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# MENTORING PROGRAM GUIDE

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## I. INTRODUCTION

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USAID Forward has set forth the initiative for Talent Management. To support this initiative, The U. S. Agency for International Development (USAID) Office of Human Resources/ Training and Education (OHR/TE) has established the USAID-wide Mentoring Program to support the roles and responsibilities of every staff member within the Agency and to increase retention and sustainability of its employees.

The following activities provide a framework for the USAID-wide Mentoring Program:

1. Prepare a plan to implement the USAID-wide Mentoring Program.
2. Announce the USAID-wide Mentoring Program to employees.
3. Participants comprise the primary pool of Mentors to any USAID employee requesting to be a Mentee.
4. Arrange for appropriate Mentor training.
5. Assist the employee in choosing a Mentor.
6. Assist the Mentor and the Mentee in developing a Mentoring Plan.
7. Provide a semi-annual report (mid and end of year) of the number of Mentors and Mentees.
8. "The Mentoring Connection" is [www.mentoringconnection.com](http://www.mentoringconnection.com) and may be accessed for Situational Mentoring by/for anyone who is employed at USAID.
9. Provide a tracking mechanism for Mentors and Mentees.

## II. KEY USAID-WIDE MENTORING PROGRAM COMPONENTS

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1. Purpose and long-range plan
2. Recruitment plan for Mentors and Mentees
3. Orientation for Mentors and Mentees
4. Selection of Mentors
5. Training for Mentors and Mentees
6. A matching strategy
7. Monitoring and evaluation process
8. Recognition and retention of Mentors
9. Closure process for Mentors and Mentees
10. Appeal to USAID leadership and workforce for support
11. Link the USAID-wide Mentoring Program to other organizational
12. Provide channels for communication and interaction

### PURPOSE AND LONG-RANGE PLAN

The purpose of the USAID-wide Mentoring Program is to promote productive relationships and technical/functional skills and competencies of within the USAID community. This includes competencies of the Civil Service, Foreign Service and Foreign Service Nationals. Another function of the program is to help the mentee make a transition from conventional development program design and implementation to effective programming in complex conflict situations. The USAID-wide Mentoring Program also provides opportunities to build a network of technical specialists from across the Agency who can provide appropriate technical and program reach-back.

### DEVELOP A RECRUITMENT PLAN FOR MENTORS

The recruitment of Mentors is closely aligned for Mentors and Mentees to move between geographic locations without interference to the program's policy or practice. The recruitment of Mentors will:

1. be tied directly to goals and objectives
2. be initiated from USAID Washington, D.C. for centralization of efforts
3. use consistent recruiting methods and practices

#### ORIENTATION FOR MENTORS AND MENTEEES

The USAID-wide Mentoring Program Manager will provide initial orientation information during the recruitment process and administer the entire program. Functions and responsibilities of the Program Manager include:

1. Be the central point of contact for program participants
2. Assist with the matching process
3. Monitor Mentor - Mentee relationships
4. Assist with finding new partners in the event that a relationship is mismatched or other difficulties arise
5. Collect, review evaluations, and focus on relationships and productive impact of the relationships
6. Use evaluations as basis for "lessons learned" and results of the reports
7. Offer guidance, as needed and provide templates of Mentor Action Plans
8. Offer program information and assistance to members and potential Mentors

advertises and promotes the USAID-wide Mentoring Program

#### Selection of Mentors

##### MENTORS:

1. may be military or civilian with current or previous USAID experience

2. may not be the employee's supervisor
  3. must be at least the same grade/equivalent to the Mentee
- may serve as Mentor to multiple Mentees as practicable

#### REQUIRED TRAINING FOR MENTORS AND MENTEES

Mentors and mentees should attend the USAID-wide Mentoring Program Training workshop, which is held quarterly, or as needed for all mentees and prospective mentors.

The USAID University offers the online course, "Achieving Success with the Help of a Mentor." This 3.5 hour course is mandatory for all participants of the USAID USAID-wide Mentoring Program. This course is thereby required for all participants as a prerequisite to activities of the USAID-wide Mentoring Program.

In addition, Mentors and Mentees should plan to meet more frequently in the early period of the relationship, weekly at first. Then, the need for meetings should be negotiated between partners, depending on the needs of the Mentee and time availability of both. Meetings may be in person, by telephone or email, whatever is most effective for the relationship.

Additional Information:

USAID participates in the structured Department of State Civil Service Mentoring Program. Participants of the mentoring program may access additional resources online at [Mentoring Matters](#) after clearance from a USAID Mentoring Program Manager.

#### A MATCHING STRATEGY

Finding a compatible Mentor – Mentee relationship is the single most important component of a successful program.

Key characteristics to a successful mentoring relationship are:

1. Respect

2. Trust
3. Commitment to partnership building
4. Realistic expectations and self-perception
5. Available time

Finding Ideal Mentors:

When evaluating a potential Mentor, consider the following:

1. Do your work and communication styles match?
2. Does the Mentor possess knowledge/experience in areas that are related to your career goals and work objectives?
3. Is the Mentor a positive role model? Capable? A high achiever?
4. Is the Mentor an effective teacher, coach, enthusiastic motivator?
5. Is the Mentor supportive and respectful?
6. Will the Mentor be available to meet with you on a regular basis?
7. Do you feel comfortable talking with this person?
8. Will the Mentor give you honest feedback about his/her perception of you and your developmental needs?
9. Does the Mentor have the ability to develop and sustain organizational alliances within USAID and other agencies?
10. Does the Mentor have a positive reputation as a Mentor

Characteristics of a Receptive Mentee:

1. Competence and credibility
2. Ambition
3. Desire to learn
4. Commitment to USAID and to the mission of the
5. Initiative and willingness to learn
6. Loyalty

7. Team player
8. Willingness to learn and demonstrate organizational savvy
9. Accepts feedback to use a point for growth
10. Ability to keep confidences
11. Positive attitude

#### Matching Process

##### Step One:

Determine Mentor/Mentee preferences by identifying the general scope of compatibility with positions, bureaus/offices, technical and/or functional specialties.

##### Step Two:

Discuss the Mentee's professional goals.

##### Step Three:

The Mentee should take a standardized assessment that collects demographic and task-oriented information. Mentees may also take a self assessment. The results should later be correlated. (The assessment could be paper-based or online, such as a 160 or 360 degree self-assessment.)

The USAID-wide Mentoring Program Manager should ensure a good match by:

1. soliciting for, collecting and correlating Mentee and Mentor resumes
2. administering a standardized assessment to participants and results correlated

#### MONITORING AND EVALUATION PROCESS

The USAID-wide Mentoring Program Manager will monitor the program and all participants in order to measure the effectiveness and validate benefits of the program. Instruments and activities used to monitoring and evaluating the USAID-wide Mentoring Program may include:

1. Tracking system



2. Periodic evaluation via survey initiated from the USAID-wide Mentoring Program Manager (semi-annually or annually)
3. Spreadsheets
4. Databases

#### RETENTION AND RECOGNITION PLAN

Mentors will be veteran employees who have the responsibility of being mentors as part of their obligation to serve more junior employees. The responsibility of the Mentor will be documented in the individual's Work Plan, Annual Evaluation and Individual Learning Development Plan (ILDP). Recognition for the Mentor's service will be documented in the individual's annual appraisal, ILDP and upon collaborative recommendation by the individual's supervisor and the USAID-wide Mentoring Program Manager, the Mentor may receive a financial award or other award for outstanding service.

Mentees should have mentors as long as there is a desire or need by the individual. The Mentee's participation in the USAID-wide Mentoring Program may be documented in the individual's ILDP. However, this will be at the discretion of the Mentee.

#### CLOSURE PROCESS

USAID-wide Mentoring Programs typically include a set program period and specific activities within that period that translate into focused program goals and activities with business management best practices. Without a designated timeframe in which to accomplish them, many goals and objectives of the Mentors/Mentees may never come to success. So, establishing a program timeframe will ensure that participants understand the program requires a set commitment.

#### APPEAL TO USAID LEADERSHIP AND WORKFORCE FOR SUPPORT

Solicit input by conducting interviews within the leadership and workforce populations to gain insights into their current status, perceived needs and future challenges.

Include local program activity and recently developed or updated program tools and techniques.

Schedule “brown bag” lunches or other informal outreach opportunities to discuss the organization of the USAID Mentoring Program and encourage interest by soliciting Mentors from other areas of USAID.

Link the USAID Mentoring Program to Other Organizational Initiatives within the unique culture of USAID.

In order to maintain consistency with the USAID-wide Mentoring Program and the Department of State Mentoring Program, all participants of the USAID-wide Mentoring Program may engage in the Situational Mentoring component of the Department of State Mentoring Program.

When comparing the USAID Mentoring Program with the Department of State Mentoring Program, there is a difference in the target audiences that must be considered to ensure the effectiveness of USAID’s Mentoring Program. Participants of the USAID’s Mentoring Program may be of any hiring mechanism. This includes Foreign Service, Foreign Service National, Civil Service and contractors. Additionally, the USAID Mentoring Program focuses on the sharing of experiences and technical expertise between veteran USAID employees and newer USAID employees.

Provide Channels for Communication and Interaction, which will be used to advertise Mentor activities/events and to provide access to resources that will assist and train Mentors and Mentees.

Online information from the USAID Mentoring Program Manager will include:

1. Advertisements of program resources, goals, and coming events.

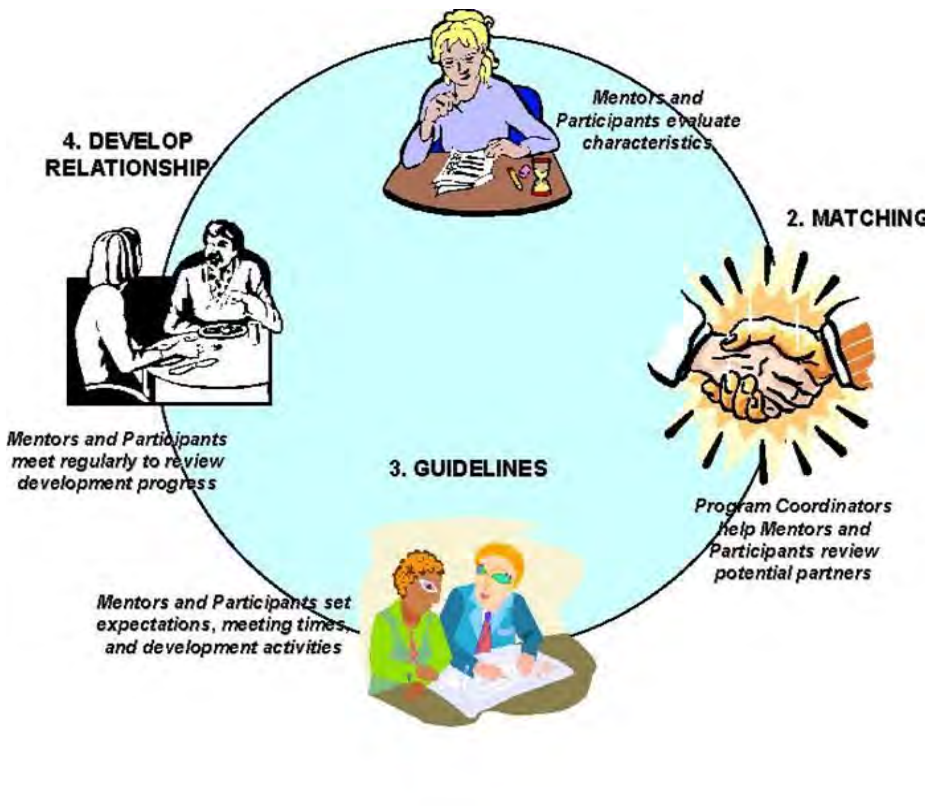
USAID-wide Mentoring Program updates will include:

1. Mentor tips
2. Award announcements
3. Lessons learned
4. Training opportunities
5. Upcoming events (brown bag, video-conference)
6. Mentor-Mentee success stories/wisdom



### III. USAID-WIDE MENTORING PROGRAM PROCESS

#### 1. ASSESSMENT



#### Step 1: Assessment

Conduct an informal self-evaluation of your traits against the ideal characteristics (Mentor or Mentee).

Ask yourself if you can commit to a mentoring relationship.

Work to perfect your traits and abilities.

## Step 2: The Match

Review completed Mentor or Mentee Participant applications with the Manager

Review applicant characteristics against “what to look for” (see Part IV. Role of the Mentor and Part V. Role of the Mentee.)

Have an introductory meeting to ensure that the match is comfortable for both Mentor and Mentee.

## Step 3: Establish Guidelines

Meet together to discuss expectations and goals.

Set up a standard and regular meeting time and place.

Begin creating an Individual Learning Development Plan (ILDP).

## Step 4: Develop the Relationship

Keep regularly scheduled meeting times.

Review ILDP activities and amend as agreed between Mentor and Mentee for a Mentor Action Plan (MAP). See Part VIII USAID-wide Mentoring Program Templates, for a sample MAP.

Document program process using a Progress Chart. See Part VIII. USAID-wide Mentoring Program Templates for a sample Progress Chart.

Expectations, responsibilities and support for each of these steps are outlined throughout this Mentor Guide.

In addition to four basic process steps, there are four stages within the Mentor-Mentee relationship they can expect to encounter. These stages usually occur during Process Step 3: Guidelines and Process Step 4: Develop Relationship.

### Step 1: Prescriptive Stage

The initial Mentor-Mentee stage is necessary when the Mentee has little or no experience on the job. This stage is characterized by:

- Mentor directs and advises
- Significant Mentee dependency
- Mentor gives substantial attention, feedback and detailed procedural information
- Mentor gives examples of how to handle specific situations

### Step 2: Persuasive Stage

- During this stage, the Mentor may need to persuade the Mentee to:
- find answers
  - seek challenges (with direction)
  - take risks
  - make new discoveries

### Step 3: Collaborative Stage

During this stage, the Mentor and Mentee work together to solve problems. The Mentee is actively involved in fulfilling and expanding his/her ILDP.

### Step 4: Confirmative Stage

During this final stage, the Mentee seeks Mentor wisdom and insight into more complex concepts, such as organizational policies and people.

Mentor acts as a sounding board

Mentor watches, creates or negotiates opportunities for Mentee

## IV. ROLE OF THE MENTOR

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### Introduction

Mentoring, in the general sense, is simply the advice from a respected, experienced person provided to someone who needs help.

In the professional context, a Mentor is a person who oversees the career and development of another (usually junior) person. Mentors help others clarify professional, then often personal goals.

### Mentor Eligibility Criteria

A Mentor:

may be military or civilian with current or previous USAID experience

may not be the employee's supervisor

must be at least the same grade/equivalent to the Mentee

may be from another agency, but within the same geographic proximity as the Mentee

may serve as Mentor to multiple Mentees as practicable

### Benefits



There are several tangible and intangible benefits to mentoring. Many mentors report:

- sharpened management and leadership skills
- expanded professional contacts
- personal satisfaction and fulfillment
- pride in another person's achievement
- increased career and educational opportunities
- opportunity to contribute to the community
- exhibit exemplary citizenship
- formal recognition of effort

## Responsibilities

Initially, a Mentor is generally responsible for guiding the Mentor-Mentee relationship. A Mentor also has many overarching responsibilities to consider. Specifically, a Mentor must continually strive to:

- set realistic goals
- maintain contact with his/her Mentee
- listen with empathy and provide feedback
- provide support and encouragement
- foster the relationship
- follow through on commitments
- keep alert for development opportunities
- share successes and failures

## Expectations

Most USAID-wide Mentoring Program Mentees expect:

encouragement

support

honesty

candid organizational information

advice or suggestions

availability

guidance

help with “vision”

information on career opportunities

help in setting up rotational assignments

help in developing professional development plan of action

Special Note: Many potential Mentors are concerned with the amount of time a Mentor-Mentee relationship will require. As a rule, Mentors and Mentees should meet, at a minimum, once a quarter. Mentor-Mentee relationships, however, can be managed successfully across the United States and overseas, so long as each partner maintains a continued interest in the partnership.

## Characteristics

Central qualities of mentoring include “nurturing,” “insightful,” and “supportive.” Drawing further from literature, the mentoring role can be labeled

with a variety of terms, including guide, supporter, advisor, specialist, coach, consultant, encourager and friend. Additionally, ideal Mentors:

are patient

are respected

are respectful of others

are people-oriented

are good motivators

are effective teachers

are self-confident

are achievers

value the organization

To predict the success of a potential Mentor-Mentee relationship, refer to Part VII, Mentor-Mentee Matching Guidelines. Review “What to Look for in a Mentor” and “What to Look for in a Participant.”

## V. ROLE OF THE MENTEE

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### Introduction

Traditionally, the focus of a USAID-wide Mentoring Program is on the Mentee, usually the “less seasoned” person within a Mentor-Mentee relationship. Successful Mentees can be found in every type of organization, civilian or military, professional or amateur, from sports to the fine arts. They all credit a senior person with his or her success. In order to enjoy a successful Mentor-Mentee experience, however, the Mentee must focus not only on the benefits of his or her Mentor’s experience, but must also actively pursue targeted developmental opportunities and focus on goals and timeframes.

### Mentee Eligibility Criteria

A Mentee:

must be willing to enter into a Mentor-Mentee agreement

must provide a copy of the Mentor-Mentee agreement to his/her supervisor

may have up to two Mentors - one for leadership development and one for technical expertise development

### Benefits

As you read earlier, there are tangible and intangible benefits to being a Mentee. Mentees can expect:

increased confidence

enhanced career satisfaction

greater number of career opportunities smoother career transitions

stronger leadership competencies

### Responsibilities

While a Mentee can expect to reap many professional and personal rewards by working with a Mentor, each Mentee should enter a Mentor-Mentee relationship ready to work.

Specifically,

prepare for Mentor meetings

work to develop targeted skills

be flexible and listen to all options

seek advice when needed

focus on set goals

## Expectations

When evaluating a potential Mentee, Mentors will consider the following:

professional competence

ambition

desire to learn

commitment to the organization

initiative

desire and ability to accept greater levels of responsibility

similar perceptions of work and USAID

ability to establish alliances

ability to work as a team player

ability to learn and demonstrate organizational savvy

positive attitude

In determining whether a potential Mentor-Mentee relationship will be successful, refer to Part VII. Mentor-Mentee Matching Guideline, to review “What to Look for in a Mentor” and “What to Look for In a Mentee.”



## VI. ROLE OF ORGANIZATION

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### Introduction

The recruiting, retention and other intangible benefits of mentoring programs have become increasingly visible and interesting to organizations, particularly teaching organizations (universities and school districts in particular) and international governments. The USAID-wide Mentoring Program will strive to offer a compilation of activities, best practices, processes and tools from both private and public sector organizations.

### Benefits

The skills and experience of the USAID workforce are critical components necessary to meet organizational requirements. Mentoring provides a method of cultivating these individual skills to achieve larger organizational objectives. Over time, USAID-wide Mentoring Programs will show achievements through the following:

leadership development

employee recruitment and retention strategy

competency development

succession planning

conservation of corporate memory

career development

promoting workplace diversity

proficiency for new employee

technology transfer



preserving intellectual capital  
improve productivity  
enhanced skills and job performance  
cost savings - avoiding waste and mistakes

The primary reason many organizations implement a mentoring program is to increase the rate of employee retention, thereby increasing productivity and reducing time needed for new employee training. On a percentage basis, here are the top five benefits sought as a result of implementing a mentoring program:

increase employee retention (73%)  
improve leadership skills (71%)  
new hire orientation (66%)  
enhance career development (62%)  
promote diversity (48%)

## VII. MENTEE-MENTOR MATCHING GUIDELINES

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### Introduction

Finding the appropriate Mentor or Mentee is the single most important element of any mentoring program. Because the Mentor population is small, the matching process is done informally, based on written program applications and self-election. As outlined in Part III. The USAID-wide Mentoring Program Process, matching Mentors and Mentees is the second step of a complete mentoring cycle (the first step, below, is the Assessment step).

### Important Mentor- Mentee Relationship Characteristics

When evaluating a potential Mentor or Mentee, consider the potential for five specific characteristics:

1. Respect
2. Trust
3. Partnership building
4. Realistic expectations and self-perception
5. Available time

### What to Look for in a Mentor

Mentors help others develop professionally by sharing their knowledge and experiences, both through structured USAID-wide Mentoring Programs and informal professional relationships. When evaluating a potential Mentor, consider the following:

Do your work and communication styles match the prospective Mentor?

Does the Mentor have knowledge and experience in areas related to your career goals?

Is the Mentor's grade/rank above your own?

Is the Mentor a good role model?

Is the Mentor a high achiever?

Is the Mentor a good teacher, coach, motivator?

Is the Mentor supportive and respectful?

Will the Mentor be available to meet with you regularly?

Do you feel comfortable talking with him/her?

Will the Mentor give you honest feedback about you and your developmental needs?

Is the Mentor enthusiastic about mentoring?

Does the Mentor have an ability to develop organizational alliances?

Will the Mentor give you candid information about the organization?

Can the Mentor help you find opportunities to demonstrate your capabilities?

What do other employees say about the potential Mentor as a Mentor?

What to Look for in a Mentee

competence

ambition

desire to learn

commitment to the organization

initiative, eagerness to learn

desire and ability to accept more senior level responsibilities

loyalty

similar perceptions of work and the organization

ability to establish alliances

ability to work as a team player

ability to learn and demonstrate organizational savvy

candid information and feedback; conduit of organizational information

ability to keep confidences

positive attitude

### Matching Process Steps

#### Step One:

In order to match Mentors and Mentees, first determine preferences by identifying the general scope of compatibility criteria:

Position/grade

Location

Technical/functional specialty

Gender

## Step Two:

Determine Mentor and Mentee personal goals and objectives, choosing from lists of possibilities outlined in “What to Look for in a Mentor/Mentee,” above.

## Step Three:

Consistency in matching will be accomplished by incorporating feedback from an annual online survey. This feedback reflects the preferences of the Mentees for the roll-out. During the second year of the program, a survey or an online individual assessment of Mentors will provide feedback for Mentor preferences.

Based on the survey feedback, the Mentor-Mentee matches will be correlated to ensure the development of vital competencies. Correlation of matches is usually done by the USAID-wide Mentoring Program Manager and can be done by a number of methods. Several steps should be taken to assure a valid matching process.

First, the Mentor Manager is responsible to solicit and collect potential and Mentor resumes.

Second, a standardized assessment test should be administered to potential program participants and the results should be correlated.

Third, if a standardized assessment is used, it is recommended to add another step: an assessment, matching the specific organizational skills and competencies as well as partner preferences.

Online assessments are preferable to paper assessments, since the collected data can be stored electronically, easily accessed and further used to conduct additional matches or to issue organizational reports.

Once an appropriate Mentor-Mentee match is identified, the match can progress to process Step 3, Establishing Guidelines and process Step 4, Developing the Relationship.

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## VIII. USAID-WIDE MENTORING PROGRAM TEMPLATES

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### Introduction

The purpose of Development Plans, Mentoring Actions Plans, Progress Charts and other pre-formatted forms is to allow Mentors and Mentees to focus on a structured plan to take the Mentor through a professional development path. There are several different versions of templates, but the components of each plan are very similar. This chapter identifies more common plan formats. Others are available through different sources as identified in Part XIII. Additional Resources.

### Mentor-Mentee Agreement

A Mentor-Mentee Agreement is developed and signed once a Mentor and Mentee have been matched. This agreement forms the basis of guidelines for the rest of the Mentor-Mentee relationship and is similar to a “rules of engagement” contract. A sample Mentor-Mentee Agreement is included in this chapter.

### Mentoring Action Plan

A Mentoring Action Plan is different from an ILDP in that it is broader in nature and strives to link Participant goals back to larger organizational objectives, especially with regard to developing leadership competencies.

### Individual Learning Development Plan (ILDP)

The ILDP is the written plan to meet an employee's short and long-term goals for development. An ILDP is a tool to aid in planning for training and experience in order to develop skill sets and competencies to do a job proficiently. It is a plan that enables employees to set goals and objectives while providing a forum for supervisors/managers to communicate with their employees about their goals and objectives.

Examples of developmental career plans suitable for an ILDP are:

temporary assignments to other positions, departments or organizations (rotations)

observation experience, or "shadowing"

involvement in organizational change efforts

participating in professional societies

authoring professional publications

attending conferences

community service

assuming project lead responsibilities

## Mentor and Mentee Agreement

Mentee's Name: \_\_\_\_\_

Mentor's Name: \_\_\_\_\_

### Terms of Agreement

**Confidentiality.** All information between the Mentee and the Mentor shall be confidential and only shared with other parties if both agree.

**Expectations.** It is expected that the mentor will provide professional and educational development advice, guidance, professional development options and both parties will work together to develop the Mentor's ILDP.

**Meetings.** The Participant and Mentor shall meet at least quarterly at a time place mutually agreed upon.

**Length of Relationship.** The Mentee and Mentor agree that the professional relations will be evaluated annually as to the benefit of continuing the agreement. We understand that either has the option of discontinuing the relationship for any reason providing the terminating party notifies the other.



This document reflects the agreements that we enter into at this point in time. We understand the terms of this agreement may be changed at any time and that we agree to document such terms in writing.

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Mentor Signature                      Date

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Mentee Signature                      Date

Mentoring Action Plan

Mentee's Name: \_\_\_\_\_

Mentor's Name: \_\_\_\_\_

Bureau \_\_\_\_\_/Division \_\_\_\_\_ Year \_\_\_\_\_

1. I plan to focus on the following leadership skills and/or functional/technical development to enhance my professional growth this year:

2. These are the goals I have set for myself within these principles. (Refer to the statements of required knowledge, dispositions and performances for the principle you have chosen to assist you.):

3. This is how I believe the successful accomplishment of my goals will lead to improved leadership and/or functional/technical development:

4. This is how I plan to evaluate my progress toward reaching my goals. (How, checkpoints, indicators of success, etc.):

We agree to work together as a collaborative team to implement this plan.

Mentee's signature \_\_\_\_\_

Mentor's signature \_\_\_\_\_

Please give a copy of this plan to the USAID-wide Mentoring Program Manager  
by \_\_\_\_\_.

Keep the original for your files. You will be asked to evaluate and reflect on your  
progress twice during the year: mid-year and at the end of the year.

Short-Range Career Goal:	Long-Range Career Goal:
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List Type of Learning Activity, e.g. classroom course, on-the job training, E-learning, mentoring, etc, And, course title for classroom or E-Learning course	Priority *	Vendor, (FSI, Commercial vendor) if appropriate	Dates, Start & End dates	Location of Learning Activity	Training Cost, if any	Travel Costs, if any

Employee's Signature:	Supervisor's Signature:	Date:
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Employee Name:	Bureau/Mission/Office:	Supervisor's Name:
Position Title: Circle one - Supv, Manager, Team Leader	Pay Plan/Grade:	Backstop,
		Effective Dates of Plan From: To: XX/XX/20XX

Individual Learning Development Plan (ILDLP)

\* Priority 1: Mandatory training or training essential to improve performance; Priority 2: Training related to current job to enhance performance;

Priority 3: Training that prepares an employee for anticipated future assignments or to accomplish special agency initiatives.

## IX. COMPETENCIES

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All work groups, including Foreign Service, Foreign Service National and Civil Service may use their individual competencies when developing the Mentoring Action Plan. However, the Mentoring Action Plan is for the individual Mentee and should reflect that person's personal, career and leadership development goals, rather than being tied directly to competencies. For instance, one's Mentoring Action Plan may include goals that are additional to the ILDP and competencies.

## X. GLOSSARY

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### Individual Learning Development Plan (ILDLP)

An ILDP is a written plan designed to meet employees' short and long-term goals for development. An ILDP is a tool to aid in planning for training and experience in order to develop knowledge, skills and abilities (KSA's) to do a job proficiently. It is a plan that enables employees to set goals and objectives while providing a forum for supervisors/managers to communicate with their employees about their goals and objectives.

### Mentee

Sometimes called a mentoree, protégé, associate, subordinate, colleague, partner or follower, this is the individual in the mentoring relationship who is developing skills, knowledge and attitudes from the observation and assistance of a Mentor.

### Mentor

A Mentor is a person who oversees the career and development of another (usually junior) person. Mentors help others clarify professional and other personal goals.

### Mentoring

Mentoring is the process of linking less experienced and more experienced professional for career development.

## Mentoring Action Plan

A Mentoring Action Plan is a broad statement of development objectives linking Mentee goals back to larger organizational objectives, especially with regards to developing leadership competencies.

## Mentor and Mentee Agreement

This Agreement is developed and signed once a Mentor and Mentee have been matched together. This Agreement forms the basis of guidelines for the rest of the Mentor-Mentee relationship and is similar to a “rules of engagement” contract.



## XI. TYPES OF MENTORING

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In 2008, The Office of Personnel Management and State Department collaborated on Best Practices – Mentoring. The various types of mentoring are defined below. <https://8813www0.wdc1.attens.net/hrd/lead/BestPractices-Mentoring.pdf>

PDF] [BEST PRACTICES: MENTORING](#) File Format: PDF/Adobe Acrobat - [Quick View](#) mentoring employees. In collaboration with the Department of State, Department of ... The key to success in reverse mentoring is the ability to create and ...  
[www.opm.gov/hrd/lead/BestPractices-Mentoring.pdf](http://www.opm.gov/hrd/lead/BestPractices-Mentoring.pdf)

Flash Mentoring-- is a new concept in mentoring which is growing in popularity. 13L is a leadership collective of 13 committed mid-career federal employees who have a strong interest in issues related to leadership in the Federal Government. They have worked with the National Academy of Public Administration to develop a pilot Flash USAID-wide Mentoring Program for the Federal Government. It is a low budget and simple option to recruit busy executives and other senior staff to become mentors without investing a lot of time. The only requirement is one-hour or less of a mentor's time to meet with a protégé. During the one-hour session, mentors can share lessons learned, life experiences and advice to aspiring protégés. After this meeting, mentors and protégés can decide if they would like to continue the relationship. The matching process is simple. Mentors and protégés are matched with little or no criteria. Protégés may recruit their own mentors or a 13L staff person can request participants' resumes then match them at random. Once a protégé is assigned a mentor, it is the protégé's responsibility to contact the mentor within an established timeframe. After the initial meeting, the mentor and protégé decide whether or not to continue the relationship.

Group Mentoring -- is when one mentor can be teamed with several protégés who meet at the same time. As the mentor poses questions, listens and reflects he or she engages all members of the group into the conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion.

Peer Mentoring -- is usually a relationship with an individual within the same grade, organization, and/or job series. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate

mutual learning and to build a sense of community. Peer mentoring is not hierarchical, prescriptive, judgmental or evaluative.

Reverse Mentoring -- is the mentoring of a senior person (in terms of age, experience or position) by a junior (in terms of age, experience or position) individual. Reverse mentoring aims to help older, more senior people learn from the knowledge of younger people, usually in the field of information technology, computing, and Internet communications. The key to success in reverse mentoring is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position.

Situational Mentoring -- is the right help at the right time provided by a mentor when a protégé needs guidance and advice. It is usually short term addressing an immediate situation but can transition to a more long-term connection. 16

Supervisory Mentoring -- is an inherent responsibility of leadership. The Individual Learning Development Plan usually outlines expectations for supervisory coaching and feedback. Most frequently, this mentoring is informal and related to day-to-day guidance about the current job. As leaders, supervisors should also encourage outside mentoring partnerships, informal and formal, and allow their employees the time to work on them.

Team Mentoring -- involves more than one mentor working with one protégé or a group of protégés. Team mentoring allows mentors to work together or separately to help the protégé reach identified developmental goals (If mentors work separately, they should communicate regularly to share information and ideas.)

Virtual Mentoring -- uses videoconferencing, the Internet, and e-mail to mentor individuals. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities. Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and protégé meet face-to-face at least once.

## X. ADDITIONAL RESOURCES

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Sources of information about mentoring are abundant. So, the following list is only a surface scratch and for informational purposes only, rather than an endorsement.

*Power Mentoring: How Successful Mentors And Protégés Get The Most Out Of Their Relationships*, by Ellen Ensher and Susan Murphy (2005). This book provides the fundamentals for mentors and protégés who want to create a connection or improve on the mentor/protégé relationship. The book is filled with illustrative examples from the most successful mentors and protégés.

*Creating a Mentoring Culture: The Organization's Guide*, by Lois J. Zachary (2005). This book provides organizations with the basics on setting up USAID-wide Mentoring Programs. The book provides checklists, worksheets, and toolkits.

*The Mentoring Advantage: Creating the Next Generation of Leaders*, by Florence Stone (2004). This book provides a general introduction to mentoring and its benefits to those who are new to mentoring. This book also provides insight on the qualities to look for in a mentor or protégé and discusses existing USAID-wide Mentoring Programs including IBM and JP Morgan. You can also find useful checklists, worksheets, templates, assessment tools, case studies, and tips to use in creating a USAID-wide Mentoring Program.

*The Mentor's Guide: Facilitating Effective Learning Relationships*, by Lois J. Zachary (2000). This book provides tools and tips for mentors and protégés to build and maintain an effective mentoring relationship. Worksheets are provided to help mentors develop their mentoring skills.

*The Step-by-step Guide to Starting an Effective USAID-wide Mentoring Program*, by Norman H. Cohen (2000). This book offers practical information for

organizations that are looking to start-up and operate USAID-wide Mentoring Programs.

The Mentoring Manager's Guide, by Linda Phillips-Jones, Ph.D. (2003). This guide includes detailed information on how to design, manage, and evaluate a program. Guide topics include: Manager's View of Mentoring, Strategic Considerations, Glossary of Mentoring Terms, The Formal Mentoring Process, Skills for Successful Mentoring, Etiquette of Mentoring, Challenges in Planned Mentoring, Identifying Target Groups and Needs, Finalizing Your Design, Communicating about the Mentoring Initiative, Recruiting Participants, Selecting and Matching Mentors and Mentees, Role of the Mentee's Immediate Manager, Developing Mentors and Mentees, Helping Mentees Set Compelling Goals, Evaluating a Mentoring Initiative, and Special Topics in Mentoring (enhanced informal mentoring, distance mentoring, mentoring groups, reverse mentoring, and cross-difference mentoring).

The Keys to Mentoring Success, by Kathy Wentworth Drahosz (2004). This book contains a step-by-step approach for establishing and running a USAID-wide Mentoring Program.

ASTD Handbook for Workplace Learning Professionals, edited by Elaine Biech (2008). This handbook contains best practices in the field of learning and development. Topics included in the handbook are needs assessment and analysis, designing and developing effective learning, and measuring and evaluating impact.

Organizations:

The Mentoring Group - THE MENTORING GROUP is a division of the not-for-profit corporation, the Coalition of Counseling Centers (CCC). CCC was founded in 1980 by Dr. Brian Jones, Dr. Linda Phillips-Jones, and some colleagues in the San Francisco Bay area. In the mid-80's, Brian and Linda organized THE MENTORING GROUP to provide consulting/technical assistance, skill-based

training, skill assessment, research/evaluation, and publications related to mentoring.

Triple Creek Associates Mentoring – This organization provides free resources including a monthly mentoring newsletter. The newsletter provides practical and valuable tips to those wanting to cultivate successful mentoring relationships. The organization offers their web-based tool, Open Mentoring which assists organizations with matching mentors and protégés, managing the mentoring process, and measure relationships built among customized products.

The Mentoring Connection – The Mentoring Connection (TMC) is a web-based tool designed to assist organizations in handling the logistics of their USAID-wide Mentoring Programs. Features include: connection of mentors and protégés to their organization’s Mentoring Program on-line, assisting with the matching process, developing mentoring action plans, and tracking upcoming mentoring activities and events. The tool provides an online evaluation process that collects information which then clarifies which parts of the program are working and what areas need improvement. TMC also offers a monthly newsletter on a wide variety of subject areas including work-life balance, and strengthening the mentor/protégé relationship.

The Manager’s Mentors, Inc – The Manager’s Mentors, Inc (MMHA) provides a wide range of services including designing and implementing performance systems, custom training, and implementation of a facilitated mentoring process. The organization features Margo Murray’s book, *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process*. This book reflects Murray’s experience assisting organizations in developing facilitated mentoring and offers a practical approach to the mentoring process utilizing mentoring as a key strategy for filling today’s need for a highly qualified and diverse workforce.

SkillSoft – SkillSoft offers multi-level learning solutions through a combination of e-learning content, online information resources, flexible learning technologies, and other support services. SkillSoft offers a mentoring essentials courseware series for

organizations who want to develop and implement a USAID-wide Mentoring Program and for those who want to enhance their capabilities as a mentor or protégé. Mentoring courses offered include Effective Mentoring, Implementing an Organization-wide USAID-wide Mentoring Program and e-Mentoring.

#### References:

Linney, B.J. (1999). Characteristics of Good Mentors. *Physician Executive*, 70-72. This article describes the characteristics and traits of a good mentor and gives accounts of actual mentoring relationships (formal and informal).

USAID-wide Mentoring Programs in the Federal Public Service: Status and Best Practices, Government of Canada (2004). This study contains useful information on existing USAID-wide Mentoring Programs in the Public Service of Canada and explains why these programs are successful. The recommendations made for a successful USAID-wide Mentoring Program can easily apply to Federal agencies interested in either establishing a new USAID-wide Mentoring Program or improving current USAID-wide Mentoring Programs.

Smith, W.J., Howard, J.T., Harrington K.V. (2005). Essential Formal Mentoring Characteristics and Functions in Governmental and Non-governmental Organizations from the Program Administrator's and Mentor's Perspective. *Public Personnel Management*. 34.1, 1-28. This study examines who mentors are as well as what mentors do in four types of organizations (i.e., academic, business, military armed forces, and military academic organizations).

Sosik, J.J., & Lee, D.L. (2002). Mentoring in Organizations: A Social Judgment Perspective for Developing Tomorrow's Leaders. *The Journal of Leadership Studies*, 8, 17-32. This paper presents a theory of mentoring that proposes

effective mentorship fundamentally depends on the mentor's ability to help solve various complex social problems that arise in the protégé's career.

Young, A.M, & Perrewé P.L. (2004). An Analysis of Mentor and Protégé Expectations in Relation to Perceived Support. *Journal of Managerial Issues*, 16, 103-126. This article describes the impact of perception and attitudes on participation (based on general beliefs and past experiences of participants).

Kirkpatrick's Learning and Training Evaluation Theory ([www.stfrancis.edu/assessment/Kirkpatrick\\_1.pdf](http://www.stfrancis.edu/assessment/Kirkpatrick_1.pdf)). This website provides an overview of Donald Kirkpatrick's four levels of learning evaluation model.

While the body of information on mentoring is abundant, the most current mentor program documentation is found online. A few are listed below:

#### [ONLINE MENTORING & REMOTE RESOURCE TRANSFER](#)

Jan 19, 2010 ... Welcome on Board for ONLINE MENTORING & REMOTE RESOURCE TRANSFER. This is to facilitate online and offline exchanges through web based ...

Mentors Peer Resources

[www.islandnet.com/~rcarr/mentorlinks.html](http://www.islandnet.com/~rcarr/mentorlinks.html)

USAID-wide Mentoring Program Guide File Format: PDF/Adobe Acrobat - [Quick View](#)

