

McKenzie, 1995, p 107

Benefits for Mentors

Professional:

- Satisfaction of being able to transfer skills and knowledge accumulated through extensive professional practice.
- Opportunity to re-examine own practices, attitudes and values.
- Refinement and development of skills of observation, listening and questioning.
- Opportunity to discuss professional issues.
- Opportunity to extend professional experience and hear alternative views about professional issues.
- Professional assistance on projects.
- Revitalised interest in work.
- Fulfillment of own development needs.
- Possible financial reward.

Personal

- Enhanced self-esteem.
- Close relationship with mentee.
- Feeling of a sense of purpose and shared values.
- Pleasure in seeing the mentee grow.
- Feeling of less isolation as a professional.

McCormack, 1996

Pitfalls for Mentors

- Pressure to take on and then continue in a mentoring role that may affect other aspects of work.

- Lack of time to nurture a relationship and achieve targets.

- Lack of perceived reward.

- Possibility of becoming possessive of the mentee.

- Potential for the mentee becoming dependent on the mentor.

- Unable to accept mentee not taking advice.

- Uses information indiscreetly.

Based on McCormack, 1996

Male or Female Mentors?

Female Staff as Mentors for Female Mentees

Benefits	Disadvantages
Junior women gain access to women who have worked their way to senior status in a male-dominated organisation.	Women may be insecure as mentors, feel illegitimate in power positions.
Facilitates greater networking of women across campus.	Women still lack access to power, not incorporated into male managerial culture or networks.
Women mentors can have more nurturing characteristics as mentors than men.	'Queen bee syndrome' - senior women may not encourage other women as competition.
Women show greater concern for psychosocial aspects of mentoring.	Senior women may be so over-committed by own responsibilities at work and home that they do not find time to mentor effectively.
	Not enough women in senior positions to provide choice of mentors.
	Women may set unrealistically high standards for mentees.

Male or Female Mentors?

Male Staff as Mentors for Female Mentees

Benefits	Disadvantages
Senior male staff as mentors demonstrate organisational support for the program.	Women may become submissive to or dependent on male mentors.
Having male staff as mentors extends support for program.	'Double hierarchy' whereby women absorb values of mentor and of organisation and do not question 'masculinist culture' but rather reinforce it.
Women mentees will learn more of 'unspoken' rules, to be more aggressive.	Men may be unwilling to mentor women.
Women mentees may gain greater success with male mentors.	Men may fear loss of credibility if they mentor women.
	Women mentees may be seen to be progressing because of their sex.
	Dangers of cross-gender sexual relationships.

Direct Supervisor as Mentor

The advantages are:

- Effective in career development advice.

- On the spot so arrangements for mentoring are straightforward.

- Part of job is developing staff.

The disadvantages are:

- May have potential conflict of interest.

- Does not have distance with which to provide independent advice.

- Can confuse personnel requirements of subordinate with latter's own career development.

- Limited view of corporate politics.

- Cannot easily provide exposure and visibility elsewhere in organisation.

Requirements for Successful E-Mail Mentoring

- Direct face-to-face contact to start with.

- Very careful matching of pairs.

- Training for both mentors and mentees.

- A strong support network during the period for both mentors and mentees .

- TIME - and accepting that mentoring deserves time to be allocated to it.

ATN WEXDEV, 1999

Principles and Values of Mentoring

- It is an ongoing relationship, not a one-off meeting.

- It is voluntarily entered into by both parties – no-one should be a mentor or mentee against his or her will, but strong endorsement by the university and the senior academic managers will create a climate in which being involved in a mentoring scheme will be a natural expectation.

- While the university should give some general guidelines about its expectations of how the scheme will work in practice (eg perhaps a minimum number of meetings per semester) it should be made clear that the individual mentor-mentee duo is free to negotiate the details of the relationship to suit themselves.

- It is based on an agreement of confidentiality for both parties. There should be no formal reporting back to the university about the processes or outcomes of the mentoring relationship other than a notification that it is ongoing/has occurred.

- It is based on trust between the two people. Success often reflects a satisfactory 'chemistry' between two people, so that they are both able to be honest.

- It models the aspects of nurturing and parenting that encourage free development of the child.

- The focus or purpose of the mentoring should be explicit – is it for general career development of the mentee, is it for induction into the university culture, is it to help the mentee in their teaching or research?

- Where mentoring is a requirement, for example when a person is on probation, then the matching of mentor and mentee must be done particularly sensitively.

Based on Centre for Teaching & Learning (UTS), 2000, p 12, p 23

1 An Experience of a Formal Mentoring Scheme (Mentee)

I have experienced a very successful mentoring experience in my previous employment at the University of Queensland. Their pilot mentoring program, run by the Equity Office, began in 1994 for both *There is a summary description of this in the ATN WEXDEV publication Women & Leadership (1999 b).*

Expressions of interest from female staff were invited. This included whether people wanted to be a mentor or mentee (or both) and the areas of interest/expertise. The selection was based on the compatibility of the expressions received. I was mentored by the Business Manager of a Cooperative Research Centre, on a marketing plan I had to devise and implement for the various teaching programs and short courses run by my Centre. The project was a huge success, with the hierarchy at the University of Queensland impressed with the benefits derived by general staff.

This relationship with my mentor developed into an ongoing infrequent connection so that in the following year she advised me that a position was becoming available in a new cooperative research centre at Queensland University of Technology and encouraged me to consider it. I felt very apprehensive as it was several steps up, but felt that I had the skills and experience and having just completed a Graduate Diploma in Business at the University of Queensland wanted to use those skills. With a great deal of encouragement from my mentor, I applied, and successfully gained the job. That was four years ago. Without her encouragement, I know I would not have applied for the job - lack of confidence seems to be widespread with women!

I've done informal mentoring of my staff and seen them advance, so I am a great proponent of mentoring.

> Barbara Alexander
> Queensland University of Technology

2 Formal Mentoring Experience (Mentee)

I have been involved with the mentoring program at RMIT University since its inception in 1995.

My mentoring experience during this time has been extremely rewarding and successful in terms of the outcomes I have achieved.

My initial experience provided a safe and secure environment in which to explore other avenues for job opportunities within my existing workplace. This process helped to clarify my issues and provided a structure for me to move forward. This was achieved with the support of a very perceptive mentor who established a strong sense of trust and integrity very early enabling me to get on with the process very quickly. I obtained a new position, a promotion, directly from this exploration.

My current experience involves a male mentor – which at first, I was unsure about - however, my concerns were dispelled very early. His wealth of knowledge and

experience of the organization has been invaluable to me as I begin to explore what is next for me. His manner is one of support, encouragement and open communication. I find myself taking on challenges from his words of encouragement that I wouldn't have ever contemplated even a year ago.

The skills and experience I have developed through this program and am continuing to do so, has given me the confidence to take on the role of mentor this year. This is a very new experience and again I am learning a lot while hopefully, supporting and guiding someone else as they begin to explore their own development and growth.

<div style="text-align: right">

Debra Maxwell
Work Integrated Learning Manager
RMIT Business

</div>

3   Advantages of Mentoring for a Mentor (Mentor)

I really enjoy being a mentor. It frees you up to coach, guide and counsel. As there is no line management involved, the recipient of your wisdom is able to accept or reject what you suggest and paradoxically you feel much more confident in suggesting more radical or different ways of going.

It is also surprising how often the person in the situation does not see the obvious. I have had the pleasure of mentoring numerous colleagues and almost invariably they ask for help in managing up. Their manager's actions are a mystery to them. They do not, for example, see that "so and so" is a new manager who is trying too hard or that "so and so" seems to be spread too thin. Often those kinds of interpretations from a third party act like a reality check and people think 'Well, it is **not** all my fault.'

I also find out heaps of useful information when I am mentoring somebody. Nobody can keep a grip on all of the complexities in an organisation and hearing in detail about some operations gives you a second-to-none insight into how things are going. I have also met people that I would not have met or certainly would have had little to do with. The thing you fear when agreeing to become a mentor is that it will take too much time, but that has not been my experience. In fact, people are respectful of diaries and are less demanding in general. I would recommend mentoring to anybody.

<div style="text-align: right">

Professor Helen Praetz
Pro Vice-Chancellor (Teaching and Learning) and
Director TAFE
RMIT University

</div>

4   Mentoring Experience (Mentor)

I certainly recommend taking on the role of a mentor. I have particularly enjoyed my connections with younger women. It has kept me in touch with the issues that women confront in a male dominated work environment, in managing the dual role of paid worker and mother and wife. It has also kept me in touch with the day to day complexities in a large organisation. I think the mentor role provides the opportunity

for the mentor to re-examine their own practices and values and how these contribute to the strategic intent of the organisation.

I have enjoyed contributing my knowledge and expertise to problem solving and project management issues. I have also enjoyed the debate and discussion about a range of professional issues.

I think the benefits of mentoring to both the mentor and mentee far out weigh the sacrifice of time.

Shard Lorenzo
Deputy Director: Human Resources
(Equity, Diversity and Workforce Strategy Team)
University of South Australia

HO 3

Surveying the Institution Before Deciding on a Mentoring Program

Within any organisation it is important to be aware of what is already happening or what has happened before embarking on any proposals. The following is a useful checklist for such a survey.

The survey can be undertaken either by the individual committed to establishing a mentoring program, or by a committee or task force interested in such a project.

- Is there any mentoring currently going on in the organisation? Are there examples of informal mentoring? Have there been any previous examples of mentoring?

- Are there any aspects of the organisation that would make it resistant to mentoring? Is it, for example a very hierarchical organisation? Would contact between individuals in different areas or at different levels be discouraged?

- Is the timing right for introducing such a scheme? Some suggest that introducing a mentoring scheme is best not done at times of change and restructure. Others however suggest that mentoring schemes can provide guidance and assistance to more junior staff during these periods. But the greatest benefit for mentees is likely to occur during periods when the organisation is consolidating and they are able to focus on their personal professional development.

- Are resources available? It is important that analysis of the resources required always includes both money and time. Resources may be available within the institution or there may be special programs operating that can provide support for a program from outside funding. Will funding go to supporting the program, such as employing a coordinator, full or part-time? Will there be resources available to the participants to enable them eg to go to conferences, set up a research project etc? Should these go automatically to the participants, which may be divisive within the institution, or should they be applied for on an as-needs basis?

- What kind of mentoring program should be developed - formal or informal?

- Who will be responsible for developing the mentoring program? Is it the responsibility of an individual or will an advisory committee oversee it?

- What is your position? Does your job provide you with the structural capacity to introduce a mentoring scheme? Suitable positions could be in professional or staff development, affirmative action or equal opportunity if the scheme is for previously disadvantaged groups. Or you may be in a position within a faculty or a division which gives you the power to introduce a scheme for those directly reporting to you.

- If you do not have such a position (or even if you do), assess what other stakeholders could be involved. Who has influence that could benefit you? Who has control of resources?

Derived from McKenzie, 1995, p 52

Checklist for Designing a Successful Formal Mentoring Program

- What is the purpose of the mentoring? Is it for all university, certain groups, women only, academic or general staff?

- Will the program offer one or many forms of mentoring: one-to-one paired mentoring, one mentor for a group of mentees, peer group mentoring, encouragement for mentees to get 'board of directors' or a combination of all?

- Is mentoring combined with performance management, or with other schemes eg workplace shadowing, committee skills training?

- Is the program to be longer-term developmental or short-term specific purpose?

- How will mentors be selected? To what extent will senior people be required to take part as mentors? Will the scheme be quarantined from line supervision? Will there be cross-gender or cross-cultural mentoring?

- How will pairs or groups be matched? Will co-ordinator choose? Will mentor and mentee be allowed to choose each other?

- Will participants be required to enter into an agreement/contract?

- How frequently should pairs/groups be encouraged to meet or communicate?

- What can mentees expect of their mentors? What can mentors expect of their mentees? What, if any, ground rules will be provided for informal mentoring?

- What training will be offered? Are these meetings mandatory?

- What other support is provided?

- How are problems to be resolved?

- What are the ways dissatisfied mentors or mentees can opt out of the scheme?

- Is evaluation in place? What are key areas of measurement - eg job performance, career enhancement and are these objective? Are both mentors and mentees involved in evaluation? What weight is given to self-evaluation?

- What, if any, whole group meetings are planned for the program participants?

- What opportunities for informal networking will be provided?

- How are issues of importance for the whole organisation to be recognised and worked on? What referral processes for such issues are in place?

HO 5

Timeframe for a Formal Mentoring Program

Time	Activities
6 weeks	1. Investigate possibilities in organisation • Assess training and professional development • Assess organisation's readiness for mentoring • Identify and consult stakeholders • Review literature and other mentoring schemes
6 weeks	2. Formulate recommendations on program purpose • Establish program goals, type, length • Identify target group • Identify resources required • Design orientation and training program • Identify possible evaluation strategies
1 month	3. Set up program • Promote program • Call for expressions of interest (mentors and mentees) • Select participants • Match partners • 3.5 Design initial evaluation
2 months	4. Orientation and training • Clearly articulate roles and responsibilities • Establish protocols • Provide a framework for the personal • development plan • Conduct skills training workshops for mentees • and mentors (say 3 hours each) • Conduct baseline evaluation for mentees and for • control group • Provide support to establish rapport between • Partners
Time selected (6 months to one year)	5. Relationship Development • Ongoing recruitment of mentees/mentors • Monitor mentor/mentee meetings (say 1 hr each) • Follow-up mentors/mentees as required • Provide ongoing support • Conduct special workshops • Conduct individual interviews with mentees as required • Review progress of mentoring partnerships • Design review and feedback workshops • Design final evaluation
2 months	6. Evaluation • Review and feedback workshops • Conduct second stage evaluation for mentees and for the control group
	7. Begin new intake of mentees and mentors

HO 6

Model for an Evaluation Scheme for Mentoring

1   Initial Data for Evaluation

Target group: Mentees and Control Group

Suggested areas for questions (self-assessment):

- capacity in job
- concerns
- career planning
- job satisfaction
- career satisfaction
- work-related morale

2   Final Data for Evaluation

Target group: Mentees and Control Group

Suggested areas for questions (self-assessment):

- capacity in job
- concerns
- career planning
- job satisfaction
- career satisfaction
- work-related morale

Suggested areas for questions (tangible results):

- promotion
- job exchange, acting-up
- increased administrative responsibilities
- committees
- external university activites (eg reviews)
- research activities (grants, publications, conferences)

3   Final qualitative evaluation

Target group: Mentors and Mentees

Suggested areas for questions:

- Perceptions of program
- Suitability of selection process
- Applicability of materials provided
- Effectiveness of training
- Support provided
- Informal events arranged
- Benefits identified
- Problems identified
- Coordination

Based on Gardiner, 1999, pp17 ff

Case Study

A university has introduced a mentoring scheme.

It has been developed by the Equity Unit. It has been designed for women on the academic and administrative staff, who are concentrated in middle and lower management positions.

The facilitator has only half a day a week to work on the program. Only 15 pairs have been set up.

She has matched women with senior women where possible but also with senior men. She has sent a letter to all their supervisors seeking their approval.

She has run a training program, but some mentors could not make the meetings.

After the scheme has been operating for three months, the facilitator receives an irate telephone call from the dean of a faculty about a woman lecturer.

The faculty has been in financial difficulties and has declining student numbers. There have been a number of angry meetings between the dean and the staff.

The dean tells the facilitator that the woman involved has a number of performance problems. He is not happy with her lecturing and her supervision of students, and thinks she identifies with the students too much. He does not approve of her involvement in the mentoring program. He says she has become more difficult and obstructive.

The woman has entered the program with the aim of building up her research performance to get a promotion.

He demands the name of her mentor, as he 'wants to tell her a thing or two.' He also wants to withdraw the women from the program.

What steps should the facilitator take?

Mentoring Case Studies

1. Anna is a general staff member working at a support staff level as an IT Help desk operator. She has been working in this area for 5 years. She is in her mid-forties, and is from a non-English speaking background, her family migrated to an English-speaking country when she was seven years old. Teachers and other students ridiculed her lack of English skills at school so she was unable to make the best of her education. Anna's family is now grown and she would like to increase her ability to write and speak English to improve her confidence, and to improve her chances of progressing her career.

2. Rose is a Senior Lecturer in a Business Faculty, working in the School of Management   She is 40 and has been at the University for 15 years. She has been promoted from a casual tutor, to full-time lecturer, then 6 years ago to senior lecturer. She is an enthusiastic teacher and has won awards for this. She also sits on a number of university and faculty committees, often to provide a gender balance. She is on the editorial board of an international marketing journal. She does not have a PhD and has had only a few articles published. She is ambitious and wants promotion.

3. Julie has been working as a casual office assistant for around 9 years, moving from one contract to another. She has good office skills, and is highly regarded by her supervisors. Julie is in her late 20's, has no formal qualifications. She would like to gain recognition for her office skills, and to win a continuing position.

4. Marie is an Associate Professor in her late 30's. She teaches in Law and entered the University after a few years as a barrister, coming into a senior lecturer position after completing a part-time PhD.   She has been approached to be Head of School. She is conscious that she has a low publications record. She also has little knowledge of other faculties and the senior management of the University

5. Karen has been working at the University full-time for a one year contract as a senior level staff development officer, running a leadership program. She has been on contracts in other project jobs in administration policy, such as quality assurance, for about 3 years. She is in her early 40's, and this is her first long-term position in staff development. She has had a wide variety of jobs in the past, none of them involving staff development work, and she has spent many years studying. She has a Master's degree which is unrelated to the field in which she is working. The job she is currently doing is about to be advertised for filling on a continuing basis.

6. Rachel is a senior Lecturer in a College of Education on a remote campus that has recently been amalgamated with a Technical College. She has worked previously as a teacher and as a community worker. She has been asked to apply for the position of Campus Head, and sees this as a step for affirmative action. She will however be the only woman in senior management, the only black person and the youngest.

HO 9

Suggested Program for Orientation Sessions for Mentors and Mentees

Mentor Training	Mentee Training
Outline commitment of management, establish organisational goals Outline basic expectations of program	
What is mentoring - Best practice examples	
Role of mentor	Role of mentee
Starting a mentoring relationship	
Benefits of mentoring	
Principles of effective mentoring	
Qualities of successful mentors	Qualities of successful mentees
Skills of mentors - building listening skills	Skills for mentees - personal professional development and planning skills (Can be done beforehand)
Setting achievable goals	Goal setting (can be done beforehand)
Benefits and pitfalls of the mentoring process for mentors	Benefits and pitfalls of the mentoring process for mentees
Phases of mentoring relationship	
Special issues: eg mixed gender mentoring	
Negotiating expectations and protocols, Formal agreement	

HO10

Letters to Mentors, Mentees and Supervisors

1. To Mentors

Print on Letterhead

<date>

<mentor>
<mentor address>

Dear <name>

MENTORING PROGRAM

The Equity Committee would like to thank you for accepting their invitation to serve as a mentor in the 2001mentoring program at the University.

As I have indicated in the preliminary meeting I held with you two weeks ago, your mentee is to be XXXX XXXXXXXX. We hope that this relationship will provide benefits for you both and for the University.

I have enclosed some information on the program, and some general guidelines for mentors . It you would like further information, please e-mail me on……. I do not want to inundate you with paperwork!

Please note that we suggest that as the senior person, you contact the mentee to organise the first meeting. We would encourage you to do this within the first month after the program starts, as it is most important to keep up momentum on this.

The Orientation Workshop and Lunch has been arranged for Thursday July 29th. Your invitation is enclosed. I look forward to seeing you there. The lunch will provide you with an informal opportunity to meet your mentee.

I know that mentors are often particularly busy people and to commit to two and a half hours during the day is a lot. But it is very importan to learn about the program. If you are unable to make the seminar at the last moment, please join us for lunch afterwards.

Feel free to contact me if you have any further thoughts or questions.

All the best

Manager of Mentoring Program
Director, Equity Division

2. To Mentees

Print on Letterhead

<date>

<mentee>
<mentee address>

Dear <name>

MENTORING PROGRAM

You have taken the first step towards taking control of your career. We will provide you with all assistance possible.

XXXXX XXXXXXX has agreed to be your mentor. We hope that this relationship will provide benefits for you both. I have enclosed some information on the program (including an outline) and some general notes. I also enclose a personal development plan which you can fill in prior to the first workshop. If you would like further information please e-mail me on …… I do not want to inundate you with paperwork!

The Orientation Workshop and Lunch has been arranged for Thursday July 29th. Your invitation is enclosed. I look forward to seeing you there.

The seminar will provide you with important information. It will also enable you to meet with other mentees who can become a support group in the program. You will also have an opportunity to meet your mentor informally at the lunch. Please give your professional development priority and make time to come to the workshop.

Feel free to contact me if you have any further thoughts or questions.

All the best

Manager of Mentoring Program
Director, Equity Division

3. To Supervisors

Print on Letterhead

<date>

<supervisor>
<supervisor address>

Dear <name>

MENTORING PROGRAM

As you know, your staff member XXXX XXXXXX has nominated to take part in the 2001 Mentoring program. We would like to urge you to agree to allow her to take part in the program.

This University's Staff Mentoring Program began in 1994 and has had over 300 staff participate in it. The most common goals of staff seeking a mentor are to extend networks, increase knowledge of the university and to develop skills in being innovative and strategic, in negotiation and communication.

Mentoring is a highly cost-effective form of staff development used by a wide range of organisations. By seeking a mentor, staff undertake responsibility for their own career development. Evaluation shows a high level of satisfaction with the program, with mentors often credited with having been instrumental in the mentee gaining promotion or job enhancement. This program is also highly valued by the university.

Participants in the mentoring program are encouraged to include mentoring in their work plans. However, detail such as who is matched with whom and what is discussed in mentoring meetings is confidential to the mentee and mentor.

As a form of staff development, mentoring participants are allowed to meet in work time. Meetings are usually for about an hour once every 2 or 3 weeks, or as a minimum, monthly. We encourage you to ensure this is possible for your staff.

For your information, attached is the mentoring brochure. If you have any queries, please don't hesitate to contact me on e-mail …... .

You may already be involved in mentoring. If not, please consider joining the program yourself as a mentor or if appropriate a mentee.

All the best

Manager of Mentoring Program
Director, Equity Division

HO 11

Mentee's Personal Development Plan

The following are some questions to help in the Mentee's Personal Development Plan. They will assist in the identification of areas for self-improvement.

Career:
- What do you see as the main purpose/responsibilities of your career?
- How has the job developed over the past year?
- Which aspects of your career do you most value and which do you least value?
- What would you define as your major achievement?
- What has caused you major problems?
- Have you defined your future learning and development needs?
- Have you a written career plan?
- Are you clear about your aspirations?

Relationships:
- Who are your main work contacts?
- What support and assistance do you receive from or give to others?
- Do you regularly seek feedback from people around you about your performance?

Personal:
- What are your core strengths, skills, experience, knowledge, attributes?
- What are your values?
- Are you able to negotiate political tensions and power struggles?
- Do you have skills that are not being fully used in your job?
- What are your most significant networks (family, work, social)?
- Have you changed/progressed/developed/improved over the year/period?
- Are you skilled in problem solving and communication skills?
- What factors do you feel you cannot control?
- Do you manage your time well?
- How do you respond to change?
- Do you have a clear vision for your personal life?
- What is the balance between your work and personal life?

HO 12

Sample Action Plan

I want a Mentor to assist in:

Area of focus
Communication, interpersonal skills, managing resources, supervising.

SMART goal
Clearly worded goal that is specific, measurable, achievable, realistic and time-constrained.

Knowledge to be developed	
What?	How?
What specific knowledge do you need to achieve this goal?	How will you gain this knowledge, (reading, seminars, observation)?

Skills to be gained	
What?	How?
What specific skills do you need to achieve this goal?	How will you gain these skills, (discussions, coaching)?

Derived from Lacey, 1999, p86

HO 13

<p align="center">**Ground Rules**</p>

- How often should we meet?

- Who will take responsibility for making the arrangements about meeting?

- Where should we meet?

- When should we meet?

- What will our meetings be concerned with? What will be the topics of discussion?

- Who will take the initiative in the meetings?

- How much self-disclosure will we allow?

- Do we both agree to abide by the rules of confidentiality?

- How long will this mentoring relationship last?

- What are the opt-out procedures either of us can use if either of us does not wish to continue?

- What do each of us hope to get from this relationship?

- What will I do to help to ensure that this happens?

HO 14

Record of Mentoring

Mentees: You may find this and the Progress Form (next page) helpful as a way of recording what is discussed at meetings. Please photocopy.

Name of Mentee: _____

          Date: _____

- Issues raised at meeting:

_____

- 'Homework':

_____

To be done by (date):   _____

Date of next meeting: _____

<div align="right">RMIT University.</div>

HO 15

Mentoring Program

Progress Form

Name of Mentee: _____

Date: _____

Goal Achieved by: _____

Development Goal: _____

Action Steps	Target Date	Resources Required	Status/Progress Comments

RMIT University

HO 16

<h2 align="center">Mentoring Agreement</h2>

To be compiled by Mentee and Mentor.

Name of Mentee: _____

Position & Work Area: _____Ext: _____

Name of Mentor: _____

Position & Work Area: _____Ext: _____

Goals of Mentoring:

1._____

To be achieved by:………………………………………….

2. _____

To be achieved by: ………………………………………….

3. _____

To be achieved by: ………………………………………….

Meetings will be: _____ time

       _____ place

       _____ frequency

Dates set: …………………………………..

Generous Listening

Ask yourself:

- **Am I really listening to this person, or am I thinking about other things?**

- **Am I really listening to this person or am I already preparing a defence or rebuttal or contradiction of what they are talking about?**

- **Am I understanding what they are saying? Should I check for meaning with this person, by saying something like 'Could I just check out with you that you said…" or perhaps, "I thought you said….did you really mean that?'**

- Am I listening for possibilities ? Am I thinking of opportunities for action and commitment? Am I aware of opportunities to share responsibility and partnership?

- **Am I asking sensible and appropriate questions? Do I know the difference between open and closed questions, and can I use them appropriately?**

Closed		**Open**
Right/Wrong	………………	What could that make possible?
Agree/Disagree	………………	What could that allow us to do?
Good/Bad	………………	What could that idea lead to?
Either/Or	………………	Say more about that …
Realistic/Unrealistic	………………	What do you see that I don't see?

- **Am I paying sufficient attention to the emotional subtext of the discussion?**

- **Is my body language congruent with active listening – for example, am I facing the person? Do I make sufficient eye contact? Am I exhibiting any physical irritation or non-attendance, like tapping a finger, glancing at my watch?**

- **Am I sensitive to the level of self-confidence and self-image when I give feedback?**

- **Do I find something positive to say before giving critical feedback?**

- **Do I give feedback about the behaviour, which can be changed, rather than the person?**

- **Do I give feedback from my point of view rather than making global statements eg "I thought that doing X was counterproductive.." rather than "Doing X was stupid"**

R 1

Mentoring Programs in Australian Higher Education

Following are descriptions of three Mentoring programs

Curtin University of Technology

At Curtin, a number of unique programs have been developed, each building on the lessons learned in successive years. This has been assisted by a degree of continuity afforded through the Teaching Learning Group (now the Centre for Educational Advancement) and the availability of a part-time coordinator (Anne Butorac) who has worked closely with her counterpart at Murdoch University (Frances Rowland).

Mentoring junior academic women (1995)
MJAW was a staff development program implemented jointly at Murdoch and Curtin Universities under the auspices of the inter-University Centre for Research on Women. It was based on a model of mentoring developed at the University of Hawaii. The program aimed to:

- support individual women's staff development; and
- attempt to change the organisational climate to be more supportive of women's professional aspirations, with particular attention to minimising the male-female imbalance in academic staff above lecturer level.

Twenty pairs of mentoring colleagues were established at each campus. The junior staff were at Associate Lecturer (A) and Lecturer (B) levels. The senior staff were at Senior Lecturer (C) and Associate Professor (D) levels. Participation in all aspects of the mentoring program was voluntary, but to encourage participation by senior women and to recognise the commitment required, a stipend was paid to each mentor.

Peer mentoring writing groups program (1996/7)
The PMWG program for junior academic women emerged from needs established in the 1995 MJAW program and focused on developing higher research profiles for academic women at Lecturer and Associate Lecturer levels. It was established to assist them in the writing of a journal article, a thesis chapter, a conference paper, a research grant application, a book chapter or proposal.

The project provided women with the opportunity to meet regularly in writing groups, and to encourage and offer constructive criticism on each other's work. Some funds (approximately $300) were available for teaching release or other assistance which directly supported the writing activity.

Mentoring for senior academic women (1996)
As a consequence of the 1995 mentoring program for junior academic women, during 1996 a program was implemented for senior academic women. This aimed to:

- develop personal and political skills for career development;

- involve both senior males and females to enhance the support structures for senior females to move into leadership roles; and
- provide senior women with individual help in acquiring information on matters such as budgeting, handling personnel matters, chairing meetings and acquiring general leadership skills.

Approximately eight senior women at Curtin and Murdoch were paired with a senior male or female to help them develop management skills and greater understanding of the organisational culture operating at senior levels. An initial orientation seminar for the pairs about the skills involved in mentoring was followed by a session to discuss the agreements drawn up by the pairs.

Each mentee received a stipend to buy her some time release and another stipend to enable her to buy some time for training from specific individuals such as a finance officer, human resources manager, or senior committee member. Mentees were also encouraged to participate in established training programs within the university.

Enhancing participation on committees program (1996)
The EPOC program, involving approximately 20 academic and general staff women from across the Curtin University campus, was a short program which took place during second semester 1996. The program was managed through the Equal Opportunity Office and aimed to:

- increase the level of skills, knowledge and confidence of program participants for effective committee participation;
- raise the awareness of existing committee members - of the project and of the potential contribution of female staff; and,
- increase the number of female staff participating in the committee system.

RMIT University

Staff Mentoring Program
The Staff Mentoring Program began in 1993 as an initiative of the Equal Employment Opportunity Branch. Initially it was aimed at women staff both academic and general. All staff were invited to apply, an introductory brochure was prepared and an information session was held, as there seemed little understanding of mentoring. Fourteen pairs of mentoring colleagues were established.

Although the program was slow to take off, it has built gradually, with a marked increase in 1995. The program has considerable senior level support. In 1998, 50 pairs were inducted. In 1997, men, including the Vice-Chancellor, came into the program as mentors. In 1998 a small number of men joined as mentees and it was anticipated that the program would be open to both male and female staff in 1999.

In 2000 a new style of group mentoring was trialled. This involved 22 people in 4 mentoring groups, with one mentor interacting with 4 to 7 mentees. The mentees were grouped according to their interests and goals. This scheme has proved very successful and is more time and cost effective than paired mentoring. As a result a further 6 groups will be introduced in 2001.

The program is now administered jointly by the Women and Leadership Program and the Equal Employment Opportunity Branch, Human Resources Management Group. Each year, the program is advertised and an information session held. Staff apply, indicating skills sought or skills offered. Pairs are matched by the coordinators. Some staff participate as both mentors and mentees. Staff are paired outside their work areas and usually do not know each other.

Pairs are introduced at a full-day training program. Both exchange cvs and volunteer background information. Role plays and focusing exercises have been developed to assist operation of the meetings. Once the mentee's goals are clarified, a mentoring agreement is completed and returned to the program coordinators.

Most pairs meet fortnightly or every three weeks. There is no set length of time for the relationship to continue, as it is dependent on the goals of the mentee. Some pairs continue from year to year, others conclude and some continue with a different mentor or mentee.

Monitoring and support are provided by the program coordinators. There are follow-up meetings and attempts to find innovative ways to build the program network, such as a breakfast meeting during 1998. Program coordinators advertise skills workshops and social events as part of the program support. Two e-mail newsgroups have been established to enable mentees and mentors to discuss issues as two separate groups.

If a pairing is not working, the pair is ended by the program coordinators on a 'no-fault' basis and a new pairing arranged. Evaluations have shown that participants, both mentees and mentors, find the program valuable. Many mentees achieve exactly what they aimed to. Others find that new directions they would not have previously considered open up.

University of South Australia:

Women in Leadership Program
In 1996 all participants in the Women and Leadership Program who had indicated they were interested in a mentoring component were sent a brochure which included an outline of mentoring and a tear-off form on which to indicate their preferences. Participants were asked whether they preferred a female or male mentor, would accept either or preferred to choose their own mentor. Almost all participants requested that a mentor be found for them. A number of participants were matched with male mentors. Some participants were mentors to other participants while being mentees themselves and a few mentors agreed to be matched with more than one mentee.

Participants also indicated the broad areas in which they wished to be mentored or in which they were willing to mentor another participant. Teaching, administrative, technological, research, higher degrees, evaluation, project management, data collection, policy development and review, committee involvement, cross-cultural research/teaching and community interaction were listed as suggestions from which the participants could choose or they could nominate other areas.

The mentoring relationships were negotiated individually by the Manager: Equal Opportunity based on the areas indicated by mentors and mentees. While in some cases it was essential to the goals of the particular mentee that her mentor should be a senior person, in general the matchings were made on the basis of the goal to be achieved rather than on a hierarchical basis. No mentoring relationship was set up without the agreement of both the mentee and mentor. The matching was done on the basis of the information supplied by the mentee and the willingness of suitable people to act as mentors. A decision on the basis of priorities needed to be made if a suitable mentor was not on the same campus or in a similar discipline area. Although some mentees found having their mentor on a different campus or in a different discipline to be a difficulty, others found it had considerable benefits.

Initial workshops were held to introduce both the mentors and mentees to the concept of mentoring. It was considered important that both the mentor and the mentee were clear about what was expected from the relationship. It was also recognised that the level of commitment to a particular relationship would vary depending on work constraints and the mentoring objectives. The relationship was defined as confidential and each pair was encouraged to develop an agenda and timetable for the relationship. Some established specific objectives while others had broader terms of reference. Several mentors indicated that it took time in the relationship to identify the mentee's requirements. Journals were used in some relationships, and in others notes and questions were used to guide the mentoring.

Many regular meetings were established (for example, every two to three weeks) while others met on a more ad hoc basis. Generally mentors and mentees met face-to-face, but a few mentors indicated that they used both the telephone and e-mail in addition to face-to-face meetings, as they were extremely busy or moved between campuses.

Mentees were encouraged to contact the Manager: Equal Opportunity if they experienced problems in their relationship so that a more suitable mentor could be found. While there were a few problems (for example, mentors who left the University) the vast majority of the relationships seem to have provided a fruitful outcome. From the summative evaluation 84 percent of respondents were moderately to very satisfied.

In 1997 and 1998 a few changes were made. The participants were asked to indicate their preferences on the initial expression of interest form. The suggested areas of mentoring were career mapping, creating influence and research. The mentors and mentees were given guidance on an individual basis as each relationship was negotiated and there was an initial workshop for new mentors. Relationships were focused on specific projects or career challenges, and at the outset it was suggested that the mentoring relationship would have a limited time span. When the relationship had achieved its specific purpose, it was envisaged that the mentee should move on to the next mentoring relationship.

R 2

Preliminary Findings from Interviews on Mentoring with Young Black Women in South Africa

In any mentoring program, the power relations in the department involved, or in the institution, are critical to the success of mentoring.

Many men in South Africa are authoritarian, patriarchal and very defensive of their power. Young black people are trained to be very respectful of their elders especially if they are well educated. Senior men, both black and white, take advantage of this when it comes to mentoring or supervising black women. The women are actively discouraged from questioning and challenging unhelpful attitudes, stereotypes and styles of management.

Black women are less likely than white mentees to approach a mentor because it is culturally taboo to initiate relationships like this. They would be expected to wait until they are approached by a more senior member of staff even if they are unhappy about things in the department or the institution.

There is a great deal of sexism and anti-feminism about and it is used covertly to sabotage women and their teaching and research projects. This happens particularly in departments such as Humanities, Politics and Social Sciences where some research topics, dealing with issues of racism and discrimination, are controversial.

Many black women teachers and lecturers are seen by more junior students in the department as counsellors and informal channels for getting problems, academic and personal, solved. This adds an additional burden especially if there is only one black staff member. The other members of staff look on them as representatives of the whole black nation and may brand them as radical if they don't espouse the same political agenda as others in the department.

In general Africans have been awkward about the idea of an individual career: a communal or group career is more acceptable. White mentors may not be aware that individual careers are considered selfish. They may think their mentees lack ambition. In fact owning/taking responsibility for learning and career development may be particularly difficult for young black people.

Many of these issues may affect black male mentees much less severely than black women.

Mentoring at a Distance

The ATN WEXDEV program has explored cross-campus mentoring, or mentoring at a distance, using electronic media. In December 1998, through the e-mail discussion list operated by ATN WEXDEV for 450 women around Australia, interested women were invited to join a pilot Mentoring at a Distance Network. 8 pairs were established by National Office, linking where possible people in similar areas, but matching across universities. Women were from both academic and administrative streams. All were provided with detailed information on mentoring and with an agreement form. National Office kept in regular contact. In August 1999 an evaluation of the scheme was conducted.

Problems Encountered in E-mail Mentoring

It became apparent that, despite initial enthusiasm, the women involved found e-mail mentoring difficult to maintain.

> The mentoring pair that I'm in hasn't got off to much of a start. Perhaps an academic/support pair has trouble finding common ground and so neither of us can be clear about our goals and how we might support each other. I suspect that we've also hesitated to sort out our respective roles. We've not formally abandoned the mentoring but I'm not hopeful of it leading anywhere.

Relationships were more easily established when the partners knew each other, but even then difficulties of defining relationship occurred.

> It was difficult to sustain a focus unless we were exploring particular issues. It was difficult to know what the boundaries were and how much we were exploring ideas and how much I was simply seeking information on what she was doing and how it linked to my work. This was all valuable and I will certainly keep in contact when I have particular things to talk to her about.

Links could also be established when people were in a similar field:

> I have only met my mentee once at an annual conference as we are in the same field. I was able to do something for her and will progress that next year by getting her onto a professional committee. Two other attempts, one where I was actually at her institution and vice versa, failed because neither of us was free at the relevant times. … But basically she was very well organised herself in terms of what was needed to progress her career and what was possible in her current organisation (things are much tougher there in terms of women getting on.)

Some respondents pointed to other issues that make e-mail a difficult medium for mentoring relationships.

> It (e-mail) does not have the same momentum, dynamism and reciprocity that face-to-face contact has.

I think personal contact is probably necessary. E-mail is not the sort of place to discuss the kinds of things which should be discussed (and nor is it secure).

The issue of security of e-mail contact is clearly important to confront if any form of successful distance mentoring is to be establishjed.

Requirements for Successful E-Mail Mentoring

Respondents agreed with proposals that successful e-mail mentoring requires:

- direct face-to-face contact to start with,
- very careful matching of pairs,
- training for both mentors and mentees,
- a strong support network during the period for both mentors and mentees and
- TIME - and accepting that mentoring deserves time to be allocated to it.

I agree with your assessment of what's needed to help make mentoring work both at a distance and face-to-face. Your list is consistent with my experience. I guess any training would focus on the need for metor/mentee both to clarify their goals to each other as an essential part of the process.

Another respondent suggested that strategic discussions involving more than one-to-one contact be established.

Yes I agree email is an effective way to keep in touch and also agree that mentoring at a distance should be given time allocated to the activity. I think the scheme could be enhanced if rather than one-to-one give a topic a go with one mentor with several persons wanting to engage in communication about that topic (with a mentor with the expertise).

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Websites

There are a number of sites on the Internet on mentoring. These include:

> **http://ase.tufts.edu/cte/occasional_papers/mentor.htm**
> *Tufts Occasional Papers*.

> **http://www.peer.ca/peer.html**
> *Peer Resource Newsletter* with monthly updates.

> **http://www.peer.ca/oddy.html**
> *Odyssey*: Newsletter for the National Mentor Program Developers, USA.

> **http://www.mentoringworks.org/about_mentoring/html**
> *The Mentoring Partnership*

> http://www.library.wisc/edu/libraries/WomensStudies/bibliogs/mentor/html

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