



Global  
NUTRITON  
CLUSTER

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# Global Nutrition Cluster Mentoring Manual for Mentors

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## How to Use This Manual

This manual is for GNC Mentoring Programme mentors who have completed the mentoring training and are, or are about to become, GNC mentors. It is not meant to replace any of the other programme components, such as the mentoring training or the GNC Mentoring Programme Guidelines. The mentoring programme is comprised of all three elements and one cannot replace the other. Rather, is meant to provide additional stage-by-stage guidance to GNC mentors and to further support them in their mentoring journey.

**Note:** None of the content from the mentoring training or the GNC Mentoring Programme Guidelines will be repeated here. This manual is primarily populated with suggestions, tips and good practice that will help you (the GNC mentors) apply what you have learned in the mentoring training and may also serve to help you improve your use and application of various programme elements. Although this manual will provide guidance for each stage of the mentoring process, there are staged programmatic requirements that are outlined in the GNC Mentoring Programme Guidelines that **MUST** be followed as well. Please review the Guidelines before reading this manual and then use this manual to help you fulfil the programme requirement more confidently and effectively.

**Mentoring** in the workplace describes a learning, interactive *relationship* in which more experienced colleagues (mentors) pass on their greater knowledge and understanding of the work or workplace in order to support and guide the specific and individually “tailored” learning of staff who want to strengthen their professional performance. Thus, it is important to always remember that mentoring is a **relationship**. The effectiveness of your mentoring will almost always be directly related to the *quality* of your mentoring relationship. This is a very simple, but powerful, concept.

Furthermore, since the success of mentoring is so strongly related to your relationship with your mentee and your mentee’s relationship with you, it is difficult to proscribe or predict what sort of mentoring will be best or most effective for you and your mentee. You are you; they are them. Both you and your mentee have your own sets of qualifications, experiences, qualities, communication styles, preferences, strengths, weaknesses and interpersonal preferences. Thus, each mentoring relationship will be unique. And, as such, it is your responsibility to figure out what will work best for **YOUR** mentoring relationship.

This manual is organised around the five stages of the mentoring life cycle:



This manual offers lots of good ideas, many of which are rooted in good practice. However, you and your mentee will need to work together to determine what's best for the both of you. As such, you may find yourself playing a number of roles as a mentor, including:

- **Coach:** Coaching is a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing 'coaching'. There is further information below on a classic coaching model called the 'GROW model'.
- **Advisor:** An advisor is, quite simply, 'one who gives advice'. As discussed during the mentoring training, the mentoring programme is not a 'technical advice hotline'. However, there will likely be times when your advice is exactly what the situation requires, particularly when time is imperative.
- **Trainer:** A trainer helps improve the mentee's capability and capacity to perform their jobs by helping the mentee develop the necessary knowledge, skills or beliefs/attitudes.
- **Learning & development (L&D) consultant:** A L&D consultant would identify the ways that an issue/problem is caused by an organisational or personal learning gap and would likely suggest a plan for closing that gap.
- **Organisational development consultant:** Consultants diagnose the needs of an organisation or staff member in an organisation and offer their own solutions based on their specialised expertise. The solutions usually require a change or improvement in organisational or programmatic strategies, systems, processes, mechanisms or frameworks.
- **Role model:** A role model is someone who other individuals aspire to be like, either in the present or in the future. Role models will 'model' ideal behaviours to their mentees.

- **Critical friend:** A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work.
- And, possibly, **Counsellor:** It is possible that, as a mentor, you could be one of the first or most effective resources available to mentees in need of emotional support. You can most effectively do this by demonstrating a strong sense of compassion and commitment.

It is likely that not all of these roles will be required (or even appropriate). But do keep them in mind.

## 1 Before the First Mentoring Meeting

Once you have been assigned a mentee (and before your first meeting), spend some time getting to know both yourself (as a mentor) and getting to know as much as you can about your mentee.

### Get to know yourself

Set aside some time to think through your own thoughts and competencies about being a mentor. Ask yourself:

- Why am I doing this? What do I want to accomplish?
- What skills and qualities do I have that will make me a good mentor? Revisit the Mentoring Competencies to remind yourself of your own readiness and capacity to mentor.
- What skills and qualities will I want to develop in order to become a more effective mentor? Write them down and keep them in mind throughout the mentoring relationship.
- What am I afraid of? Why am I afraid? What can I do to reduce this fear?

### Get to know your mentee

You will have been given copies of your mentee's application form, CV and competency self-assessment (either the **NCC Comps Self-Assessment** or the **IMO Comps Self-Assessment**). Review them thoroughly and get to know your mentee through what you see there.

- Why does your mentee want to be mentored? What has he/she/they indicated as an indicative goal?
- What skills and experience does your mentee have? In what ways do those skills and experiences intersect with the proposed mentoring goal?
- What does the competency self-assessment tell you?
- What might your mentee need to address that is not indicated on the application? A single problem often has multiple elements to it, even if the mentee thinks otherwise. See further information on this below regarding the 'four areas of assistance'.

## 2 Your First Mentoring Session

Your first mentoring session is crucial for establishing a healthy and effective mentoring relationship. It is where you will start getting to know one another, set expectations and goals, and develop an informal, written agreement that includes an action plan. Review the **First Meeting Checklist for Mentors** from the GNC Mentoring Programme documents.

### Stage one: Build rapport!

Get to know each other as people. Face-to-face is best, but if you don't have that opportunity, opt for a visual communication tool such as Skype or another video chat. Spend time introducing yourselves, sharing information such as your preferred names, your current positions and your relevant job histories, why you decided to become a mentor/mentee, any information about hobbies, interests, etc. you both feel comfortable sharing.

### Stage two: Setting direction!

Remember that the output of your first meeting is the **Mentoring Agreement**. The agreement serves as:

- An outline of your commitments (such as number and frequency of meetings, showing up for the sessions, etc.). There is a minimum requirement in the GNC Mentoring Programme to meet for at least one hour per month. However, based on need or scheduling, you could agree on anything else.
- A baseline point of expectations between you regarding the type of personal, professional or technical support that the mentee desires and that the mentor plans to provide.
- A schedule of mentoring sessions: it is important that both parties agree on the time and method of communication.
- A clear identification of the key learning and professional development **objectives** that the mentoring relationship will focus on. This is the most important part of the mentoring agreement as these objectives will serve as evaluation criteria at the end of the mentoring period.

It is very important for mentors and mentees to discuss with one another:

- What you each hope to gain from participating in the programme.
- What you individually think you can offer to the other.
- What is NOT expected as a result of the relationship.
- Issues that the either of you may not feel comfortable discussing.
- What the emphasis of your discussions will be, i.e. substantive areas, soft skills or a balance of both.

Build a set of **mutual expectations** as to how each of you will contribute to the mentoring relationship. Agree on **the logistics of your future contacts**, how you will communicate with one another, and when your sessions will be.

Have your mentee describe his/her/their **mentoring goals** with respect to skills, knowledge, competency development and understanding of his/her/their role. To help identify these goals, explore with your mentee the:

- challenges they are facing
- skills, knowledge and competencies that he/she/they possesses
- areas that need to be strengthened.

Then decide on the areas of development you feel comfortable coaching your mentee in, and form an informal, written agreement that highlights several goals for your mentoring relationship.

### Develop a Mentoring Goal and Agreement

Experience suggests that setting up, putting into writing and signing an informal agreement and action plan at the beginning of the mentoring relationship can create clarity on goals as well as on what the mentor is able to offer.

The mentoring goal should be as clear and concise as possible. Think SMART! Make it Specific and Measurable. And Timebound! Ensure that the goal is something that can be meaningfully addressed within a period of three to six months that have been allocated to a particular mentoring cycle, i.e. that the goal is Achievable and Realistic.

**Top Tip!** Many mentoring goals are stated in terms of resolving a problem. However, *the best mentoring goals are stated in terms of professional development goals for the mentee*. So, rather than making the goal exclusively about a problem, make it about the mentee's growth and development as well! The problem isn't the only goal. The mentee's ability to address the problem is one of the primary goals as well.

For example, let's say that your mentee wants the goal to be something along the lines of "More active and committed cluster members". This is a great goal. However, it removes the mentee from the equation (and isn't nearly specific enough). Thus, it will be useful to do a deep dive into the problem and discuss the four different mentee-focussed areas that may be having an effect on the problem. The **Four Types of Assistance** are:

1. **Personal elements:** What part of the problem might be personal about the mentee? Is your mentee friendly enough? Do the cluster members trust your mentee? Is there a crisis of confidence? Is your mentee comfortable with actively building and developing relationships? Is your mentee shy? Is it possible that your mentee is too aggressive? To what degree might any ethnic/sex/gender/nationality/religious elements be affecting the problem?

**Note:** reviewing the 'personal competencies' section of the self-assessment might be useful here.

2. **Professional development:** Are there any skills and knowledge gaps that the mentee needs to fill or improve in order to address the problem? Meeting management? Communication skills? Cluster-related competencies?

**Note:** reviewing the 'HPC' and 'technical sections' of the competency self-assessments might be useful here.

3. **Organisational change:** Are there needed changes to any organisational components that might improve effectiveness or performance? These can include strategy, goals, structures, processes or systems, technologies, etc.
4. **Relationship facilitation:** What part of the problem is about relationship? Facilitate a productive exploration of relationship-based issues. These may include all sorts of stakeholder management issues, as well as team, leadership or management issues.

After exploring all these issues, develop some **SMART mentoring goals and indicators** that address the mentee and the journey that the mentee is about to take with you, rather than exclusively addressing the problem. You will need to identify indicators of success and record them in the Mentoring Agreement. For each mentoring objective, you will need to agree indicators across three different levels of learning:

1. **Learning:** Is there any particular knowledge or skills that the mentee will need to acquire in order to achieve the objectives outlined above? How will you know that the mentee has learned or acquired them?
2. **Behaviour:** What are the changes or improvements you hope to see in the professional actions of the mentee as a result of the mentoring programme (or as a result of acquiring the new learning outlined above)? How will you demonstrate any meaningful application of new knowledge, skills and insights on the part of the mentee?
3. **Results:** What changes do you expect to see in the performance of the cluster or the effectiveness of the nutrition response as a result of the mentoring programme (or as a result of the changes in the professional behaviour of the mentee outlined above)? How will you assess these improvements?

If you need further support on understanding the differences between these three levels, please review the document **4.1 HO Kirkpatrick model of evaluation** from the mentoring training. Also, please see an example of a completed Mentoring Agreement in **Appendix A** below.

**Note:** Remember that the mentoring will also be evaluated on the degree to which the mentoring relationship had an effect on the goals that are outlined in the Mentoring Agreement, as measured by progress against the indicators. It is advised to spend EXTRA time and energy at this stage to get it right. These can always be revised later, but do your best to make it as SMART as possible from the very start!

### Review the Session

At the end of the first session, it's a good idea to review how the session went, for both the mentee and the mentor. This is the opportunity for you to get feedback on behaviours that were helpful. Some useful questions are:

- Did we achieve what we set out to do today?
- How do you feel the session went?
- Was it helpful when I....?
- Was there turning point for you?

If it's not yet appropriate to discuss all these at this early stage, please be sure to do so sometime before the mid-point in the programme and adjust your relationship/agreement accordingly.

## 3 Stage 3: Progression

### Prepare for sessions in advance

Always plan each session in advance:

- Have an objective you want to accomplish for each mentoring session that moves your mentee's plan forward.
- Decide on a mentoring model that you will use for each mentoring session. As you may remember from the mentoring training, there are a number of models to choose from (Egan's skilled helper, OSKAR, CLEAR, etc.). Choose one that works for you and for your mentee (see below for another model called 'GROW').
- Prepare a list of open-ended questions that will elicit information and insight from your mentee (see below for further information on useful questioning).

### The GROW Model

Another mentoring model that might be useful is the GROW model. The GROW model is one of the classic coaching models that could also be used, particularly if you think you might be doing a straightforward coaching session. To use the GROW model, you would:

- Establish the mentee's **G**oal.
- Examine the current **R**eality.
- Explore the various **O**ptions for meeting the goal.
- Establish the **W**ay forward.

You can find more information about the GROW model here:

<https://www.personal-coaching-information.com/grow-coaching-model.html>

### What to Discuss

Your mentoring relationship will include discussions and exchange of ideas and experiences relating to mentoring goals. Below are some examples of discussion topics:

1. About the mentee
  - Mentee's skills and competencies
  - Mentee's interests
  - Mentee's values
  - Current job and specific challenges
  - Understanding of the current job and institutional culture
  - Mentee's career goals and aspirations
  - Mentor's career and career experiences
  - Mentor's work-life balance strategies
  - Mentee's strategies for reaching her goals
  - Collaborative opportunities/possibilities
  - Brainstorming on specific issues and projects or activities to achieve mentee's goals and objectives
  - Knowledge and skills.

2. GNC, its mission, vision and goals (understanding the GNC culture)
  - Function and role in achieving the GNC mission and vision and corporate goals
  - Desired contribution to achieving GNC mission, vision and goals – personal vision
  - Understanding of the current job and organisational culture.
3. Increasing visibility and effectiveness
  - Interviewing and presentation skills
  - Interpersonal and/or communication skills
  - Leadership skills
  - Assertiveness skills
  - Negotiation skills
  - Networking
4. Improving and managing relationships
  - Teamwork
  - Role and duty clarity
  - Job assignment negotiations
  - Interpersonal communication
  - Empowering others
  - Managing performance – delivering on time.
5. Coping skills: mentees often need help managing their challenges and their stress:
  - Maintaining self-confidence and self-esteem
  - Time management
  - Stress management
  - Managing work-life balance
  - Job satisfaction.

### Using Powerful Questions

You have a successful career in nutrition and have knowledge about how the system works (which is why you are a mentor!). Mentees are anxious to gain some of your insight, perspective and answers to specific questions. While there may be times when a direct answer is all that is required, effective mentors recognise that one of the greatest gifts they give their mentees is the confidence to explore new perspectives on their own and discover their own solutions. The art of asking powerful questions is a skill great mentors have learned to use for this purpose.

Asking powerful questions also allows you (the mentor) to:

- Stay objective, avoid assumptions and judgments
- Understand what the “real” issue is
- Stay in the guiding role.

The questions below are examples of a powerful question technique:

#### Discovery Questions

- Provide background and context for the mentee’s situation.
- Peel back the “layers of the onion” to expose the core issues.
- Uncover facts.

#### Examples:

- *What happened?*
- *Who else was involved and what was their role?*
- *What did you do?*
- *Do you have an example of what you are talking about?*
- *How was it received?*
- *Tell me what that situation was like for you.*
- *What else?*

*Keep asking “what else” until the mentee has nothing else to add. This technique keeps you from jumping in with your advice or opinion too soon.*

#### Perspective Questions

- Encourage broader thinking and creative ideation.
- Challenge assumptions.
- Identify patterns and trends in mentee’s thinking/behaviour.

#### Examples:

- *What alternatives have you thought about using?*
- *How do you know this is true?*
- *If budget were not a factor, what would you do?*
- *What would happen if you did nothing?*
- *Can you describe a time when you successfully did this or addressed the issue during your professional life (in the Nutrition Cluster or elsewhere)? What did you do then that might apply to this situation?*

## Action Questions

- Help the mentee develop a plan of action to address the situation and choose options.
- Help the mentee identify next steps.

### Examples:

- *Of the three options, which do you feel would make the most impact?*
- *What are you willing to give up in order to achieve the outcome you are looking for?*
- *What two things can you implement tomorrow?*
- *If you did that, what would be different?*
- *What would it take to make that happen?*

## Authentic Listening – Enhance Your Listening Skills

In one Harvard Business Review study, 80% of respondents said that what they want most from their supervisors is for them to listen. A survey conducted by a leading training and development firm noted that 80% of those surveyed rated listening as the most important skill for leaders. Unfortunately, nearly 30% of those same responders said that listening was the skill most lacking among their employers. Below are some tips to help you enhance your listening skills.

- **Stay Focused:** Remember the “thinking gap”. People listen five times faster than a speaker talks. Thus, there is a natural “gap” to fill and most of us go on a “listening vacation” during that gap. Become aware of your distractions (Smart phones, computer email, office sounds).
- **Stay Engaged (visually and vocally):** Use fillers like “uh huh; hmm; oh, I see.” to let the person know you are following the conversation (very important to use when you are mentoring virtually and meetings may all be on phone). Note the differences between men and women regarding such uses of paralanguage. Women are more likely to use paralanguage than men and may often assume men are not listening because they are not using vocal expressions.
- **Use non-verbal communication:** Such as nodding the head, leaning in, facial expressions. Note that non-verbal communication can be different across cultures. Mentors should be mindful of that when engaging across cultures and seek to discover the cues for the culture(s) they are working in.

- **Attend to your posture:** use positive body language.
- **Clarify understanding:** Use authentic paraphrasing. This is different than parroting back what you hear. Truly share what you understand, ask questions and gain agreement that what you heard is what they meant.
- **Check in before jumping in:** A good guide is the “80/20 rule” for your mentoring meetings: 80% questions and listening; 20% talking.

## Barriers to Authentic Listening

- **Selective Listening:** We concentrate on what we think is interesting or important, and we ignore things that we think are not.
- **Speed of Thought:** We think much faster (roughly 500 words per minute) than we speak (roughly 125 words per minute). So, our thinking can often be far ahead of the mentee’s speaking. Our thoughts begin to roam, or we start to prepare our reply.
- **Beliefs and Attitudes:** We hold strong opinions on certain topics, either positive or negative. These opinions or prejudices can prevent us from listening with an open mind to what the speaker has to say.
- **Fact-centred listening:** Fact-centred listening focuses on data, as if with enough information all problems can be solved. The antidote is person-centred listening: to listen contextually, trying to “tune in” to the themes and key messages (including the emotions) being conveyed by the speaker.
- **Focusing on accent, speech, mannerisms:** Do not let yourself focus primarily on things about the mentee rather than on what the mentee is saying.
- **Preconceptions about the speaker:** We often judge a person before they have even opened their mouth, and this is based on preconceived ideas about the speaker.
- **Environmental distractions:** Distracting sounds, smells and sights in the physical environment can prevent us from listening effectively.

### Use the Mentoring Track Form

You might want to create your own template or format for notetaking. It could be helpful to have a pre-printed page with some sections such as:

- Context
- Issues
- New ideas
- Considerations for me (the mentor)
- Consideration for my mentee
- Completed actions
- New actions

Whatever you choose to use, make it useful and easy to use. But, regardless of what personal template or format you choose, you are required to track your session decisions and progress in the Mentoring Tracking Form.

The Mentoring Tracking Form will help you keep a record of each session. This record is helpful in staying focused on the mentee's goals, actions to take and follow up, and progress achieved. It will also be a communication tool that helps the GNC track progress. Between the first and second mentoring meetings, the mentor will transfer the objective(s) and indicators from the Mentoring Agreement to the Mentoring Tracking Form.

#### **Please note:**

- Since the Mentoring Agreement is produced in the first mentoring meeting, it is not necessary to use the Mentoring Tracking Form for the first mentoring meeting.
- For mentoring meeting 2, it is only necessary to complete the small tracking section. In these boxes you will record:
  - The date and duration of the mentoring meeting
  - The agreed actions that the mentee will complete before mentoring meeting 3
- For mentoring meeting 3, it is only necessary to complete the small tracking box again. However, from mentoring meeting three, it will be necessary to:
  - Copy the agreed actions from 'Agreed Action 1' in the Mentoring Meeting 2 section to the same section in Mentoring Meeting 3. Do the same for agreed action 2, as required.
  - Record any progress against those agreed actions in the 'Progress on Action 1' box. Continue with action 2, as required.

- Beginning with mentoring meeting 4, you will have the opportunity to track progress at each mentoring meeting against the three levels of indicators. It is not expected that there will be progress each week. If there is no progress, then leave the 'progress' box blank. However, if there is any progress, please be sure to include it, ideally with detail and/or examples.

The Mentoring Tracking Form is **OWNED BY THE MENTOR**. You and your mentee can develop any sort of plan for completing the form. But the mentor is accountable for:

- Submitting the form to the GMC Mentoring Programme Support team within one week from the mentoring meeting.
- Storing and caretaking the form.

#### **Periodic Review and Evaluation:**

Evaluating the progress of the mentoring relationship reminds both mentor and mentee of its goals and helps them focus on how to improve the relationship. You should consider having a session at some agreed interval to evaluate how things are progressing. Ideally the timing of these sessions should be set at the start of the relationship. Quarterly evaluation sessions can help to fine-tune the relationship, but two evaluation sessions – one at mid-term and another at the end of the mentoring period – are usually sufficient.

It is important to check in with your mentee to review two things:

1. Assess the effectiveness of the mentoring structure and the general relationship. How is this working for us?
2. Assess how far you have come, what you want to change; what you have left to do. Are we making progress?

Some suggestions:

- Re-work the 'session review' questions outlined above to make them more about 'progress review'.
- Review the original set of objectives you two agreed on during your first session.
- Review what the two of you have accomplished so far and what you each have gotten out of the mentoring relationship.
- Decide what has been working and not working between you; decide how you can work even better together.
- Decide what is yet to be done and possibly revise your agreement to expand on some things and eliminate others as required.

## 4 Stage 4: Winding Up

The mentoring relationships are set for a duration of three months, with possible extensions of up to six months. Regardless of the amount of time you spend in a mentoring cycle, mentoring relationships should always either come to a close or be reconsidered in light of progress made. The mentoring relationship can be wound up in one of three different ways:

1. **End early:** If you find that you have met your mentoring goals before the end of the three months, you can end the mentoring cycle early. If you end early, it will be important to liaise closely with the GNC Mentoring Programme Coordinator to ensure consistency and continuity, as well as to effectively participate in the overall evaluation process.
2. **Set new goals and continue:** Revisit the Mentoring Agreement and set a couple of new, revised goals for the remainder of the three months.
3. **Take extra time:** If you find there is need for taking more time to meet the initially identified goal(s), the mentoring cycle feel free to extend the mentoring relationship. Revisit the Mentoring Agreement and extend the mentoring relationship for up to three more months (for a total of six months).

For all options, please be sure to formally revisit the Mentoring Agreement, as needed, and to inform the GNC Mentoring Programme Coordinator about any changes.

## 5 Stage 5: Moving On

### Evaluating the Mentoring Relationship

Debrief the entire experience; determine a way to go forward. A formal review and clear end to a mentoring relationship can make it a more positive learning experience for both mentor and mentee. As a mentor, you may be willing to continue acting as a resource to the mentee, albeit on a less frequent and more informal way. Be sure to review what did and didn't work in the relationship and reflect on the results.

- Have each of you prepare a brief outline of what you felt the mentoring relationship provided for the mentee and the mentor. Share and discuss.
- Discuss what you each thought were major accomplishments, and if there were any disappointments.
- Congratulate one another on your successes and celebrate the relationship you built.
- Agree on if and how you may want to continue your relationship going forward. Will there be continued formal contact and regular contact, or will there be an occasional "how are you doing" email?

**Note:** this evaluation process mentioned here does not replace the formal evaluation process that will be led by the GNC. Both you and your mentee will be asked to participate in a formal evaluation.

### Moving On

It is important to make the decision that it is time to initiate closure and move on. Moving on can mean meeting differently or achieving independence but maintaining a continual professional friendship. Whatever the decision for the future relationship, be sure to do something that acknowledges the work you have done together and that formally addresses the change in your relationship.

### Acknowledgments

Various elements of the content of this manual come from numerous sources that include:

- Clutterbuck and Lane, 2004: 'Mentoring Life Cycle'
- WHO Mentoring Programme Guidelines, 2016: HR department
- RedR Mentoring Programme training materials
- Whitmore, 2002, Coaching for Performance, GROW model

## Appendix A

### Sample Mentoring Agreement: Objective and Indicators

#### Mentoring Objectives

What are the key objectives that your mentoring relationship will focus on? Please be **very specific** about the objectives as they will serve as the evaluation criteria at the end of the mentoring pilot. Please refer to the GNC Mentoring Manual for specific examples, if needed.

##### Objective 1:

To increase the number of cluster partners participating and actively engaging in the national and sub-national cluster.

#### Mentoring Indicators, Learning

Is there any particular knowledge or skills that the mentee will need to acquire in order to achieve the objectives outlines about? How will you know that the mentee has learned or acquired them?

##### Objective 1 learning indicators:

1. The mentee will need complete some offline learning on meeting management and identify a small action plan to the mentor on how to improve the effectiveness of his meeting.
2. The mentee also needs to learn how to develop tools to measure 'participation' and 'engagement'.

#### Mentoring Indicators, Behaviour

What are the changes or improvements you hope to see in the professional actions of the mentee as a result of the mentoring programme (or as a result of acquiring the new learning outlined above)? How will you demonstrate any meaningful application of new knowledge, skills and insights on the part of the mentee?

##### Objective 1 behaviour indicators:

1. Mentee will plan and lead a Cluster meeting with a decision-making element, as well as identify personal 'lessons learned and areas for further improvement' from the process.
2. By the end of the mentoring relationship, the mentee will be able to define what he means by 'participation and active engagement' and identify some indicators to measure them.

#### Mentoring Indicators, Results

What changes do you expect to see in the performance of the cluster or the effectiveness of the nutrition response as a result of the mentoring programme (or as a result of the changes in the professional behaviour of the mentee outline above)? How will you assess these improvements?

##### Objective 1 results indicators:

1. At least one Cluster team member and at least one senior Cluster member will identify ways that the mentee has improved his meeting management.
2. A monitoring system will be in place that effectively measures participation and engagement.

## GNC Mentoring Agreement

The first meeting in a mentoring relationship is crucial. This is where the mentor and mentee set out how the relationship will work, agree the objectives/outcomes to be achieved and the indicator to measure those achievements. The key objective of the first meeting is to produce an agreement that will underpin what the relationship is about and how it will operate.

Please be sure to complete this form together at your first meeting. Both parties should sign this form and return it to XX at [xx@unicef.org](mailto:xx@unicef.org).

Mentor's name:	Mentee's name:
<p><b>Mentoring Objectives</b> What are the key objectives that your mentoring relationship will focus on? Please be very specific about the objectives as they will serve as the evaluation criteria at the end of the mentoring pilot. Please refer to the GNC Mentoring Manual for specific examples, if needed.</p> <p>Objective 1:</p> <p>Objective 2 (if needed):</p>	
<p><b>Mentoring Indicators, Learning</b> Is there any particular knowledge or skills that the mentee will need to acquire in order to achieve the objectives outlines about? How will you know that the mentee has learned or acquired them?</p> <p>Objective 1 learning indicators: 1. xx 2. (if needed)</p> <p>Objective 2 learning indicators (if needed): 1. xx 2. (if needed)</p>	

### Mentoring Indicators, Behaviour

What are the changes or improvements you hope to see in the professional actions of the mentee as a result of the mentoring programme (or as a result of acquiring the new learning outlined above)? How will you demonstrate any meaningful application of new knowledge, skills and insights on the part of the mentee?

Objective 1 behaviour indicators:

1. xx
2. (if needed)

Objective 2 behaviour indicators (if needed):

1. xx
2. (if needed)

### Mentoring Indicators, Results

What changes do you expect to see in the performance of the cluster or the effectiveness of the nutrition response as a result of the mentoring programme (or as a result of the changes in the professional behaviour of the mentee outline above)? How will you assess these improvements?

Objective 1 results indicators:

1. xx
2. (if needed)

Objective 2 results indicators (if needed):

1. xx
2. (if needed)

### Confidentiality

What agreements, if any, have you made about confidentiality?

### Meetings

How often will you meet? How long will the meetings last?  
How will they be conducted (Skype, telephone, etc.)?

### Communications

How will you communicate with one another between meetings? Have you expressed any expectations or made any commitments about any communications outside of the mentoring meetings?

### Signatures

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

Mentor's signature and date:

Mentee's signature and date:

## GNC Mentoring Tracking Form

At the end of the first mentoring meeting, you made an agreement regarding the objective(s) of the mentoring relationship, as well as establishing indicators to measure progress. The Mentoring Tracking Form will help you track progress across three different levels of change:

1. **Learning:** What has the mentee learned as a result of participating in the mentoring programme?
2. **Behaviour:** What is the mentee doing differently as a result of participating in the mentoring programme?
3. **Results:** How has the performance or effectiveness of the cluster or response improved as a result of participating in the mentoring programme?

### Some guidance:

- Since the Mentoring Agreement is produced in the first mentoring meeting, it is not necessary to use the tracking form for the first mentoring meeting.
- For mentoring meeting 2, it is only necessary to complete the small tracking section. In these boxes you will record:
  - The date and duration of the mentoring meeting
  - The agreed actions that the mentee will complete before mentoring meeting 3
- For mentoring meeting 3, it is only necessary to complete the small tracking box again. However, from mentoring meeting three, it will be necessary to:
  - Copy the agreed actions from 'Agreed Action 1' in the Mentoring Meeting 2 section to the same section in Mentoring Meeting 3. Do the same for agreed action 2, as required.
  - Record any progress against those agreed actions in the 'Progress on Action 1' box. Continue with action 2, as required.
- Beginning with mentoring meeting 4, you will have the opportunity to track progress at each mentoring meeting against the three levels of indicators. It is not expected that there will be progress each week. If there is no progress, then leave the 'progress' box blank. However, if there is any progress, please be sure to include it, ideally with detail and/or examples.

The Mentoring Tracking Form is owned by the mentor. Both the mentor and mentee can participate in completing the form in whatever way works best for them. However, the mentor is accountable for *ensuring the form is completed*. The mentor should submit the form to XX at xx@unicef.org within one week after the date of each mentoring meeting.

		<b>Mentoring Tracking Form</b>	
		<b>Mentoring Meeting 2</b>	
Mentor:		Mentee:	
Date:		Duration:	
Agreed Action 1:			
Agreed Action 2:			

		<b>Mentoring Tracking Form</b>	
		<b>Mentoring Meeting 3</b>	
Mentor:		Mentee:	
Date:		Duration:	
Agreed Action 1:			
Progress on Action 1:			
Agreed Action 2:			
Progress on Action 2:			

		<b>Mentoring Tracking Form</b>	
		<b>Mentoring Meeting 4</b>	
Mentor:		Mentee:	
Date:		Duration:	
Agreed Action 1:			
Progress on Action 1:			
Agreed Action 2:			
Progress on Action 2:			

Mentoring Meeting 4 – Objective 1		
Learning Indicator 1:	Behaviour Indicator 1:	Results Indicator 1:
Progress:	Progress:	Progress:
Learning Indicator 2:	Behaviour Indicator 2:	Results Indicator 2:
Progress:	Progress:	Progress:

Mentoring Meeting 4 – Objective 2		
<b>Learning Indicator 1:</b>	<b>Behaviour Indicator 1:</b>	<b>Results Indicator 1:</b>
Progress:	Progress:	Progress:
<b>Learning Indicator 2:</b>	<b>Behaviour Indicator 2:</b>	<b>Results Indicator 2:</b>
Progress:	Progress:	Progress:

		<b>Mentoring Tracking Form</b>	
		<b>Mentoring Meeting 5</b>	
<b>Mentor:</b>		<b>Mentee:</b>	
<b>Date:</b>		<b>Duration:</b>	
<b>Agreed Action 1:</b>			
<b>Progress on Action 1:</b>			
<b>Agreed Action 2:</b>			
<b>Progress on Action 2:</b>			

Mentoring Meeting 5 – Objective 1		
<b>Learning Indicator 1:</b>	<b>Behaviour Indicator 1:</b>	<b>Results Indicator 1:</b>
Progress:	Progress:	Progress:
<b>Learning Indicator 2:</b>	<b>Behaviour Indicator 2:</b>	<b>Results Indicator 2:</b>
Progress:	Progress:	Progress:

Mentoring Meeting 5 – Objective 2		
<b>Learning Indicator 1:</b>	<b>Behaviour Indicator 1:</b>	<b>Results Indicator 1:</b>
Progress:	Progress:	Progress:
<b>Learning Indicator 2:</b>	<b>Behaviour Indicator 2:</b>	<b>Results Indicator 2:</b>
Progress:	Progress:	Progress:



## Mentoring Tracking Form

### Mentoring Meeting 6

<b>Mentor:</b>		<b>Mentee:</b>
<b>Date:</b>		<b>Duration:</b>
<b>Agreed Action 1:</b>		
<b>Progress on Action 1:</b>		
<b>Agreed Action 2:</b>		
<b>Progress on Action 2:</b>		

### Mentoring Meeting 6 – Objective 1

Learning Indicator 1:	Behaviour Indicator 1:	Results Indicator 1:
Progress:	Progress:	Progress:
Learning Indicator 2:	Behaviour Indicator 2:	Results Indicator 2:
Progress:	Progress:	Progress:

### Mentoring Meeting 6 – Objective 2

Learning Indicator 1:	Behaviour Indicator 1:	Results Indicator 1:
Progress:	Progress:	Progress:
Learning Indicator 2:	Behaviour Indicator 2:	Results Indicator 2:
Progress:	Progress:	Progress:





Developed by:



Funded by:

