Coordinating a Mentoring Program

a toolkit for agriculture, forestry, landscapes and other sectors

toolkit V.4

This toolkit synthesises a decade of learnings and resources from agriculture and forestry mentoring programs implemented by Young Professionals for Agricultural Development (YPARD), the International Forestry Students' Association (IFSA) and African Women in Agricultural Research and Development (AWARD).

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Who do I contact if I have further questions?

We welcome your feedback, questions, and comments. You can contact the following people from the core team. Alternatively, you can contact us at **mentoring@ypard.net**.

Michelle Kovacevic, Global Mentoring Coordinator, Young Professionals for Agricultural Development (YPARD)
Role in the toolkit: Project manager and lead author
Contact: michelle.kovacevic@ypard.net

Sarah Dickson-Hoyle, Head of Mentoring Commission, International Forestry Students' Association (2015–2016); Mentoring Coordinator, Youth in Landscapes Initiative (2014–2017)
Role in the toolkit: Lead author
Contact: sarah.dh.ifsa@gmail.com

Dorothy Mukhebi, Deputy Director, Operations, African Women in Agricultural Research and Development (AWARD); former AWARD mentoring coordinator
Role in the toolkit: Contributing author
Contact: d.mukhebi@cgiar.org

Pamela Yoga-Yieke, AWARD trainer and independent facilitator and coach
Role in the toolkit: Contributing author
Contact: yiekepamela@gmail.com

Others who have made significant contributions to the development of the mentoring toolkit

- Courtney Paisley, former director of YPARD
- Milly Schmidt, UX designer
- Fardous Mohammad Safiul Azam, YPARD Bangladesh Country Representative
- Jim Cano, YPARD Philippines Country Representative

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Introduction

About the toolkit

00

Introduction

0.1 What is mentoring?

The first mentioning of the word “mentor” goes back to an ancient Greek story about a young child called Telemachus who grew under the supervision of an old trusted friend of his father’s named Mentor. Since then, the name of this character started being used as a common term for “trusted tutor”.

Today, we use the word “mentor” for anyone who makes a positive, guiding influence on another person’s life. ‘Mentoring’ is the process of direct transfer of experience and knowledge from one person to another.

0.2 Who is this toolkit for?

This toolkit is aimed at people who are considering setting up a mentoring program in or for their organisation, community, or wider sector. It will be most valuable to mentoring program managers and mentoring coordinators.

0.3 What is the purpose of this toolkit?

This toolkit should help you feel confident to:

- Decide if mentoring is the right approach to achieve your organisation’s long term objectives
- Take all the steps needed to coordinate a mentoring program

0.4 How do I use this toolkit?

The toolkit is divided into 12 modules. Each module has a number of resources and tools associated with it, to help you extend and apply your learning. Some of these resources are included in the appendices of this document, while others are available in the online **(Google Drive** and **Gitbook)** version of this toolkit.

Each main module is structured as follows:

- **Learning objectives** ("After reading this section you should...")
- **Key questions** to ask yourself as you work through each module
- **Guiding information** that are intended to help you answer the questions in your own context
- **Take action!** that lists concrete steps you can take to implement what you have just learned
- **Resources (templates, examples and tools)** that you can use to help you design and implement your program, and that can help you make decisions quickly and effectively
- **Stories** from various different mentoring programs

Resources that are included in the appendices are indicated with this symbol **(** **)** (clicking the hyperlink will take you to the resource).

Resources and stories held in the online version of this toolkit are indicated with this symbol **(** **)** (clicking the hyperlink will open the resource/story in your browser and requires internet connection).

We recommend that you start a journal/workbook where you can record the decisions you are making, the information provided to you by the tools, your answers to key questions, and any other useful information.

While we have presented these modules as an ordered process to follow, in reality the process of coordinating a mentoring program is messy. Some programs will build a team before finding funding and others will need funding in order to build a team. Similarly, many organisations prefer to take a fully collaborative approach, so building a team is an important first step before making any decisions about the approach and design.

Hold the logic of the toolkit lightly and don't be scared to come back and revisit your earlier decisions or to follow the modules in an order that best fits your situation.

0.5 Overview

Module 1: (👁) Getting started - some basic principles. This module will help you understand why you're choosing mentoring and what it will help achieve; know whether mentoring is the right approach for you to take; identify the opportunities and constraints for mentoring associated with your institutional environment; think about which groups you will target and their motivations/needs/contributions; and identify your mentoring program's values and principles.

Module 2: (👁) Choosing a mentoring approach. This section will help you understand all the different possible approaches to mentoring and to help you choose a mentoring approach that is best suited to your context.

Module 3: (👁) Finding resources. This section will help you determine what resources you need (both financial and in-kind); how to find those resources; and how to plan your mentoring program budget and negotiate with partners.

Module 4: (👁) Building a program team. This section will help you understand who is needed to get a mentoring program started; what role the mentoring coordinator plays (and how to find a suitable person to play that role); and learning how to work well together.

Module 5: (👁) Planning a mentoring program. This section introduces the process of identifying and planning the different elements and phases of a mentoring program.

Module 6: (👁) Monitoring and evaluating your mentoring program. This section covers how to determine your evaluation principles; different approaches/tools that you may choose; and how to use the info you gather to improve future programs. This section also covers how to support mentees and mentors to write blogposts about their experiences and learnings.

Module 7, 8 and **9: (👁) Finding and matching mentees and mentors.** These sections step you through the application and selection process for mentees (and has the sample application forms from many different programs); how to understand mentee's needs; how to make mentoring inclusive for people in rural areas; how to create a pool of mentors (communicating the benefits of mentoring and expectations) and how to match mentors with mentees.

Module 10: (👁) Building the mentoring relationship. This section will help you understand how to get the pair started – setting goals/visions as well as discussing roles and expectations.

It also covers peer mentoring that you can foster in a group of mentees and mentors. There are different resources depending on mentoring approach you've chosen in module 2.

Module 11: (👁) Maintaining the mentoring relationship. This section covers how you check in with mentoring pairs to determine what's working well, what's not and what support they need at different stages. It also covers common challenges and how to overcome them - how to manage conflict and re-match mentees with other mentors if needed.

Module 12: (👁) Ending the mentoring program. This section covers how to conclude the mentoring program – how to celebrate what was achieved, reflect on challenges and draw lessons for future. This section also covers the options mentees and mentors have to keep learning after the formal mentoring program ends.

Module 1:

Getting Started – Mapping Your Context

01

1. Getting Started – Mapping Your Context

No one mentoring program will be identical to another. Think about any examples of mentoring programs that you know of: while there may be similarities, each program is likely to be unique to its specific situation, and was developed to address a specific set of objectives. This module will help you identify your own goals, objectives, guiding principles, and practical context, and understand how these can inform your decision to run a mentoring program.

After reading this section you should:

- understand why you're choosing mentoring and what it will help achieve
- know whether mentoring is the right approach for you to take
- understand your institutional environment and how this may affect your approach
- have thought about who will take part in the program
- identify your mentoring program's objectives, values and principles.

1.1 What are some different mentoring approaches?

There are many reasons why you might want to run a mentoring program. Mentoring can support professional and career development, through the transfer of knowledge, skills and networks. Mentoring can be a way to excite and encourage people to become more active in their sectors and support young people to become leaders in their fields.

Key questions to ask yourself

1. Why are you considering running a mentoring program?

2. How will mentoring help achieve your objectives?

3. Are you running this program for or in association with an organisation, network or event?

4. Who will be your potential mentors and mentees, and how will they benefit from mentoring?

5. What are the values and principles that influence your approach to mentoring?

A mentoring relationship can be about anything: as broad as empowering the mentee to develop personally and professionally, or as specific as providing business advice and start-up support for a specific project.

However, mentoring is just one of many ways that you can achieve outcomes, like those listed above. Before investing your time and resources into developing a mentoring program, you need to be certain it's the right approach for you.

Think about why you are considering mentoring. Are you responding to a particular need in your community, network or organisation? What would be the benefit of establishing mentoring relationships in this situation? Is mentoring the only - or best - approach, or are there other ways you could achieve your objectives?

1.2 Know your audience: who is the mentoring program for?

People are at the heart of a mentoring program; mentoring, at its most basic, is about a supportive relationship between two or more people.

If you are thinking about running a mentoring program, chances are you have thought about who this program would be for. You might have a very specific audience in mind, such as a particular farmers' network, or this might be more broad, such as "international forestry students".

In many cases, a mentoring program starts with a group of potential mentees. In others, the

initial driver for running a program may be having a group of interested potential mentors. Regardless, understanding the needs and motivations of these potential participants is important in order to define the objectives and approach that a mentoring program will take.

1.3 Mapping how mentoring can help you achieve your objective

One of the ways to determine which approaches will help you achieve your long term objectives is to create a Theory of Change. A Theory of Change is a way to describe how and why a desired change is expected to happen in a particular context.

To develop a Theory of Change you start with a long term goal and work backwards to identify where you want to go, the route you will take to get there and why certain milestones are necessary steps in the path you will travel.

For example, your long term objective may be "improved youth livelihoods in Ghana". If one of the steps to get there is "young people feel more confident and supported to grow in their field of expertise" then you may decide that mentoring is an approach worth investing in.

Consider: What has to change if the long-term goal is going to happen and why is that a necessary step in getting to your long term goal? This helps you avoid doing things that are good, but don't get you where you want to go. Repeat this process until you have all the steps to get you from where you are to where you want to be.

Here is a **website** (🌐) that guides you through preparing a Theory of Change. You can

find an example theory of change for an event based mentoring program in the Resources section of this module.

1.4 Know your situation: opportunities and constraints

It is important to think about the context in which you will be running a mentoring program. Will it be confined to a particular organisation (such as a university or company), or for people studying or working in a particular sector more broadly (e.g. agriculture or forestry)? Will you partner with an organisation, network or event to run your mentoring program?

Each of these situations is different, and will affect how you design and implement your program. What opportunities and constraints are associated with your situation - from how it influences the potential pool of applicants, to what funding and in-kind resources might be available; from preferences and opportunities for different forms of communication, to the type of support mentees might need. You could think of these like boundaries that frame the focus of how you will approach designing your program.

1.5 Know yourself: values and principles

Values are things that we think are important, and that guide the way we live our lives: our priorities, how we make decisions, how we interact with those around us. Designing, implementing and coordinating a mentoring program will involve many decisions: from who will participate, to how you will look for funding; from how you will support mentors and mentees, to how you will measure success of the program. Having a clear idea of the main

values for the mentoring program you are planning will help guide this decision making process.

Many organisations and networks also have a set of defined values that relate to their overarching vision and mission. If you are working with, or looking for support from, an external organisation, you want to make sure that your values and objectives fit with theirs. Being able to show how mentoring is aligned with a potential funders' values and objectives will also be helpful for arguing your case for support (see **Module 03 - Finding resources**).

It is important to decide on the guiding principles for your mentoring program. This will not only help you make decisions about the approach and design of your mentoring program, but will also help you in identifying and negotiating with partners and potential funders.

Think of your principles as statements that summarises your approach to mentoring. This should directly relate to the values and objectives you have now identified.

For example, if you or your organisation values knowledge sharing and team work, a principle could be "we encourage collaboration not competition". If one of your main objectives is to support and empower mentees to become leaders in their field, your principles might include "we listen to mentees" and "everything we do empowers mentees".

Notes

Take action!

- Use the **context map** (🌐) to map out your situation. Keep this with you as a key reference as you continue through the process of planning a mentoring program.
- Try mapping out a theory of change for your long term objective and assess whether/ where mentoring fits in that.
- Write down your key values and objectives relating to mentoring.
- Draft a statement of principles for your mentoring program.

Resources

+ [Tool] **Context map** (🌐)
+ [Example] **Theory of Change** (👁)
+ [Template] **Theory of Change** (🌐)
+ [Tool] **Create an interactive Theory of Change** (🌐)

Stories

Maggie, YPARD Philippines Mentoring Coordinator (🌐), discussing the process of identifying program principles

Take action!

Module 2:

Choosing a mentoring approach

02

2. Choosing a mentoring approach

If you have not yet selected a mentoring coordinator, you may wish to look at **Module 4 – Building a program team** **(👁)** *before starting this module.*

After reading this section you should:

- understand the different possible approaches to mentoring
- know which mentoring approach is best suited to your situation.

2.1 What are some different mentoring approaches?

As you have learned in **Module 1 – Getting started** **(👁)**, your approach to mentoring will be guided by your own situation, values, and objectives. While mentoring programs come in many diverse forms, we have identified four main approaches that can be adapted to your situation:

1. Face-to-face mentoring
2. Online/remote mentoring
3. Event-based mentoring (event-only)
4. Event-based mentoring (long-term).

Key questions to ask yourself

1. What are your motivations and objectives for running a mentoring program?

2. What sort of mentoring relationship is needed to achieve these?

3. Approximately how many people will participate as mentees or mentors, and for how long?

4. What are the opportunities and constraints associated with your situation (as identified in **Module 1 – Getting started** 👁)?

5. Do you want to have a cohort or ongoing mentoring matching?

While these can have some overlap – for example, a face-to-face program would likely involve some element of online communication to sustain the mentoring relationship; and event-based mentoring, by definition, involves a face-to-face connection between the mentoring participants – selecting and understanding your overarching approach to mentoring is a crucial first step in designing your program.

2.2 Choosing an approach

Face-to-face, online, and event-based mentoring should be thought of as broad approaches that you can adapt to your specific mentoring situation and objectives. Each of these approaches has its own set of benefits and challenges.

Your choice of approach may also be influenced by the scale of program you wish to run. In this context, scale refers to the time scale (how long mentees and mentors are committing for) and geographic scale (where people will be based), as well as the number of participants you want to involve.

Table 1 below summarises the four mentoring approaches, and presents some key questions and case studies to help guide your decision making.

Table 1: Summary of mentoring approaches

Approach	Overview	Pros	Cons	Questions to consider	Examples
1. Face-to-face mentoring	Usually delivered locally (e.g. country or even state/province-specific) Usually involves a group "intake" or cohorts of participants Facilitated workshops at the beginning, middle, and end of the program Communication between mentees and mentors involves some face-to-face meetings	Can establish strong relationships between participants Mentor more likely to understand mentee's local and national context Individual mentees and mentors can meet and network with broader group of participants Can be linked to on-ground implementation of a project	Resource intensive May offer smaller pool of potential participants Resource and workshop capabilities generally limit number of participants Distance (even within more locally-based programs) can be challenging for ongoing face-to-face contact	Do your program objective and mentee needs require your mentees and mentors to meet face to face? Do mentors need an understanding of local issues and cultural contexts? Where will your mentees and mentors be based, and what does this mean in terms of face-to-face meetings (e.g. travel time, resources)?	(🌐) **YPARD Kenya mentoring program** (page 15) (🌐) **YPARD Nigeria – Grooming Young Leaders for Agriculture Program** YPARD Philippines mentoring program
2. Online/remote mentoring	Online platform to train and connect participants Extensive use of online communications technologies and learning/educational resources	Allows for international pairings and expansion of global networks Matching process can be ongoing Can be implemented on a larger scale (more	Different time zones can pose a challenge for and disrupt communications Requires strong internet connectivity, which is not always available in rural areas	Do your potential mentees have an international focus? Will they benefit from increased global networks? Will you have to develop and maintain	(🌐) **Cherie Blair Mentoring Women in Business**

Table 1: Summary of mentoring approaches

Approach	Overview	Pros	Cons	Questions to consider	Examples
		participants)	Establishing and maintaining strong relationships is harder without initial face-to-face contact	your own online platform? Will internet access likely be a constraint for your participants?	
3. Event-based mentoring (events-only)	Mentoring participants are delegates at a defined event (e.g. conference) Matching criteria are often related to the event (e.g. specific research interests for a scientific event-based program) Participants introduced via email prior to the event Mentoring is focused around providing support and guidance during the event (e.g. in networking, discussing	Offers opportunities for face-to-face mentoring without logistics and resources for travel and venue Can bring together a diversity of participants Provides a guiding framework for identifying and matching participants (e.g. based on specific conference themes) Can be run on limited funding (if partnering with existing event)	Limitation on time and capacities of participants, particularly mentors, during conferences May not lead to longer-term mentoring relationships	If you are not the organiser of the event, do you have an existing partnership with the event coordinators or will this need to be established? Who will coordinate the application/ registration process? What guidance or support would you offer during the event? Will the program be event-based only, or do you intend to continue it beyond the	(🌐) **Youth in Landscapes Initiative Mentoring Program** at the 2015 Global Landscapes Forum (GLF) (🌐) **IFSA-IUFRO 125th Anniversary Congress**

Table 1: Summary of mentoring approaches

Approach	Overview	Pros	Cons	Questions to consider	Examples
	and presenting key topics, and seeking feedback on ideas related to the event's themes) May involve an initial workshop or networking event			event (longer-term mentoring)?	
4. Event-based mentoring (long-term)	As above, but usually involves an initial workshop Mentees and mentors matched at conference, with mentoring relationship intended to continue beyond the event	As above, with exception of final point (requirement for additional resources and/or funding)	Mentees and mentors may be located in different countries/ regions, posing challenges for ongoing communication and engagement (as with online/remote mentoring)	How would you establish and facilitate this ongoing mentoring relationship?	(🌐) **Young Agripreneurs Project (YAP)** at the third Global Conference on Agricultural Research for Development (GCARD3) (🌐) **Long-term mentoring program launch at the 2015 GLF**

2.3 One-on-one vs group mentoring

Mentoring is often thought about as a one-on-one relationship, with a more experienced mentor matched to a more junior or inexperienced mentee. However, this is just one of type of mentoring relationship.

Group mentoring can involve one or more mentors supporting a group of mentees. In this case, the group of mentees usually have a collective goal, such as a team of young professionals working together on a project, or a group of students learning particular course content, with the mentor supporting them towards that goal.

Peer-to-peer mentoring can also take a group approach. Here, "peers" are thought of as people of similar standing, whether in terms of age or level of experience (or both!). In group peer-to-peer mentoring, all participants varyingly take on the roles of both mentee and mentor. This approach may be a good option when community building, or increasing collaboration and knowledge sharing, is a key goal.

However, group mentoring can also occur naturally and more informally, such as between individual mentees or mentors participating in the same mentoring program. This sort of informal mentoring can be a valuable way for participants to share and learn from their experiences of mentoring, and to broaden their peer networks. Think about how you can design your program to enable interactions and collaboration between mentoring program participants.

2.4 The process of matching

While **Module 9 – Selecting and matching mentees and mentors (👁)** goes into detail about key things to consider when matching mentees and mentors, it is useful to think early on about how you will structure the matching process.

There are two different options for this process. The first is having a single intake of participants in the program; this intake could be thought of as a mentoring "cohort". In this approach, all mentees and mentors would be matched, and would then start the mentoring program, at the same time.

These mentoring pairs or mentoring groups might work closely together, for example through a local face-to-face mentoring program. Limiting each group to 10–20 mentees will allow for more in-depth training and bonding. Alternatively, this approach might simply involve many pairs being matched at the same time, but then having limited to no interaction with other pairs. An example of this is a mentoring program at a large international conference, in which young delegates are partnered with experienced delegates, and each mentoring pair is separate from the others.

The alternative to a single intake is ongoing matching. This means that you will match mentees and mentors on a rolling basis, as soon as you find a suitable match.

Each of these alternatives has pros and cons, which we outline in **Table 2** below.

Notes

Table 2: Types of mentoring relationships and matching processes

	Type	Pros	Cons	Appropriate contexts
Mentoring relationship structure	One-on-one	Targeted, individual support for mentee Allows for in-depth relationships to develop	Participants do not benefit from the wisdom of other mentees and mentors The impact of a failed/unsuited match may be greater without a community of support	Mentees with specific needs or defined individual goals A sufficiently large pool of mentors to draw on
	Group (mentees and mentor)	Can promote a culture of support and collaboration Allows a greater number of mentees to access a mentor's knowledge/skills/support Can also promote peer-to-peer mentoring between mentees, and between mentors	Less opportunity for individual development and guidance Mentoring benefits may not be experienced equally among mentees	Supporting team-based projects and professional development Existing groups with collective needs (e.g. class of students; young agricultural cooperative group)
	Group (peer-to-peer only)	Encourages knowledge sharing Can facilitate collaboration and peer networking Builds leadership and mentoring capacities among whole group	Some mentees may require input from more experienced or connected mentors	A group of people going through the same experience or working towards similar goals A group of people with a diversity of skills and experience to share

Table 2: Types of mentoring relationships and matching processes

	Type	Pros	Cons	Appropriate contexts
Mentoring relationship structure	Cohort-based	Streamlined process (everyone starts and ends at the same time) Can enable informal group and peer-to-peer mentoring	Not all potential mentees or mentors may be available for the defined intake	Works for all mentoring approaches Important for face-to-face programs and any programs that require more in-depth training and orientation
	Ongoing matching	Mentees and mentors can sign up whenever they like	Fewer opportunities for group learning and collaboration More time intensive (each match must be guided individually)	Online/remote mentoring (e.g. with a platform seeking ongoing expressions of interest, and either participant- or coordinator-driven matching) Organisational-based mentoring (e.g. new members matched with a mentor as they join)

Take action!

- Work through the questions presented in **Table 2**.
- Consider and weigh up the pros and cons of each approach as they relate to your situation.
- Complete the *Decision Filter* to identify which approach may be best for you.

Resources

+ [Tool] **Decision Filter (🌐)** to identify the best mentoring approach for your situation
+ [Tool] "**Which mentoring program is best for your situation?**" **(🌐)** quiz
+ [Report] **YPARD review of pilot mentoring programs (🌐)**

Stories

Jim, YPARD Philippines Country Representative (🌐), talking about his experience of choosing to run a face-to-face, cohort-based mentoring program for YPARD members in the Philippines, including the factors that influenced his decision to choose this approach and how this related to YPARD Philippines' objectives

Sarah, former Youth in Landscapes Initiative Mentoring Coordinator (🌐), sharing the story of choosing to coordinate a one-on-one mentoring program for a cohort of youth leaders taking part in the youth program at the 2014 Global Landscapes Forum. Mentors were selected from senior/experienced delegates at the conference who had expressed interest in participating in youth-related activities.

Module 3:
Finding resources

03

3. Finding resources

This module is closely linked to **Module 2 – Choosing a mentoring approach**, **Module 4 – Building a program team** *and* **Module 5 – Planning the mentoring program**. *You may find you need to move between these modules multiple times to gather the information you need to make decisions.*

Resources include both financial resources – money to pay for the things you need to run your program – and also "in-kind" resources, such as physical items or human resources and skills, that can be donated at no cost. This module takes you through the process of identifying what resources you will need, and how to find them.

After reading this section you should:

- know what resources your mentoring program will need
- know where to find in-kind and financial resources
- be able to make a case for support
- be able to draft a budget for your mentoring program.

3.1 Different resources for different mentoring approaches

Different mentoring approaches require different resources. A face-to-face program needs physical resources such as a training venue, printed materials, and accommodation for trainees, while an online mentoring program may need to pay website hosting or online tool subscription costs.

Key questions to ask yourself

1. What mentoring approach did you choose?

2. What resources might you need for this mentoring approach?

3. Which of those resources do you need to find funding to pay for, and which might be possible to have donated?

4. Who in your networks might be able to donate some of those resources?

5. What grants or corporate sponsorship could you apply for?

6. Are your potential partners/ funders aligned with your values and interested to achieve the same/ similar goals as you?

Programs will also need different resources at different times. For example, you may need a lot of resources in order to start and finish the program but less resources in the middle of the program.

To determine what resources you might need for your mentoring approach, please find your chosen approach in our **resource filter ()** tool to see what resources we suggest you consider. You may wish to come back to this tool once you have worked through **Module 5 – Planning the mentoring program ()**. The cost of each resource will vary greatly depending on your situation. We have included a rough costing guide based on previous program costs. We recommend doing some research in order to cost resources appropriately to your situation.

3.2 Who has what you need? Finding "in-kind" resources

It can be hard to find funding for mentoring programs. But don't despair – we often have a lot of resources in our communities that we can tap into with some goodwill, planning, and persistence.

Now that you have a resource list, think about what resources could be donated by people and/or organisations in your network.

For example, your local school may be happy to provide a training space for free. Or you may find an organisation that specialises in mentoring and coaching and can provide a staff member to help you with your program. These sorts of resources, often referred to as "in-kind" resources, can be provided by partners or supporters without any cost involved.

It's always worth asking for such support because it keeps the program running costs low and also helps develop partnerships in the community.

Take a look at the **resource filter (🌐)** tool again and see our suggestions for finding resources in your community. We encourage you to think creatively!

3.3 Who has what you need? Finding financial resources

Some resources, such as travel bursaries or subscription costs, will require you to find funding.

Options for funding include:

- Government grants
- Business sponsorship
- University/education-related bursaries
- Donations from the community.

You can find funding opportunities on websites, like YPARD's **funding opportunities (🌐)** section or **Terra Viva grants (🌐)**.

3.4 What can you offer? Preparing a case for support

Whether you are applying for a grant or pitching to a business for sponsorship, you will need to prepare a strong case for support, explaining what the program is and why it is important.

Before you start writing a case for support, do your research. Find out what the funder is looking for or interested in. Sometimes the application for funding will tell you, other times you might need to talk to the funder and ask them. Many organisations also have a stated mission and list of values – see if you can find these on their website.

Once you've determined what the funder is interested in, ask yourself: Are we interested in the same things? Can I give them what they are looking for? If the answer to these questions is yes, then it's a good idea to proceed with submitting your case for support to them. If your answer is no, then we recommend you see if you can find another funder who is a better match for your case for support. We often don't take the time to do this and end up spending too much time working on proposals that are not well matched to funder interests. It's important that you do not compromise on what you set out to achieve.

We've prepared a **proposal template ()** that will help you determine what to put in your proposal. You may find it easier to do this activity after completing **Module 5 – Planning the mentoring program ()**.

3.5 What can you offer? Negotiating with partners

Any partner, whether they are giving you money or donating something for free, will likely want something in exchange. Most often this is brand recognition or a time to speak at your mentoring workshop.

Be very clear about what you're prepared to negotiate, and make sure what you give feels of similar 'value' to what they are offering in exchange. For example, if a school offers you a free venue, perhaps having someone from the school do a 5-minute welcome talk at the beginning of the workshop could be a nice exchange. But having them speak for two hours may not feel like a fair exchange to you. So be clear with what you are offering and the limitations of that offer.

To help you determine what you can offer, the limits on your offer, and what you are not prepared to offer, take a look at this **blog** (🌐) by expert negotiator Chris Voss.

3.6 When to approach funders

In an ideal world you would decide on a mentoring approach, recruit your team, design the mentoring program of your dreams and then pitch that to funders/partners, and they would give you all the resources you need.

Unfortunately, the real world doesn't work that way. You have to be constantly on the lookout for opportunities to talk to the right people at the right time. You may get some

initial resources to start the program but not to do the maintenance and closing activities. In this case, think of how you can use opportunities such as a networking cocktail party at the end of the mentoring orientation workshop (see **Module 10 – Building the mentoring relationship**) as a way to invite funders to hear the stories of mentees and mentors.

The best way to attract partners/funders is to inspire them, and there's nothing more inspiring than the visions and stories of transformation of mentees and mentors.

3.7 Keeping track of spending

If you are lucky enough to receive financial support for your mentoring program, it's important you keep good track of what you are spending so that you don't spend more than you have. When making payments, make sure you are issued a receipt and that you file these receipts either in a folder or digitally (by taking a photo of it and keeping it in a Google Drive folder).

We recommend someone from your mentoring program team set aside one day per month to calculate total spending for the month. This will help the program to keep track of what you have spent and what money you have left. You may wish to use the **financial report template ( )** to keep track of spending.

3.8 Financial reporting

It's important that, at the conclusion of the program, you report how the money you were given has been spent. Not only will this show the funders that you are trustworthy, but it is also good financial practice and will prevent you from being accused of misappropriating funds.

Financial reports don't need to be complicated; they can simply include the amount you estimated, the amount you actually spent, and the difference between those two amounts (called the *variance*). See the **financial report ( )** link for an example and template financial report.

You may also wish to estimate the value of in-kind support given to the program, such as venue hire or hours contributed by volunteers. This shows the real cost of running the program. You can see an example of this in the **financial and in-kind report for event-based program ( )** (page 40).

Notes

Take action!

Take a look at the resources below and:

- Do a resources stocktake, using the resource filter as information.
- Write a proposal/case for support for your mentoring program.
- Make a budget for your mentoring program.
- Determine your offer to partners and its limits.
- Determine when you might find opportunities to inspire partners and funders.

Resources

- [Template] **Resources stocktake** (🌐)
- [Tool] **Resource filter** (🌐)
- [Example] **Proposal for face-to-face mentoring** (🌐)
- [Website] **How to write a case for support** (🌐)
- [Example] **Case for support for event-based mentoring** (🌐)
- [Template] **Proposal** (🌐)
- [Template] **Letter to local businesses requesting sponsorship** (🌐)
- [Template & Example] **Budget** (🌐)
- [Template & Example] **Financial report** (🌐)
- [Example] **Financial and in-kind report for event-based program** (🌐) (page 40)
- [Podcast] **Negotiation tips with Chris Voss** (🌐)

Stories

Dinesh, YPARD Nepal Country Representative (), sharing his experience of finding in-kind support for an online mentoring program for YPARD Nepal members

Dorothy, Deputy Director of AWARD (), sharing her extensive knowledge and experiences of finding and applying for funding

Sarah, Australian Future Foresters Initiative (), talking about using an industry conference mentoring program as an opportunity to access funding from an industry youth leadership grant

Bill, YPARD Global advisory group (), talking about finding a values match with a partner and negotiating what you need

Take action!

Module 4:
Building a program team

04

4. Building a program team

This module is closely linked to **Module 2 – Choosing a mentoring approach** (👁), **Module 3 – Finding resources** (👁) *and* **Module 5 – Planning the mentoring program** (👁). *You may find you need to move between these modules multiple times to gather the information you need to make decisions.*

After reading this section you should be able to:

- select your team members
- clearly define the roles and responsibilities of each team member
- create an agreement for how to work well together.

4.1 Different roles for different mentoring approaches

Roles will be different depending on the context and type of mentoring program you choose.

To determine what roles you might need for your chosen mentoring approach, please go to your chosen approach in our **roles filter tool** (🌐). Here you'll see the main tasks associated with each approach and our recommendation as to which roles you might create for those tasks.

Whether these roles are voluntary or paid, a stipend will depend on what resources you are able to secure. If you do choose to pay a stipend, please make sure that you know your legal

Key questions to ask yourself

1. Do you have capacity within your existing team to run your mentoring program or do you need to bring on additional people to help?

2. What roles and responsibilities can your partners take on?

status (i.e. what you are legally allowed to do in your country) and also that you follow labour laws in your country (minimum wage, working conditions etc). We recommend doing some research in order to cost resources appropriately in your situation.

4.2 Selecting team members: the mentoring coordinator

No matter what mentoring approach you choose, you will require a mentoring coordinator. The mentoring coordinator will be the main point of contact for mentees and mentors during your mentoring program and will be responsible for ensuring that they develop a good rapport during the mentoring program.

Not everyone is made to be a mentoring coordinator. It requires very good emotional intelligence (ability to 'read' people). Often a résumé doesn't tell you whether someone has the right soft skills to be a mentoring coordinator, so we recommend asking questions in the application or interview process that require candidates to demonstrate their relevant skills and experience. See an example **application form for mentoring coordinator (🌐)** that you could adapt for your own needs. This is also included as a key resource below, along with our interview guide and selection rubric to help you choose the right person for the role.

Some aspects of the mentoring coordinator role can be quite challenging, particularly managing expectations, group dynamics, and any conflicts that arise. This can be especially challenging for young and/or female mentoring coordinators. The assertive mindset required of the mentoring coordinator may be developed through additional training or coaching.

4.3 Selecting team members: other roles

If you have more tasks than you think one person can handle, you may consider asking existing team members to take them on, or recruiting new team members. Team members' responsibilities may be different at different times (e.g. a logistics person will be most needed when organising workshops but probably not so needed in between).

See Jim's story about what other roles their mentoring program needed in the Stories section of this module.

4.4 Selecting team members: roles for partners

Some mentoring approaches require partners to take on tasks. For example, an event-based mentoring program will require you to connect with an event organiser, who would be responsible for integrating mentoring questions into the event registration process.

As you go through **Module 5 – Planning the mentoring program (👁)**, identify areas where the expertise of partners will be helpful and build them into your offer to partners in **Module 3 – Finding resources (👁)**.

4.5 Learning how to work well as a team

Once you have your team, we strongly recommend spending a good amount of time together to:

1. get to know each other
2. discuss everyone's roles and responsibilities over the course of the mentoring program
3. discuss hopes and fears for the mentoring program
4. discuss expectations of yourself and each other
5. agree on what you need from each other in order to work well together, in particular:
   - how you will communicate (method)
   - how often you will communicate (frequency)
   - how you will motivate each other
   - how you will provide positive and constructive feedback to each other
   - how you will address any problems or conflict that arise
6. design the mentoring program (more information on this in **Module 5 – Planning the mentoring program**).

It's very important to spend time deciding what communication and project management tools to use, especially if you are a team that works together remotely. We have summarised a range of possible tools in **Table 3** below. Each tool has strengths and weaknesses that determine how it is best used. While these tools will never replace the power of a face-to-face meeting, they can still be useful!

Notes

Table 3: Communications and project management tools

Tool	Users	Strengths	Weaknesses
Facebook group	Sharing photos and updates, chatting	Easily accessible platform that most people use already Good forum for stories and community chat	Hard to post multiple things at once without them getting lost in the linear timeline Not easily searchable Some people prefer to keep their Facebook just for personal conversations Not everyone has or wants to use Facebook
Google group	Anything you would use email for	Uses email, which everyone has	Can feel a bit like spam if not moderated properly May go to some people's junk mail
Slack	Sharing photos and updates, chatting	Enables very focused discussions with separate channels for different topics All communication and information is in one place, rather than across several emails Transparent – everyone is able to see what different groups are talking about (You can also make private chat channels if you want to keep certain conversations	People need to become familiar with it

Table 3: Communications and project management tools

Tool	Users	Strengths	Weaknesses
		private) All content is searchable from one search box	
Zoom	Like Skype, but better	Reliable video quality Integration with Google Calendar, which makes scheduling meetings easier Just need to click the link and join the meeting. No downloads, even on mobile	May not be great for people on slow internet connections
Google Drive	Create and store all working documents – from meeting minutes, to proposals, to mentee and mentor applications	Great tool for remote teams to collaboratively edit documents together Increases transparency – everyone can see what others are working on Pretty straightforward to use (we think!)	Sometimes messes up document formatting May not be great for people on slow internet connections Requires access to Gmail
Asana	A project management tool that organises lists of tasks around which teams can collaborate. For example, you can create various "sections" of a project and create a	Lots of project management features Free trial Important tasks can be colour coded	Tasks can only be assigned to one member of a team The interface can sometimes feel overwhelming

Table 3: Communications and project management tools

Tool	Users	Strengths	Weaknesses
	separate list of tasks for each section. Each task can then have sub-tasks of its own should you want to create a nesting of tasks.	Multiple tags can be added to each item Possible to view/follow personal tasks in one place Free for small teams up to 15 people	Can take a little longer to learn
Trello	A card-based task/project management tool that can be used for almost anything that requires limited team collaboration Each task is written on a "sticky note" and "pinned" to a board	Incredibly flexible Mostly simple layout, simple instructions Very visual Free	Not ideal for big projects with many tasks

Take action!

- Draft terms of reference and call for applications for a mentoring coordinator.
- Determine what other roles you need, what qualities or skills those people will need, and how you will find people to take on those roles.
- Draft terms of reference for other roles and call for applications if needed.
- When you have selected a team, schedule your first team meeting.

Resources

- [Tool] **Roles filter** (🌐)
- [Example] **Application form for mentoring coordinator** (👁)
- [Template] **Process for selecting mentoring coordinators** (🌐)
- [Example] **Terms of reference for mentoring coordinator** (👁)
- [Example] **Agenda from Philippines face-to-face planning meeting** (🌐)

Stories

Jim, YPARD Philippines Country Representative (🌐), talking about his experience of determining what roles were needed for the YPARD Philippines mentoring program team, and how he met those needs through recruiting team members

Dorothy, Deputy Director of AWARD (🌐), talking about what she always tells new mentoring coordinators

Maggie, YPARD Philippines Mentoring Coordinator (🌐), reflecting on her ongoing

experience as mentoring coordinator, and sharing advice for other prospective mentoring coordinators

Dorothy, Deputy Director of AWARD ( ), discussing the challenges of being a young, female mentoring coordinator, and advice on how to overcome these challenges

Take action!

Module 5:
Planning the mentoring program

05

5. Planning the mentoring program

This module is closely linked to **Module 2 – Choosing a mentoring approach** **(👁)** *and* **Module 3 – Finding resources** **(👁)**. *This module is intended to introduce you to the process of planning the phases and activities of your program. Each of these phases – from planning the initial meeting (see* **Module 10 – Building the mentoring relationship** 👁*) to follow-ups (***Module 6 – Monitoring and evaluating the mentoring program** 👁*) and finalising the program (***Module 12 – Ending the mentoring program** 👁*) – is addressed in further detail in subsequent modules.*

After reading this section you should:

- understand the benefits and challenges associated with one-on-one vs group mentoring, and group intakes vs ongoing matching
- be able to plan the key phases and associated activities of your program.

5.1 Planning your program – phases and activities

Table 1 in **Module 2 – Choosing a mentoring approach** **(👁)** summarised the core components of each of the four mentoring approaches presented in this toolkit. For example, a face-to-face program will almost always involve an initial orientation workshop, and any ongoing/long-term mentoring program would likely involve some form of check-in and/or follow-up meetings.

Key questions to ask yourself

1. What mentoring approach did you choose, and what are the core components of this approach?

2. What resources (including your team) have you identified?

3. Will mentees and mentors contribute to the program design, and if so, how?

Despite these common components, there are many different ways that these approaches can be implemented. How you plan and design your program will depend on the objectives, Theory of Change, resources, and team you identified in the previous modules. Deciding on the scale of program you want to run – how many participants, from where, and over what time frame – is also an important step before starting to plan the details of your program.

The next step is to map out the key phases and activities that you will include in your program. **Table 4** below takes you through some of the key decisions you will have to make in designing your program.

Table 4: Mentoring program elements

Program element	Options	Pros	Cons	Appropriate contexts
1. Initial introduction (see **Module 10 – Building the mentoring relationship**)	Face-to-face meeting	Chance to get to know each other and establish the relationship in a supportive, facilitated setting Establishes group connections (when cohort-based)	Resource intensive Requires all participants to be available at the same time and location	Face-to-face mentoring programs Group intakes Event-based mentoring (introduction held immediately prior to or during the event)
	Virtual introduction (e.g. via email or Skype)	Less resource intensive Allows for international/remote matching	Less opportunity to build a strong connection Email does not allow for in-depth, facilitated meeting	Online/remote mentoring programs Event-based programs (note: event-based programs may be designed to include a facilitated face-to-face meeting) Face-to-face programs with ongoing matching

Table 4: Mentoring program elements

Program element	Options	Pros	Cons	Appropriate contexts
2. Ongoing support and facilitation (note: these options are not mutually exclusive; see **Module 11 – Maintaining the mentoring relationship**)	Scheduled check-ins	Provides ongoing guidance, motivation, and potential conflict management	Time intensive	Core component of any ongoing/ long-term program
	Follow-up face-to-face meeting(s)	Allows participants to reconnect as a group	Resource intensive Event-based and online participants may live too far apart	Face-to-face programs Event-based and online programs, depending on location of mentees and mentors
	No follow-up following initial introduction	Does not require additional resources following initial meeting	Less likely to result in long-term benefits	Generally for event-based programs only (where no ongoing mentoring is planned)

5.2 Taking a flexible approach

However you design the mentoring program, it should be flexible enough to enable mentees and mentors to develop their own personalised approach. Asking mentees and mentors what they want out of a mentoring program and providing them with the opportunity to tailor their approach to their particular needs and situation will increase the program's chances of success.

Notes

Take action!

- ✓ Plan the key phases and activities of your program. For each phase (introduction, follow-up, finalising), include:
  - activity (what will occur – be as specific as you can, e.g. initial orientation workshop, face to face, one day, all mentees and mentors)
  - how often it will occur (e.g. phone check-in with each mentee every 3 months, for 12 months)
  - specific resources you will need.
- ✓ Together with members of the team, start a project planner to map out the tasks that need to be done, who will take responsibility for each task, and the due date for each task.

Resources

+ [Book] **Designing Workplace Mentoring Programs: An Evidence-Based Approach** (🌐)
+ [Example] **Tips for choosing and setting up a training venue** (👁)
+ [Example] **Project planner** (🌐)
+ [Template] **Project planner** (🌐)

Stories

Dinesh, YPARD Nepal Country Representative (🌐), talking about his decision to choose an online group (mentees and mentors) mentoring approach, and the benefits and challenges associated with planning a program of this sort.

Maggie, YPARD Philippines Mentoring Coordinator ( ), sharing the process involved in planning the YPARD Philippines face-to-face mentoring program.

Take action!

Module 6:

Monitoring and evaluating the mentoring program

06

6. Monitoring and evaluating the mentoring program

After reading this section you should be able to:

- create an evaluation plan for your mentoring program
- use it to inform the way you support the maintenance of mentoring relationships and how you end the mentoring program.

6.1 What is M&E and why is it important to mentoring?

Often you will see monitoring and evaluation written as "M&E". **Monitoring** refers to setting targets and milestones to measure progress and achievement *during* a program. **Evaluation** is a structured process of assessing the success of a program in meeting its goals and reflecting on the lessons learned at the point that the program is *finishing* or has already *finished*.

Monitoring and evaluation is important to mentoring because it:

- enables mentoring pairs to learn from each other's experiences
- enables the mentoring coordinator to understand how the program is progressing and to make improvements to its design in real time

Key questions to ask yourself

1. What resources are available for the program monitoring and evaluation?

2. What are the program principles? How can the evaluation support these principles?

3. Will you do the evaluation yourself or will you contract someone independent to do it?

- makes the program transparent and accountable
- provides a basis for questioning and testing assumptions you made when developing the Theory of Change
- enables you not to repeat the same mistakes
- provides data which can be helpful for making a case for support to donors and partners.

6.2 Principles guiding M&E

It can be hard to know where to start in designing an evaluation. A good place to start is to review your program principles and use these to create principles that will guide decisions you make about M&E approaches and methods.

Some evaluation principles we have developed for other mentoring programs include:

- the evaluation process and experience should be empowering for all participants.
- the evaluation should not feel like an "extractive" process, i.e. one that takes time and information from participants without giving them any benefits.
- the evaluation should be delivered in a way that builds the capacities of program participants – particularly in telling their story.
- the evaluation methods and tools should be sufficiently "light" to minimise the evaluation burden on participants.
- the evaluation should build on existing data and evaluation processes and tools.
- the evaluation outputs should include materials that can be accessed and used by evaluation participants.
- the evaluation methodology should be guided by our values – respecting privacy of participants, not coercive, designing for mutual benefit.

- when an external professional evaluator is contracted, we will encourage them to mentor and train our program team so we improve our own evaluation capacity.

6.3 Creating an M&E plan

BetterEvaluation is an excellent and comprehensive website to help you plan a program evaluation, including how to write *Key Evaluation Questions*. **Here (🌐)** is a good place to start.

6.4 Who does evaluation?

Monitoring is best done by the mentoring coordinator, since they will already be checking in with mentoring pairs regularly.

Evaluation is best conducted by an independent group if you have the budget. This is because:

- it can be quite a big task
- they may be able to determine areas of improvement that mentees or mentors may be too shy to tell the program team
- they will analyse the data objectively
- they can share their expert skills with the program team.

If you do not have the budget to hire an external evaluator, it is best to have someone as independent to the program as possible conduct the evaluation (i.e. not the mentoring coordinator). Also think about in-kind approaches – you may find a student studying evaluation who would be grateful for the experience!

6.5 Monitoring: deciding on approaches

Think carefully about what you want to know and what you want to achieve at each stage of the mentoring program, as this will inform what monitoring approaches are most appropriate for you.

For example, if you want feedback on how participants experienced the mentoring orientation workshop it may be most appropriate to ask them to complete a short paper survey on the last day of the workshop.

However, when checking in with mentees and mentors during the program, you will want to know how they are and to continue building trust with them, so it may be most appropriate to interview them via phone.

Table 5: Approaches to M&E

Approach	Pros	Cons	Resources
Survey	You can get feedback from many participants Good for quantitative data	Most participants will not give you in-depth data Not relationship building	(🌐) **Event-based program 6-month follow-up survey** (🌐) **Designing surveys: A guide to decisions and procedures**
Interview	Helps you build relationships with mentees and mentors Better helps you identify potential problems	Takes a lot of time from the mentoring coordinator (each check-in interview would probably last at least 30 minutes)	(👁) **Check-in questions**
Narrative journal/diary	If mentees and mentors are diligent about recording their own reflections, this can provide very useful insight into what is happening in real time Can be easily turned into a blog post	Can seem like a burdensome, time-consuming task, particularly if the mentee or mentor does not already have their own reflective practice Mentees/mentors may not want to share information that makes them look vulnerable in written form, so it could provide a skewed perspective	(👁) **Diary template**

6.6 Monitoring the program team

It's important to regularly check in not only with mentees and mentors, but also with the program team. You will be learning valuable lessons about how to run a mentoring program that should be discussed, captured, and analysed.

We would also love to have these stories contributed to this mentoring toolkit!

6.7 Evaluation: deciding on approaches

We find M&E approaches that emphasise listening and creatively empowering participants to share their stories are generally the best fit for mentoring programs.

You may also want to experiment with approaches like **empowerment** or **participatory** (🌐) evaluation, which provides participants with the tools and knowledge to monitor and evaluate their own performance, often in a creative way using blogs, **photos** (🌐), and **videos** (🌐). This may require you to run some training with the participants at the beginning of the program.

Read about other evaluation approaches **here** (🌐).

6.8 Following up years later

The full impact of mentoring is often only seen a number of years after a program finishes. Why not plan to do a follow-up evaluation with mentees and mentors every few years?

Notes

Take action!

- ✓ Decide on your M&E principles and document them.
- ✓ Check this aligns with your evaluation approach.
- ✓ Create an M&E plan.

Resources

- + [Template] **M&E plan template** (🌐)
- + [Example] **M&E plan (event-based and face-to-face)** (🌐)
- + [Example] **Check-in questions** (👁)
- + [Example] **Event-based program 6-month follow-up survey** (🌐)
- + [Example] **Final evaluation report of event-based mentoring program (long-term)** (🌐)
- + [Website] **BetterEvaluation (www.betterevaluation.org)** (🌐)
- + [Website] **Designing surveys: a guide to decisions and procedures** (🌐)
- + [Template] **Diary** (👁)

Stories

Jim, YPARD Philippines Country Representative (🌐), talking about how they chose an M&E approach for the YPARD Philippines mentoring program.

Module 7:

Finding mentees and mentors – Part 1

07

7. Finding mentees and mentors – Part 1

In **Module 1 – Getting started** (👁), *we asked you to think about the people – both mentees and mentors – who might participate in your program. This current module can be used as a guide for identifying and seeking applications from potential mentees and mentors within a larger audience base.* **Module 8 – Finding mentees and mentors – part 2** (👁) *will go into detail around defining selection criteria and drafting the final call for applications.*

After reading this section you should:

- have thought about the most effective methods of promoting your program
- know how you will structure the application process
- be familiar with the different online tools for creating application forms.

7.1 Making mentoring inclusive

Before you start advertising your program or opening registrations, it is important to ensure that your communications and applications process is as inclusive as possible, and does not exclude potential mentees or mentors.

Social media and web-based application forms are cost effective and efficient ways of reaching a large number of people. However, if your program is targeting people in rural areas – as many agricultural mentoring programs do! – internet access may not be consistent or

Key questions to ask yourself

1. Do you want to restrict applications to a defined group of people?

2. What communication channels and networks do your potential mentees and mentors use?

3. How will you collect applications?

reliable. Think about these local constraints and use the communication channels that you know work well and are used most extensively in your country/organisation/target group.

7.2 Application process: How will people apply?

The mentoring approach you have chosen to follow will influence how you manage applications. The case studies presented in this toolkit all used an application form, but the way this was structured and distributed for each program varied substantially.

For example, it is common for event-based mentoring programs to integrate applications into the event registration form, while a face-to-face program may distribute an online or hard-copy application form throughout the relevant networks.

However, you may decide that there is a more effective application or registration process for your program, such as calling for written applications; directly identifying and approaching mentees and/or mentors (either in person or via email/online); having an online database where interested people can register; or any other way that works for you!

7.3 Targeted vs open call

Now that it's time to seek applications, you need to decide how you will reach out to potential mentees and mentors. If you don't have a clearly defined group of mentors and/or mentees, such as members of a particular organisation, or participants at a specific event, then you may wish to consider an open call.

Open calls – where there is a general announcement and call for applications or expressions of interest – have the benefit of potentially reaching out to great mentors, or mentees in need, whom you may not have identified otherwise. However, any open call needs to be carefully planned to ensure that only relevant people apply. This includes clearly defining the goals and objectives of your program, and stating any restrictions that apply to applicants (for example, an age limit or experience level required; or requirement to be working in a particular sector). Identifying your key selection criteria is discussed in detail in **Module 8 – Finding mentees and mentors – part 2** (👁).

7.4 Managing expectations

The kinds of words you use in your application materials (both in promotions and the form/ application documents) can influence people's willingness to apply, and their expectations.

For example, asking experienced mentors to "apply" to be a mentor may make them feel like they have to prove their value. On the other hand, asking people to "register" may create an expectation that they will be accepted and a match found. Phrasing it in terms of "register your interest to mentor/be a mentee" or "we are seeking expressions of interest" can avoid these issues.

Another expectation that mentors may have is that they will be paid for their time. None of the case studies in this toolkit pay mentors – we find that mentors who recognise that they benefit from the wisdom of others and are motivated by a keenness to give back are the best fit for our mentoring programs. Mentors do receive many non-monetary benefits (see **here** 🌐) that can be as good a reward as payment, so you may need to make that clear to mentors who will be part of the program.

However, if the program will require participants to travel for a face-to-face workshop or meetings then you may need to find financial resources to cover these costs. Some participants will not have the financial means to travel, which can hinder their participation.

Finally, it is important to be clear on the level of commitment expected of all participants. For example, if you plan to hold a two-day orientation workshop, applicants need to be aware of this this time commitment. Similarly, if you expect that mentees and mentors will have a minimum level of interaction (e.g. a certain number of times per month/quarter), then this needs to be clearly stated. Asking applicants to confirm their understanding and acceptance of these commitments during the application process can help ensure they are adhered to.

7.5 Keeping a database

You may identify great mentors but who don't have the right skills or experience to mentor your selected mentees. You may consider keeping registrations for mentors open on a rolling basis in case this helps you to continue identifying great potential mentors for future programs.

Notes

Take action!

- Decide on your application process (e.g. online and/or hard-copy application form vs asking for written applications).
- Draft a summary of your mentoring program to be used in your call for applications.
- Identify which networks and communications channels you will use to promote your program.

Resources

The following mentoring programs are quite different and each has a slightly different approach, as will your program. Feel free to mix and match these and find a format that best suits your style and program.

+ [Example] **Event-based mentoring program call for applicants** (👁)
+ [Example] **Face-to-face mentoring program call for applicants** (👁)
+ [Example] **Benefits of being a mentor and of being a mentee** (👁)

Stories

Jim, YPARD Philippines Country Representative (🌐), discussing the challenges of and approaches for managing mentors' expectations, particularly regarding the importance of how the "application" process is framed

Dorothy, Deputy Director of AWARD (🌐), shares how she created and maintains a database of interested mentors

Module 8:

Finding mentees and mentors – Part 2

08

8. Finding mentees and mentors – Part 2

Now that you have considered how you will run the application process in **Module 7 – Finding mentees and mentors – part 1** *(👁), this module will assist you in drafting application questions and associated selection criteria, so that you can draft a call for applications.*

After reading this section you should:

- understand your mentees' needs
- know the qualities you are looking for in a mentor
- be able to draft a set of selection criteria for mentees and mentors
- be able to draft application forms for mentees and mentors.

8.1 Assessing applications: What do you need to know?

Now that you have decided on your approach to collecting applications, it's important to think about the kind of information you want to collect. The level of detail required for applications may also vary – consider people's attention spans and time commitment (e.g. for reading program information and filling out a form) and what information is really critical to know.

Key questions to ask yourself

1. What qualities are you looking for in a mentee and mentor?

2. What professional qualities and skills in a mentor would meet the mentees' needs, and the objectives of your program?

3. What is important to know about your mentees and mentors?

From specifics...

After thinking about your audience and objectives (**Module 1 – Getting started**), you should have an idea of the kinds of mentees who would benefit from your program. Similarly, having thought about your program design (**Module 5 – Planning a mentoring program**), you may have identified some specific practicalities such as location, internet access, or language abilities that could affect participation in the program you are designing.

The application process will need to allow you to identify these important factors. For online or remote mentoring programs, it will be important to confirm that applicants have good internet access and IT skills; knowing their home country may also help avoid substantial time-zone clashes! For face-to-face programs, specific locations (e.g. city) of applicants could help in planning and logistics of face-to-face meetings. For an event-based program, you might want to ask about what sessions or activities they plan to attend, or what event-related themes they are most interested in. Start by noting down questions that will be important to ask for your program.

...back to basics

In order to select the right participants for your program, you need to understand applicants' motivations and needs. As such, regardless of how you structure your application process, it's important to answer the following questions:

- What are the mentees' motivations? Are they committed? Do they *really* want to be a part of the program?
- What are the mentees' needs? What are they hoping to achieve through mentoring?

What sort of support do they need? Would they benefit from the kind of mentoring your program will offer?

- Do the mentees already have a mentor in mind? (Note: this may only be relevant for organisational/locally specific programs)
- What can the mentor offer? How will they support the mentee?
- What are the mentors' and mentees' interests outside the focus of the mentoring program – things that can help them bond?

It can also be useful to ask applicants to submit a short (two sentences max.) bio. This can be used in introducing them to their mentor/mentee if they are selected (and will save you a lot of time later!).

Not all mentees will have a clear idea of what they need – and that's okay! The most important thing is that they are motivated, and willing and open to discuss their goals and work with their mentor towards achieving them.

8.2 What makes a good mentor?

Choosing the right mentor is critical to the success of any mentoring relationship.

It is important that the mentor has the right set of skills, knowledge, and/or networks to be able to respond to their mentee's needs. In a professional mentoring program, this might mean ensuring that the mentor works in a similar discipline and sector, and has relevant experience to support their mentee's particular professional goals. If the mentoring program is focused on getting a business or idea off the ground, it may be more important for the mentor to have extensive networks and experience in business development planning.

But a successful mentoring match comes down to more than just similar technical or professional interests. It is also about finding a mentor whose personality would fit with the mentee you plan to pair them with.

8.3 Key qualities to look for in mentors

- Commitment to the mentee's learning and project goals
- Ability to provide positive feedback, encouragement, and advice when requested
- Interest in seeing and supporting the mentee's growth and success in their professional or personal goals
- Ability to ask key questions to support the mentee to develop their problem-solving and creative thinking skills, and to be resilient and independent
- Ability to establish clear expectations and commitments, to express these to the mentee, and to ask for the same
- Generosity with tools and approaches that support others to learn
- Willingness to share key contacts and networks with the mentee, and to source other areas of expertise when required

Notes

Take action!

- ✓ Identify the factors and qualities that are important to know about applicants, based on your program design and objectives, and use these to draft a set of selection criteria.
- ✓ Draft separate application forms for mentees and mentors.

Resources

The following mentoring programs are quite different and each has a slightly different approach, as will your program. Feel free to mix and match these and find a format that best suits your style and program.

- + [Example] **Application form for mentees of YPARD Kenya face-to-face program** (🌐)
- + [Example] **Registration form for mentors of YPARD Kenya face-to-face program** (🌐)
- + [Example] **Questions for inclusion in an event registration form** (👁)

Stories

Maggie, YPARD Philippines Mentoring Coordinator (🌐), talking about her process of deciding what questions to include in the mentee and mentor application forms, and why these were important for the face-to-face program

Take action!

Module 9:

Selecting and matching mentees and mentors

09

9. Selecting and matching mentees and mentors

After reading this section you should:

- be able to identify the key factors you need to consider when selecting and matching mentees and mentors
- understand the different approaches to matching, and which would work best for your program.

9.1 Selecting mentees

While mentoring is a two-way relationship and can be of equal value to both mentees and mentors, it is important to keep the focus on the mentees, because this is whom the program is really for. Therefore, unless you are starting from a situation of having an identified group of mentors and are seeking mentees, it is strongly recommended to select your mentees first. This way, you can directly assess the suitability of mentors in relation to the profiles and needs of your mentees.

While general factors such as demonstrated motivation and need should always be high on the list of selection criteria for mentees, additional specific criteria will depend on your program objectives and design. For example, if the mentoring program aims to support young researchers, you might include a selection criterion related to "demonstrated research potential". In contrast, an event-based mentoring program with unlimited participants might simply set an age or experience limit for mentees.

Key questions to ask yourself

1. Are there any culturally specific factors that you need to consider when matching?

2. What steps will you take to match mentees and mentors?

3. Who will decide on mentoring matches?

4. How much time and resources do you have to complete the matching process?

When assessing applicants, try to also consider things like age, gender, and regional location, and ensure a diversity of mentees and mentors are selected.

9.2 Selection and matching: possible approaches

Once you have selected your mentees, the next step is to match them with a suitable mentor. You will need to decide who will be responsible for this important step. Will the mentoring coordinator lead the match-making process? Will you seek input from other members of your team? What role will the mentees play in this process, if any?

In the mentoring programs profiled in this toolkit, the matching process has been led by the mentoring coordinator, often with the input of fellow team members (see the Resources section for example "Instructions for matching" for an event-based program). For a one-on-one mentoring program, this has involved the following process:

1. Select mentees
2. Review list of potential mentors and identify their key skills/qualities/factors (relevant to the key selection and matching criteria you identified in **Module 8 – Finding mentees and mentors – part 2**)
3. Do a preliminary match (e.g. 1–3 in order of preference) for each mentee
4. Review all potential matches and finalise your selection.

However, there is only so much you can learn about a person through reading their application. If you have the resources, making a time to speak to mentees and mentors (e.g. via phone or

Skype) can give you a better understanding of their personalities and how they might work together as a team. A potential process could be:

1. Select mentees
2. Interview mentees
3. Do a preliminary selection and match of mentors
4. Interview potential mentors
5. Select your final matches.

9.3 Involving mentees

Mentees often appreciate the opportunity to suggest their own mentors – for example, when they (the mentee) first apply – and this should always be taken into consideration.

The extent to which you involve mentees in the matching process will depend on your mentoring approach, design, and resources/capacities.

In some situations, such as a small intake or a program in which mentees and mentors may already be familiar with each other, you may decide to share the list and bios of potential mentors with the mentees and ask mentees to identify their top preference(s). Another option would be to run an initial open networking event to give selected mentees the opportunity to meet with potential mentors. However, this approach has the risk of certain mentors being more "popular" than others, so expectations will have to be carefully managed. This also requires additional time and resources, and – particularly for programs with large intakes – may be less feasible.

9.4 Matching: other things to consider

Whatever your situation, and whatever your approach to mentoring, there are a few things that are valuable to consider when matching:

- **Hierarchy and rank** – In some cultures, having large differences in "rank" between mentees and mentors can pose difficulties in establishing relationships.
- **Seniority vs experience** – These are not always the same! Think about the kind of skills and knowledge your mentee needs, and who is best placed to provide this support.
- **Geographic location** – The importance of geographic proximity depends on the goals and design of your program. Think about things such as travel times, time differences, and knowledge of local/regional topics and cultures, and how these might impact the success of the mentoring relationship.
- **Personality types** – A shy mentee might benefit from a different kind of mentor than a highly outgoing and confident mentee.
- **Gender** – Male and female mentee/mentor matches can be great, but may also need some additional agreements about respectful and equitable interaction that is sensitive to the cultures of the participants.
- **Language** – What language will you run your program in (e.g. resources and training)? What other languages are participants confident in mentoring/being mentored in?

9.5 Confirming the matches

Regardless of whether you plan to hold a face-to-face meeting or orientation workshop, the first step will be contacting all applicants to confirm their selection (or otherwise!). This first email should be sent to mentees and mentors separately, and should include:

- a brief bio of their mentor/mentee
- any resources/documents they should read and/or complete before starting the program
- an offer to write a formal invitation letter they could give to their employer to request leave for any required workshops
- a summary of next steps.

Notes

Take action!

- ✓ Identify any culturally or locally specific factors that you need to consider when matching.
- ✓ Define your matching criteria.

Resources

- + [Example] **Instructions for matching pairs (event-based program)** (👁)
- + [Example] **Email to selected mentees (event-based program)** (👁)
- + [Example] **Email to selected mentors (face-to-face program)** (👁)

Stories

Sarah, Youth in Landscapes Initiative (🌐), sharing a story of how her process of going beyond the responses provided in the registration form to find out as much as she could about applicants resulted in one particularly successful match lasting years beyond an event-based program

Dorothy, Deputy Director of AWARD (🌐), sharing stories of some of the most successful mentoring matches, and her views on why they work

Module 10:

Building the mentoring relationship

10

10. Buiding the mentoring relationship

After reading this section you should:

- understand the importance of the initial meeting between mentee and mentor
- be able to help mentoring pairs to build a strong rapport
- be able to help mentees clearly articulate their long-term vision and short-term goals
- be able to help mentoring pairs establish an agreement.

10.1 Initial meeting formats

At every mentoring program we've ever run, we always get feedback about how important the initial meeting is between mentees and mentors. It's a chance for the mentee and mentor to get to know each other, to discuss their hopes and fears, and to agree on goals that will form the foundation for their mentoring relationship over the length of the program.

The format you choose for the initial meeting will depend on your mentoring approach and your design constraints. Some options you might consider are summarised in **Table 6** below.

Key questions to ask yourself

1. How much time is available for the initial meeting between mentees and mentors?

2. What resources are available for the initial meeting?

3. What are the program objectives? How can the initial meeting support the achievement of those objectives?

Table 6: Initial meeting formats

Primary format	Relevant mentoring approach	Description	Pros	Cons	Resources
Mentoring orientation workshop	Face-to-face, event-based	Face-to-face meeting that normally goes for 3 or 4 days and covers a wide range of topics All mentees and mentors are included	Enables mentees and mentors to develop a strong bond by doing various fun and reflective activities together Sufficient time to think about goals and set really meaningful commitments to each other Flexible design	Additional time commitment, particularly for mentors If not designed and facilitated well, participants may feel it is not a good use of their time	**Mentoring orientation work-shop agenda** (90 minutes) **Mentoring orientation work-shop agenda** (4 days) **Bonding activities**
Open networking	Face-to-face, event-based	Informal face-to-face meeting, normally a few hours long All mentees and mentors are included	Easier commitment for busy mentors to make Can be quite fun	May not be enough time to build a bond or go deep	
Introductory webinar(s)	Face-to-face, event-based, online	A series of 90-minute virtual calls Can be designed as	Easier commitment for busy mentors to make Less time commitment	Can be difficult to get people in remote areas to join	**How to select a webinar tool for online training**

Table 6: Initial meeting formats

Primary format	Relevant mentoring approach	Description	Pros	Cons	Resources
		pre-recorded sessions for pairs to watch together or can be live	required from mentoring coordinator	May not build a collaborative group culture	
Online/remote introduction	Face-to-face with no facilitated workshop, event-based, online	Email sent to both mentee and mentor to introduce them	Encourages the pair to take initiative – a key attitude for developing a successful mentoring relationship!	Pairs may not take the initiative to introduce each other and may not develop a strong bond	**(👁) Introductory email to mentees and mentors (event-based)**
	Event-based	Participation in the mentoring program is identified on the registration tags of mentees and mentors Mentees and mentors notified of the others' arrival when registering A designated meeting space is made available for mentees and mentors	Ensures event staff are aware of the program and can provide additional support Reminds mentees and mentors of their participation in the program Provides a clear place to meet	Additional time and resources required to liaise with event organising committee	**(👁) Instructions to give to conference organisers and/or registration staff**

10.2 Helping mentees and mentors to bond

Mentees and mentors must form a bond built on mutual trust, respect, openness, and honesty. Bonding is a powerful tool that enables the mentee to learn and grow in a safe and protected environment.

No matter whether your initial meeting is virtual or face to face, ensure that you have included a couple of **bonding activities,** such as:

- guided conversations
- icebreaker games
- collaborative activities (e.g. a cooking class for an orientation workshop, or a suggested simple task to collaborate on for a virtual introduction).

10.3 Articulating a personal purpose

A personal purpose is someone's overall intended contribution to the world over the course of their life. Helping mentees to write their purpose for themselves and their work is a very empowering exercise – it helps mentees own their reason for being who they are and doing the work they do. A personal purpose is something one may never achieve but is the guiding star for the decisions one makes.

There are many tools to help with writing a purpose:

- The Purpose Road Map (see below Example and Template) is used to articulate a purpose and then map out the career path, achievements, and skills needed at each stage of the journey to reach that purpose.
- Career timeline

- Writing your own obituary.

Inviting mentees to present their purpose in front of the other mentees and mentors and/or at a networking function is a really powerful way to build their confidence and to motivate them to achieve their goals during the mentoring program. It can also be a great event to invite potential donors and partners who may be interested in the program but yet to commit resources – when they see these passionate young people sharing their life's purposes, they can't help but be inspired!

10.4 Setting goals

Goals form the backbone of the mentoring relationship – it's what helps the mentoring pairs maintain focus and enables them to measure their progress over the length of the program.

Once mentees have articulated their personal purpose they can then determine their goals. These goals will help them take the next step in their lives to get closer to achieving their purpose.

Goals will be informed by both the defined objectives of the program and the mentees' specific needs. Mentees may feel a push to collaborate with their mentor on a new project. This may not be the most effective way of addressing their needs – they may be better able to achieve their purpose by building an interpersonal skill – so you may need to coach them and their mentor through the process of goal setting.

Mentees can have trouble setting goals for themselves, which is why it's important we provide some guidance on how to set goals.

When setting goals, we encourage mentees to make them SMART:

1. **S**pecific
2. **M**easurable
3. **A**ttainable
4. **R**ealistic
5. **T**imely.

Read more about how to write SMART goals **here** (🌐). These SMART goals should be written into the mentoring agreement.

10.5 Managing expectations

Both the mentee and mentor will have joined the mentoring program with all kinds of expectations – about how their mentee/mentor will behave, about what goals they will achieve, about how they want the program to support them.

It's important to encourage mentees and mentors to have a conversation about their expectations of themselves, each other, and the program, and to take the time to address these truthfully (e.g. Can I meet your expectation about this? If not, what impact will that have on your experience?).

Mentees and mentors may also have expectations about the program, that will either be:

A. difficult for you to meet; or
B. possible for you to meet.

If difficult for you to meet, it is important to explain this to the mentees and mentors, and discuss why. If it's possible for you to meet these expectations, that will lead to a stronger program.

10.6 Coming to an agreement

We have developed a mentoring agreement template to help mentees and mentors discuss and record their decisions on the important foundational topics for a healthy mentoring relationship.

We recommend that the mentoring coordinator explain the template to the mentoring pairs/groups and then give them time to discuss and complete it together. We also recommend that pairs submit a copy to the mentoring coordinator so that the mentoring coordinator can be informed on what the pairs will be focused on and can use this as a guide when checking in with them over the course of the program.

It's important to emphasise that it is okay for goals to change – that's life. Not reaching a goal isn't failure, it's a learning process. What's most important is that the mentoring pair is able to share what they have learnt by striving to achieve their goals. You may encourage mentees and mentors to review the mentoring agreement every few times they meet. Are the goals still relevant or do they need to be changed? Are we doing what we said we would do to keep each other motivated?

10.7 Coaching mentors

Not everyone has all the skills needed to be an effective mentor. Some mentors may need

some coaching to develop their mentoring skills. You may wish to run a training session specifically for mentors, or encourage experienced mentors to support less experienced mentors.

The two key skills that good mentors need (and are often lacking) are:

- effective listening
- ability to ask good questions.

In the past, we have used the GROW model to encourage mentors to develop these skills. You can find more details about the GROW model **here ()**.

This approach also equalises power, avoiding this potential source of conflict between mentee and mentor (more in **Module 11 – Maintaining the mentoring relationship**).

10.8 Developing a collaborative group culture

If you are taking a cohort approach then it will be really important to be intentional about the group culture you set. A group of mentees and mentors that are encouraged to help each other and collaborate (informal peer mentoring) will fare better than a group of mentees and mentors that are competitive and unwilling to share their skills, experience, and stories.

Ensure that you have a conversation about this early in the group-building process. This could be as simple as asking the group, "How do we want to be together during this program?", and documenting what they say they want and need from each other. Ask them also how

they would like to be held accountable to those needs (which will guide how you support them as a mentoring coordinator).

You can also develop some collective program values and principles that will guide how the group behaves with one another. These could be related to the program principles that you identified in **Module 1 – Getting started (👁)**. Doing this together with the mentees and mentors ensures they have input into and ownership over what they are agreeing to.

Notes

Take action!

- Decide on a format for the initial meeting.
- Decide what tools you'll use to support mentees to develop a purpose and set goals.
- Decide what tools you'll use to help mentoring pairs discuss expectations and set an agreement together.
- Prepare the agenda and relevant content for the initial meeting.

Resources

+ [Example] **Mentoring orientation workshop agenda (90 minutes)** (👁)
+ [Example] **Mentoring orientation workshop agenda (4 days)** (🌐)
+ [Example] **Bonding activities** (🌐)
+ [Example] **How to select a webinar tool for online training** (🌐)
+ [Template] **Introductory email to mentees and mentors (event-based)** (👁)
+ [Example] **Instructions to give to conference organisers and/or event registration staff** (👁)
+ [Template] **Purpose Road Map** (👁)
+ [Example] **Purpose Road Map** (👁)
+ [Template] **Mentoring agreement** (👁)
+ [Example] **Mentoring agreement** (🌐)
+ [Example] **GROW model** (🌐)

Stories

Myriam, YPARD France Country Representative (), talking about a cooking class that was run ahead of the Living Territories conference and how that helped mentees and mentors build a strong bond

Dorothy, Deputy Director of AWARD (), sharing experience and advice on helping mentees articulate their vision through the Purpose Road Map

Maggie, YPARD Philippines Mentoring Coordinator (), reflecting on her experience of helping mentees identify and decide on their goals and vision

Dorothy, Deputy Director of AWARD (), discussing her different experiences in coaching mentors

Take action!

Module 11:

Maintaining the mentoring relationship

11

11. Maintaining the mentoring relationship

While this module is primarily designed for mentoring programs that involve ongoing/long-term mentoring relationships, it can also be useful for informing your follow-up and potential ongoing facilitation of event-based programs. See "When your mentoring program isn't designed to be long-term" towards the end of this module.

After reading this section you should:

- be clear about how you will support mentoring pairs for the duration of the mentoring program
- be familiar with key challenges mentoring pairs may face and how to overcome them.

11.1 Why check in with mentees and mentors?

Running a successful long-term mentoring program is not as easy as launching it and hearing back from the mentoring pairs in 6 or 12 months' time. Mentees and mentors will undoubtedly have challenges in their relationship, and it is the mentoring coordinator's role to support them along the way.

No matter what way you choose to check in with mentees and mentors, ensure the tone of your check-ins is friendly and warm. The main point of the check-in is to know how they are.

Key questions to ask yourself

1. What time and resources will you have for ongoing facilitation of mentoring relationships?

2. How will you manage conflict?

3. Do your program design and resources allow for re-matching, and if so, how will you approach this?

The more comfortable you can make them feel with you (i.e. the more they can feel that you care about them and their development), the more open they will be to sharing what is really happening for them.

It's also very important for you to maintain confidentiality during these check-ins. Mentees and mentors will only be confident to be honest and open about their failures with you if they know they can trust you. Be sure to discuss confidentiality with them at the beginning of your check-in and always ensure they have consented to how you intend to share their data.

11.2 How often to check in with mentees and mentors

There's no magic number, but we find that checking in with each mentoring pair around once every 2 months is frequent enough to pick up on any challenges they may be having but not so frequent that they feel like they are being watched. In special cases where the relationship is bumpy/challenging, we encourage you to check in more often (as long as your checking in is adding value and not worsening the situation).

11.3 Check-in approaches

You will decide on the data you intend to collect during check-ins as well as the approach(es) you will use to check in when you develop your M&E plan. Check **Module 6 – Monitoring and evaluating the mentoring program** (👁) for more information about choosing a method, and what each method requires.

You may wish to check in with the mentoring pairs; with mentees and mentors separately; with the group of mentees; or with the group of mentors (or a combination of these). **Table 7** below outlines the pros and cons to each approach; keep in mind what you're aiming to achieve and what method will best help you to achieve that.

11.4 When progress reports become marketing material

Often the lessons that mentees and mentors are learning have value for the broader community. If possible, you may wish to encourage mentees and mentors to publish their learnings publicly via a blog. Guidance on how to write a blog and examples of blogs can be found in the Resources section of this module.

Table 7: Check-in approaches

Check-in approach	Pros	Cons	When to use it
Just the mentee or mentor on their own	More comfortable to be vulnerable and share, particularly if they are experiencing challenges	Time consuming for the mentoring coordinator	With mentees or mentors who you can sense are having challenges, when you're trying to get to the bottom of the issue
Mentee and mentor together	May help the mentee and mentor deepen their relationship with each other	May deepen the challenge if not handled well	When the mentee and the mentor seem to have a good relationship
Group of mentees or mentors	An opportunity for community/peer network building – may help the mentees or mentors to share experiences, support each other, and feel 'normal' You may observe patterns happening across all pairs	Can be difficult to do virtually and expensive to do face to face, especially if people are located in rural areas	It's recommended to have program participants drive virtual group check-ins, with the mentoring coordinator providing technical support if needed. Face-to-face group check-ins can be run as part of a mid-point retreat/workshop.

11.5 Common challenges and how to overcome them

Table 8 below summarises some challenges that are commonly experienced in mentoring programs.

Table 8: Common challenges in maintaining the mentoring relationship

Challenge	Approach you may take to resolve it
Mentor/mentee is too busy to schedule catch-ups	One of the biggest challenges mentoring pairs face is finding time to schedule meetings. Your first step is to call the mentor/mentee to find out if there are any underlying reasons for the scheduling issues. If it is a question of commitment, you may need to be firm in explaining the program's expectations of their commitment. If it is simply a difficulty scheduling, you may wish to suggest they use some meeting scheduling tools. These may help take the stress and time away from this task: **www.calendly.com (🌐)** **www.whenisgood.net (🌐)** **www.doodle.com (🌐)** **www.youcanbook.me (🌐)**
Mentee and mentor don't have chemistry or are not aligned in skills/experience	It can happen that two people may not "click". Therefore, it is essential that mentoring pairs come to an agreement at the beginning about how they will deal with "chemistry" problems, so that there will be no hard feelings if the mentorship doesn't work out. If they decide to terminate the relationship, then re-match the mentee with another mentor.
Mentor talks a lot and doesn't listen to mentee's needs	Call the mentor/mentee to find out what is going on and the impact it is having on the mentoring relationship. Use tact to share with the mentor any negative impacts you discover; be sure to focus on the behaviour and not personality when explaining the impact and consequence/s of their behaviour. Use a coaching approach by asking questions that drive the mentor to come up with possible remedies to the situation. For example, you could ask what they think they can do differently to be more effective At the end of the conversation, underscore the importance of listening and how it enhances the mentoring relationship in terms of meeting the goals. Find out whether they would be interested in exploring some tools that enhance listening skills; if so, recommend some and let them know you will be checking in again but are available for any support they may need in remedying the situation. If there is no improvement after about a month then you may need to start considering a re-match

Table 8: Common challenges in maintaining the mentoring relationship

Challenge	Approach you may take to resolve it
Mentor/mentee doesn't show up to planned meetings	Call the mentor/mentee to find out what is going on. Explain the expectations of their commitment. For event-based mentoring, ensure that the mentoring coordinator is present at the event.
Mentee does not feel like they are making progress	Call the mentee and the mentor to better understand the situation from both perspectives. If it's a confidence issue, see if you can encourage the mentor to focus on building the mentee's confidence and congratulating them when they make small gains. Revisit the Purpose Road Map and mentoring agreement with both mentee and mentor and discuss whether these documents need changing.
Mentor does not feel like their mentee is making progress	Call the mentor to better understand the situation. Call the mentee to check in. If the mentee and mentor have different understandings of the mentee's progress, you need to coach the mentor to listen to the mentee's needs and not to project their own objectives onto the program. This situation can arise when a mentor's ego drives their interaction, so you may need to tread carefully.
Mentee comes to meetings unprepared	Give the mentee constructive feedback by describing their behaviour and the impact it has on you, the mentor, and others who may be concerned, and explain the possible consequences of that behaviour. Watch and listen for their response. If positive, ask what the challenge may be and what help they need. If negative or indifferent, give them some space before revisiting the issue. If they remain unresponsive and continue to show up unprepared, take action based on the terms of the mentoring program.

Table 8: Common challenges in maintaining the mentoring relationship

Challenge	Approach you may take to resolve it
Mentee needs help with a task but feels ashamed to ask their mentor because they are worried they will appear stupid	Ask some open-ended questions: What is the question you want to ask? What makes you feel it will make you appear stupid? How important is the answer to you? The idea is to get to the real reason behind the shame if possible. This could relate to self-esteem, seniority of the mentor, limited trust in the relationship, the stage of the relationship, and so on. If and when this is revealed, then address the issue jointly with the mentor; be sure to have the mentee's permission to involve the mentor by explaining that it is important for the mentor to be aware of the situation so that they can be in a better position to assist, since they are taking the journey together. Add that this will also enhance openness in the relationship. In some cases you may need to re-match if the mentee remains closed up and especially if the reason for that has to do with the mentor.
Mentor is pushing the mentee to take risks they are clearly uncomfortable with	Take time with the mentor and explain that meaningful, lasting gain can only be achieved with the full and willing engagement of the mentee. Let them know you appreciate their efforts and see their enthusiasm for the mentee to grow, but if the mentee is not ready it may do more harm than good. Give them an example like that of the larva in a cocoon that is forced out too soon and is unable to transform into the beautiful butterfly. Discuss with the mentor what steps they can take to make amends without adversely affecting the mentee. Check in with them after the consequent meeting and remain open for them to springboard until both are comfortable with the pace. Be careful not to be too prescriptive. Use coaching to lead the mentor to solutions; that way they will own the corrective process and apply it more effectively. If the issue persists then re-match the mentee.
The mentee/mentor is feeling sexually harassed and has complained, or you have observed behaviour that is questionable in this regard	Confidentiality is paramount in handling this type of situation because this is a highly sensitive matter that has the potential to ruin many relationships. Call the mentee/mentor who is being harassed and listen to the complaint where one is presented, or explain why you are suspicious. Find out whether there is merit in what they are saying through skilful questioning. Any consultations must be done in a very discreet manner. Re-match if you see no hope of resolving the issue. Even if you think the complaining party has misconceptions, as long as

Table 8: Common challenges in maintaining the mentoring relationship

Challenge	Approach you may take to resolve it
	they are not willing to change their position, the relationship will not work. Tact, discretion, diplomacy, and suspending judgement will be your most valuable skills in such a situation. Do ask for help from a trusted, experienced individual related to the mentorship if overwhelmed.
Mentee and mentor are having an inappropriate relationship (intimate/ romantic)	This will require proper investigation and fact finding before even bringing it up. Be very discreet when gathering information. Do not confront without clear evidence. So if you are sure but cannot present solid evidence, then you may have to find another valid reason to re-match the mentee. If you have clear evidence, then confront the two, present the facts, and listen to them fully. Then discontinue their participation in the program or re-match. Keep all dealings completely confidential. Such scenarios can ruin the reputation of the mentoring program and must be kept very low-key. This situation and that of sexual harassment are not very common and the chances of them occurring can be reduced considerably by carrying out well-structured, thorough interviews at the recruitment stage.

11.6 When the challenges can't be resolved

If a mentee and mentor are having challenges that can't be resolved then the best approach is to re-match the mentee with another mentor. This can be a sensitive process for both of them so it is important that you reassure them that this does happen from time to time and it's not either of their faults – sometimes things don't work out.

You then will have to go back to **Module 9 – Matching mentees and mentors ( )** and go through the process again.

If you re-match the mentee with a new mentor, you will need to run some extra training for the mentor to help them understand the approach your program is taking, what is expected of them, and possibly how to be an effective mentor.

11.7 When the mentoring program isn't designed to be long-term

If you chose to take an event-based mentoring approach, and have not designed this to continue into a longer-term program following the event, there are still some actions you can take to support ongoing relationships:

1. **Send a follow-up email soon (within 2–3 weeks) after the event.** This could be as simple as a collective email to mentors, and a separate email to all mentees.
   - You may link this to an evaluation form (see **Module 6 – Monitoring and evaluating the mentoring program**). Emails to mentees should encourage them to contact

their mentor if they haven't already, and include some suggested "conversation starters" (for example, to thank the mentors for their support during the conference; to follow up on particular topics or points of discussion).

2. **Contact all participants 6 months after the event.** This could be framed as simply seeking updates on where they are and what they are doing, but would also act as a reminder for mentees and mentors to get in touch with each other if they want to.

Notes

Take action!

- ✓ What other challenges might you encounter? Note them down and think through how you might approach solving them.
- ✓ Do any of these challenges make you afraid? Think about what extra training or support you might need in order to support mentoring pairs in the best way possible.

Resources

- + [Website] **Writing good blog posts** (🌐)
- + [Example] **Blogs from the Young Agripreneurs Project** (🌐)

Stories

Dorothy, Deputy Director of AWARD (🌐), talking about AWARD's approach of checking in with mentees and mentors and tips for check-in questions

Dorothy, Deputy Director of AWARD (🌐), sharing a story of a mentoring relationship that was experiencing major challenges

Module 12:
Ending the mentoring program

12

12. Ending the mentoring program

This module is closely linked to **Module 6 – Monitoring and evaluating the mentoring program** (👁).

After reading this section you should:

- understand the importance of closing the formal relationship between mentee and mentor
- be able to help mentoring pairs to celebrate their achievements and share learning.

12.1 Closing meeting formats

The closing of the mentoring program is just as important as the opening. It's a chance to celebrate the learnings and achievements of mentees, thank the mentors for the energy they have given, share what has been learned, and discuss next steps.

Some mentees may not feel they have achieved anything, or that they have failed. It is important to make them feel that this is normal and it is okay to feel this way. But as long as they can share what they have learned, then there is cause to celebrate!

The format you choose for the closing meeting will depend on your mentoring approach, design constraints, and available resources. It should also align with/support the evaluation

Key questions to ask yourself

1. How much time is available for the closing meeting between mentees and mentors?

2. What resources are available for the closing meeting?

3. What are your evaluation objectives? How can the closing meeting support the achievement of those objectives?

approach (see **Module 6 – Monitoring and evaluating the mentoring program**). Some options you might consider are presented in **Table 9**.

Note: the one mentoring approach that may not include a closing meeting is event-based (events-only) mentoring.

Table 9: Options for closing meeting formats

Format	Relevant mentoring approach	Description	Pros	Cons	Resources
Workshop	Face-to-face	Face-to-face meeting that normally goes for 2 to 3 days and focuses on celebrating successes, reflecting on lessons learned, and next steps All mentees and mentors are included	Enables mentees and mentors to feel valued, which encourages them to participate in future programs May deepen evaluation findings	Big time commitment, particularly for mentors If not designed and facilitated well, participants may feel it is not a good use of their time	**Agenda for closing workshop** (face-to-face)
Webinar	Face-to-face, event-based, online	A 90-minute virtual meeting with all the mentees and mentors	Easier commitment for busy mentors to make Less time commitment required from mentoring coordinator	Can be difficult to get people in remote areas to join	**Agenda for closing webinar**
Conversations with mentoring pairs	Face-to-face, event-based, online	Calling or emailing individual mentoring pairs to honour their achievements, commitment, and learnings	More personalised approach, able to be tailored to pairs	Time intensive for the mentoring coordinator	

12.2 Graduation

Graduation is normally the final part of the closing meeting. Whether the graduation takes place at a venue in your capital city, or you do a virtual graduation by webinar, consider inviting donors and partners to hear the stories of transformation of mentees and mentors, which may inspire them to get involved in a future program. How you present those stories is up to you – you could have mentees prepare a poster with their key achievements and learnings and/or have a selection speak – but be creative!

Of course, it wouldn't be a graduation without certificates! See the certificate template in the Resources section of this module. You can give them out at the graduation, or email/post copies to participants.

12.3 Staying in touch

Many mentees and mentors ask us if they are allowed to stay in touch when the formal mentoring period concludes. We encourage them to discuss this with their mentor/mentee and, if both agree, to set some informal agreements about how they wish to continue.

Your evaluation approach may also include following up with mentees and mentors a number of years after the program has ended. You may be surprised how many have decided to stay in touch and do amazing things together!

12.4 Debriefing

It's very important the program team gets time to celebrate their achievements and reflect on their learnings. This may need to happen separately to the mentee and mentor workshop and graduation. Make sure this is part of your M&E process.

Notes

Take action!

- Decide on a format for the closing meeting.
- Make sure that this aligns with your evaluation approach.
- Prepare the agenda and relevant content for the closing meeting.
- Schedule a debrief with the program team.
- Prepare and submit your final evaluation report (see **Module 6 – Monitoring and evaluating the mentoring program** (👁) for resources).

Resources

+ [Example] **Agenda for closing workshop (face-to-face)** (👁)
+ [Example] **Agenda for closing webinar** (👁)
+ [Template] **Certificate** (🌐)

Stories

Fiona, Young Agripreneurs Project (🌐), talking about how her team linked a closing webinar into their final evaluation process

Take action!

Appendix 1:
Examples

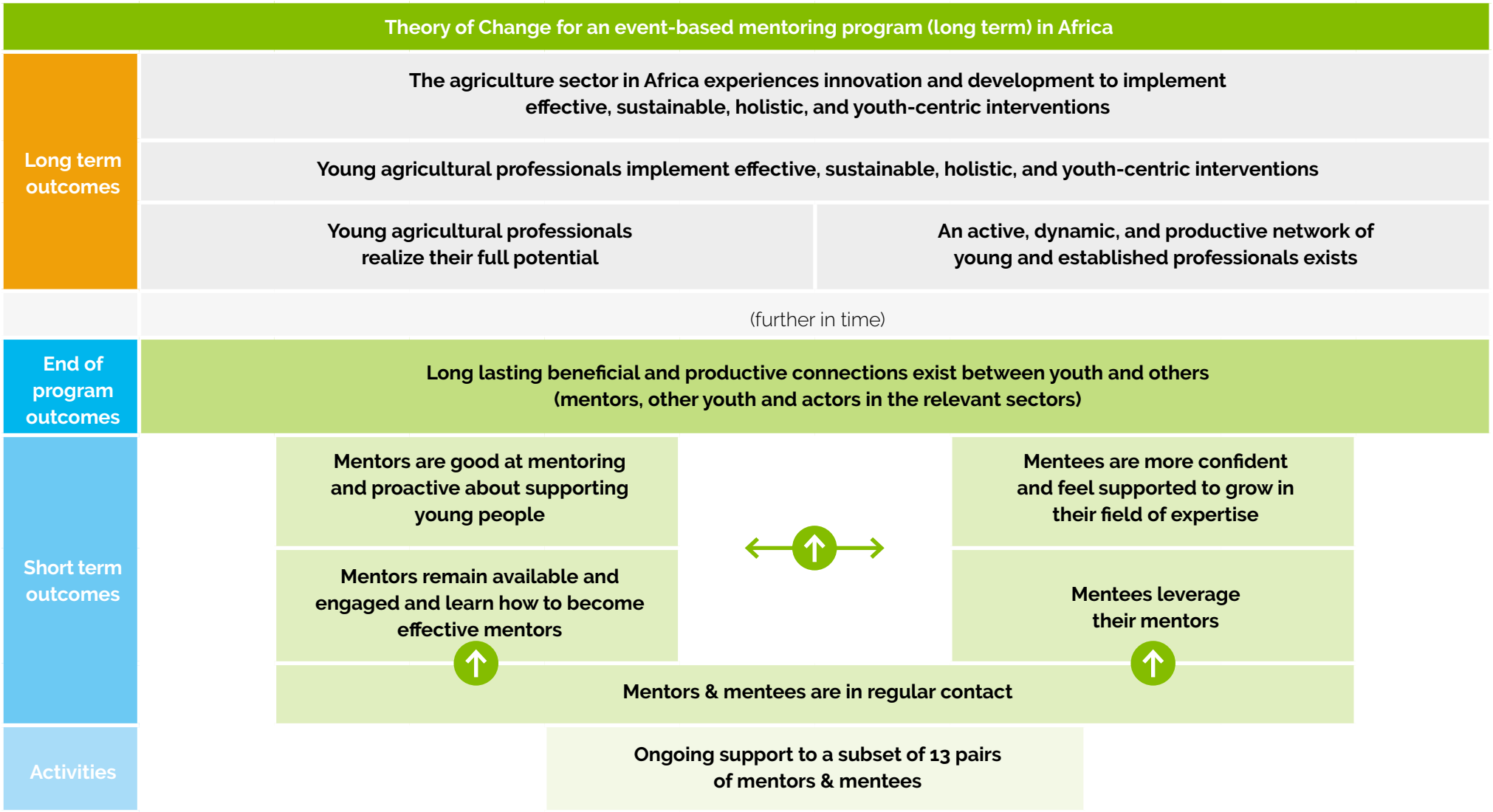
1

1. Examples

The following pages within this Appendix contain a selection of the examples referenced in this document. Other examples are hosted on the **Google Drive** (🌐) and **Gitbook** (🌐) version of this toolkit.

Module 1: Getting started – mapping your context

[Example] Theory of Change



*The concept of what is considered to be "fully leveraged" will vary. What this means to each participant should be established.

Module 4: **Building a program team**
[Example] Application form for mentoring coordinator

YPARD Mentoring coordinator – Philippines

Want to do work that matters?

YPARD is the largest and most diverse network of young people in agricultural sectors.

From farmers to scientists to entrepreneurs, our members connect across disciplines, countries, and regions. These youth are the future of agriculture.

Our mission is to serve as a global collective platform through which young professionals can realise their full potential and contribute proactively towards innovative agricultural development.

YPARD is seeking a caring, flexible, independent, and innovative mentoring coordinator to design and implement a face-to-face mentoring program in the Philippines taking place from December 2017–December 2018.

- 1 day per week for the next 12 months (paid a daily stipend)

Module 4: **Building a program team**
[Example] Application form for mentoring coordinator

- Work from home
- Utilise your passion for helping young people

About YPARD mentoring

We unlock the potential of budding young agriculturalists by connecting them to mentors in business, research, extension services, and ICT.

Our mentoring program has transformed 100 lives and trained 2,000 members virtually.

Oh … and we don't have an office.

Huh?

Yes, you read that right. We are a remote team located in Europe, Asia, Africa, and Latin America.

To some people that sounds a little strange. But we've been doing it successfully for the past 6 years.

And, experience has taught us that this doesn't work for everyone: we don't do office politics (there's no office!), we don't sit around in meetings all day pretending to work, and we don't micromanage.

Module 4: Building a program team

[Example] Application form for mentoring coordinator

We recruit people who enjoy being busy, who take pride in doing a good job, and who appreciate being treated like an adult. Most of all we have built an exceptional culture. We believe in what we're doing.

About you

- You need to really enjoy helping people ... it's a character trait, right?
- You need to believe in YPARD's vision and mission … so please familiarise yourself with our website (www.ypard.net/mentoring) before you apply.
- You need to be based in Manila or Region 4A (CALABARZON).
- You need to be fluent in English (and if you can read/write/speak Tagalog, that is an advantage!).
- You need to be tech-savvy … we're a remote digital team!
- You need to be good at your own time management and prioritisation.
- You need to be comfortable working from home or a café.
- You need to be good at taking detailed notes.
- You need to enjoy reflecting regularly.

You will be expected to:

- Lead the mentee and mentor selection and matching process (August–October 2017)
- Design the mentoring orientation workshop agenda

Module 4: **Building a program team**

[Example] Application form for mentoring coordinator

- Help mentees and mentors establish a functional working relationship after the mentoring orientation workshop (you will be their main contact person during the 12-month mentoring program)
- Help mentees and mentors tell their transformative stories
- Assist the YPARD Philippines national coordinator with funding and partnerships for future mentoring programs
- Reflect regularly on your learnings in order to inform YPARD's mentoring toolkit.

Ready to apply? Great, click Next!

Please answer these questions in as much detail as you can. We recommend your answers be about 150–200 words per question.

1. Give an example of when you did something you weren't required or asked to do, because you believed it needed to be done.
2. A key part of mentoring is matching mentees with mentors. What questions might you ask a mentee to determine what kind of mentor they would need?
   (...)
3. A mentee emails you and says they are having trouble reaching their mentor. What is your response?
4. How would you explain the YPARD mentoring program to a friend who is interested in becoming a mentor?

Module 4: Building a program team

[Example] Application form for mentoring coordinator

5. Paste a link to a picture that describes you. Why did you pick this picture?
6. Do you have experience working from home?
7. Are you a YPARD member?
   - Yes
   - No
8. Can you speak/read/write Tagalog?
   - Yes
   - No
9. Anything else you think we should know about you?
10. Please fill out the following details:
    - Full name
    - Address
    - City/Town
    - Email address
    - Phone number

Please provide a reference for us to call if you are selected for an interview. Please write their full name, company, and position; their relationship to you; and their email address and phone number.

Please upload your CV.

Module 4: Building a program team

[Example] Terms of reference for mentoring coordinator

Mentoring Coordinator
Terms of Reference

Position: YPARD Philippines Mentoring Coordinator
Reports to: YPARD Philippines National Representative
Location: Manila, Philippines
Duration: 12 months
Stipend: US$430 per month

Overview

Young Professionals for Agricultural Development (YPARD) is a collective global platform that enables young professionals to realise their full potential and contribute towards innovative agricultural development. With 15,000+ members and 66 country chapters, it is the largest and most diverse network of young people in agriculture.

YPARD has been running mentoring programs since 2015 as one way to support young people to proactively

Module 4: **Building a program team**
[Example] Terms of reference for mentoring coordinator

contribute to innovative and sustainable agricultural development.

The YPARD Philippines mentoring program will be YPARD's first mentoring program in Asia. Its aim is to help budding young Filipino agriculturalists reach their goals by connecting them to agricultural professionals in business, research, extension services, and ICT with the skills and knowledge to guide them. Details about the program's design will be collaboratively determined in a planning meeting in September 2017.

The Mentoring Coordinator will work closely with the YPARD Philippines National Representative, YPARD Global Mentoring Coordinator, and YPARD Philippines Administration Assistant.

Key responsibilities/tasks

- Lead the planning, design, and implementation of the YPARD Philippines mentoring program
- Prepare the call for applications of both mentees and mentors to the program
- Lead mentoring orientation workshop logistics and material preparation
- Be the main point of contact for mentees and mentors for the entirety of the program
- Assist with partnership development and fundraising
- Notify colleagues of unavailability due to work-related trips/conferences/fieldwork that may affect planned schedules of the mentoring program

Module 4: Building a program team

[Example] Terms of reference for mentoring coordinator

- Be transparent and professional with teammates should any concerns and problems need to be addressed
- Reflect regularly on activities undertaken, challenges encountered and insights gained

Module 5: **Planning the mentoring program**
[Example] Tips for choosing and setting up a training venue

Tips for choosing and setting up a training venue

- Choose a room that is close to a square in shape. This enables people to sit in a circle, which is important for collaboration (read the research on this **here**). Long, narrow rooms are unsuitable.
- It is important to have good natural lighting. Rooms without windows (often positioned in the middle of buildings) are entirely unsuitable for a workshop of one or more days' duration. People get very tired when they sit in an artificially lit room for extended periods of time.
- It is good if the room has at least one blank wall that you can stick large paper to, i.e. without windows or pictures.
- Place chairs in a circle (without tables in the middle). When you remove the physical barrier between people, you also remove their barriers to connection (read more about listening circles **here**). People are not used to sitting without tables so be aware that some people may find it uncomfortable. If tables are necessary, put them around the edge of the room.
- Check that the location will be quiet, e.g. no noisy air conditioners, heaters, activities, or traffic nearby.
- Check that the venue will be warm in winter or cool in summer.
- Check that the room has good air circulation – stuffy rooms make it difficult to concentrate.
- Do you need break-out spaces?

Module 5: Planning the mentoring program

[Example] Tips for choosing and setting up a training venue

- Look for carpeted floors – wooden floors can be noisy.
- Ensure that there will be no interruptions during the day/session.
- Check for good kitchen facilities, preferably in adjoining rooms and preferably not shared with other people.
- Ensure that the venue is easy for people to find and access.
- Check that toilets are close by.
- Where possible it is helpful to have the following equipment in the room:
  - Whiteboard
  - Music player (portable will do).

Module 6: **Monitoring and evaluating the mentoring program**
[Example] Check-in questions

Quarter 1 monitoring

Aims:

- To assess whether mentees feel guided and supported by the program/YPARD
- To gain a deeper insight into what mentees are working on with their mentors and whether these activities are on track to realise Purpose Road Map objectives
- To gather baseline data about mentors' skills and mentees' economic assets

Method:

Semi-structured phone interview. This will allow the mentoring coordinator to verbally connect with mentees and more deeply assess reasons behind challenges/roadblocks, and will complement monthly diary entries received by email so far.

Interview:

It's now the end of the first quarter of our pilot program. I'm calling you to check in on how you are going so far and get a bit more information about some of the things I've been reading in your diary entries. I'll

Module 6: **Monitoring and evaluating the mentoring program**
[Example] Check-in questions

also be asking you a few new questions about your mentor and about your financial situation – this will help inform the program's design and evaluate its success. Your responses will be used in our reports but we won't put your name against any of the data without your prior written consent.

Part 1 – Progress towards their purpose/goals

1. Tell me, what's the most exciting thing happening to you this week?
2. What have you and your mentor been working on together?
3. What is your greatest achievement so far?
4. And your biggest challenge?
5. What do you hope to achieve by the end of the next quarter?

Part 2 – Their general experiences and impressions of the program so far

6. What do you think about the mentoring program so far?
7. Do you use the new information and skills you gained during the mentoring orientation workshop in your day-to-day life? How?
8. What is working well?

Module 6: **Monitoring and evaluating the mentoring program**
[Example] Check-in questions

9. What should we do differently/improve for the rest of the mentoring program?

Part 3 – Going deeper into the mentoring relationship

10. How well are you and your mentor working together so far?
11. Have you had any conflict? How have you resolved it?
12. What kind of skills do you think it would be useful for your mentor to build?

Part 4 – Gathering baseline data

13. What are the financial barriers to you achieving your goals?
14. Do you have a savings plan?
15. (If in business) What markets have you been trying to access so far?
16. How could your mentor/YPARD better help with this?

Close up

17. Do you have any questions?

Module 6: Monitoring and evaluating the mentoring program

[Example] Check-in questions

Summarise the main outcomes of the conversation (particularly if any follow-up needs to be done), congratulate them on their progress, and thank them for their feedback towards achieving the mentor program's goals.

Module 7: **Finding mentees and mentors – part 1**
[Example] Event-based mentoring program call for applicants

IFSA-IUFRO Mentoring Program

Are you a senior scientist or forest professional, interested in supporting and sharing your knowledge with the forest leaders of tomorrow?

Are you a young scientist/professional or current student, looking to use this congress as a way to network, learn, and discuss your own ideas?

Then please register to take part in the IFSA-IUFRO 125th Anniversary Congress Mentoring Program!

What is the IFSA-IUFRO mentoring program?

The IFSA (International Forestry Students' Association)–IUFRO (International Union of Forest Research Organizations) 125th Anniversary Congress will bring together hundreds of forest scientists and stakeholders from all over the world to share knowledge and dialogue across the full range of forest-related topics and disciplines. But beyond this, the Congress will provide an exciting platform for young students and researchers to connect with and learn from senior scientists, and to share their ideas on the most pressing forest-related issues of our time.

Module 7: **Finding mentees and mentors – part 1**
[Example] Event-based mentoring program call for applicants

For many students and early career researchers, huge congresses such as this can be a new and daunting experience – many find it hard to navigate the complexity of topics, to speak up in discussions, or to network with senior scientists.

The IFSA-IUFRO mentoring program is here to address these challenges!

How does it work?

Once you've applied for this program, the IFSA team will strategically match mentors with mentees, based on your similar backgrounds and interests.

Mentors will then help guide their mentees throughout the Congress to facilitate networking and understanding of presented topics and forums. In turn, mentees will have the chance to share their own knowledge, research, experience, and insights. There are no specific requirements as to how much time you spend together during the congress – how you approach your mentoring experience is 100% up to you!

This sounds great, where can I sign up?

Please answer the questions in the **online congress registration**. It will only take a minute!

Module 7: Finding mentees and mentors – part 1

[Example] Event-based mentoring program call for applicants

We will then be in contact with more information and to confirm your participation. Closer to the congress, we will introduce you to your mentor/mentee and provide you with tips and any support you may need leading up to or during the congress.

If you have any questions, please contact the IFSA-IUFRO Congress Mentoring Coordinator, Sarah Dickson-Hoyle, at **sarah.dh.ifsa@gmail.com**.

Available online at **www.iufro2017.com/ifsa-iufro-mentoring-program**

Module 7: **Finding mentees and mentors – part 1**
[Example] Face-to-face mentoring program call for applicants

Apply to be part of the first YPARD Philippines mentoring program

Are you an agricultural student or young professional in the Philippines looking for growth and learning opportunities? Or are you an expert in agriculture based in the Philippines who is looking for fresh partnerships and ideas?

We have the perfect program for you!

YPARD Philippines is holding its first Mentoring Program, which is aimed at helping students and young professionals in agricultural development reach their goals through mentoring.

As such, we are looking for mentees and mentors from the following fields:

- Academia
- Research and Development

Module 7: Finding mentees and mentors – part 1

[Example] Face-to-face mentoring program call for applicants

- Extension and Communication
- Policy/Government
- Agribusiness.

Still unsure if you want to apply? Check out the benefits of being a mentor and of being a mentee.

Some details to note before you apply:

- Both mentees and mentors must be involved in agriculture-related activities.
- The mentoring program will cover a period of 1 year, from January 2018 to January 2019.
- Mentees should be under the age of 39 and be YPARD Philippines members (join YPARD **here**!).
- This mentoring program is exclusive to Filipinos or foreign nationals who reside in the Philippines.
- Mentees and mentors are required to meet for at least 2 hours a month. In-person meetings are encouraged, as transportation and communication allowances will be provided.

All selected mentees and mentors will be required to attend the stay-in Mentoring Workshop from 29 January to 1 February, 2018 at the University of the Philippines, Los Baños.

To apply as a mentee, visit **www.bit.ly/YPARDMenteesApplication**.

Module 7: Finding mentees and mentors – part 1

[Example] Face-to-face mentoring program call for applicants

To register your profile as a mentor, visit **www.bit.ly/YPARDMentorsApplication**.

Applications close on 25 November, 2017, 11.59 pm PHT. For questions or clarifications, please feel free to contact Maggie Del Valle at **mentoringcoordinator.ypardph@gmail.com**.

Available online at **www.ypard.net/2017-10-25/apply-be-part-ypard-philippines-first-mentoring-program**.

Module 7: **Finding mentees and mentors – part 1**
[Example] Benefits of being a mentor and of being a mentee

Why be a mentor for young agricultural professionals?

YPARD is running a number of different mentoring initiatives that foster intergenerational learning in agriculture. Read about them at **www.ypard.net/mentoring**.

We are always looking for great people to serve as mentors in our programs.

Benefits you will receive as a mentor

Mentoring is a responsibility that requires time and dedication, but also yields a wealth of rewards. Not only will you directly contribute to the development of young professionals in agriculture for rural development, but you will also:

- Deepen your understanding of youth issues in agriculture
- Enhance your mentoring, listening, role modelling, and online technology skills through formal and informal training opportunities
- Build networks with leading young agricultural professionals

Module 7: **Finding mentees and mentors – part 1**
[Example] Benefits of being a mentor and of being a mentee

- Be exposed to new ideas from young professionals
- Develop and practise a more personal leadership style.

"I got a chance to put into practice my leadership style of taking the backward seat and letting the mentee lead the way. I felt more in control of myself in regard to getting more patient, more interested to see how my mentee would make decisions, and this helped me to become a good listener. I came to realise the power of being a listener, instead of the usual 'teacher-student' attitude which most people adopt without much reflection on its impacts to both mentor and mentee."

— YPARD Mentor

Can I really make a difference in one person's life as their YPARD mentor?

Yes! Otim Joseph was only 2 years old when the Lord's Resistance Army insurgency began to decimate Uganda's forests and farms. Twenty years later, Otim decided he could empower young people and make a difference but didn't know how. With the help of his mentor, he has completed a university diploma and developed an internship program to give 30 young Ugandans training in natural resource management.

Module 7: **Finding mentees and mentors – part 1**
[Example] Benefits of being a mentor and of being a mentee

Can my mentee make a difference in my life?

Yes! Cathy Watson, a social entrepreneur and journalist, said, "Mentorship is not patronising. With me and Otim, the relationship is increasingly equal. I ask his advice. A lot of what I know about trees and culture in northern Uganda, I owe to Otim."

How much of a time commitment is it?

Every mentoring relationship is different and is based on a number of variables, including the mentee's needs, the mentor's skillset and expertise, the location of the mentee and mentor, and so on. We do not prescribe the type of relationship each pair should have; however, we do expect mentee and mentor to meet (either face to face or by phone) for at least 2 hours per month for an agreed period of time (most of our programs are 12 months).

Most of our mentors are incredibly busy people and are looking to build not transactional but meaningfully supportive, intergenerational relationships. This is why we invest time in training mentees about how they should conduct themselves in mentoring relationships, so as to make the most of their mentor's limited time.

Module 7: **Finding mentees and mentors – part 1**

[Example] Benefits of being a mentor and of being a mentee

What qualities do we look for in our mentors?

- Ability to ask key questions to support your mentee to develop their problem-solving and creative thinking skills, and to be resilient and independent
- Ability to establish clear expectations and commitments, to express these to your mentee, and to ask for the same
- Commitment to your mentee's learning and project goals
- Ability to provide positive feedback, encouragement, and advice when requested
- Interest in seeing your mentee's growth and success in their work or studies
- Generosity with tools and approaches that support others to learn
- Willingness to share key contacts and networks with your mentee, and to source other areas of expertise when required

For more information or to express your interest in becoming a mentor, contact YPARD's Mentoring Coordinator at **michelle.kovacevic@ypard.net**.

Available online at **www.ypard.net/mentors**.

Module 7: **Finding mentees and mentors – part 1**
[Example] Benefits of being a mentor and of being a mentee

Why be a mentee?

We are trying our best to make sure every one of our 15,000 YPARD members has the opportunity to be mentored. If you are a YPARD member and we are running a mentoring program in your country (see **www.ypard.net/mentoring**) then you are eligible to apply for mentoring!

Benefits of being a mentee

- Receive tailored support to help you achieve your goals
- Enhance your technical and soft skills through formal and informal training opportunities
- Build networks with leading agricultural professionals of all ages
- Be exposed to new ideas
- Develop and practise a more personal leadership style

"YPARD has unlocked a huge potential in me, and the capacity to help others and reach out for more young people for agricultural development."

— Kenya, mentee

Module 7: **Finding mentees and mentors – part 1**
[Example] Benefits of being a mentor and of being a mentee

Meet Esther

Esther Ndichu is a lecturing floriculturist and budding greenhouse farmer from Kikuyu, Kenya. Esther was keen to introduce modern farming techniques to her village, but as a young female farmer encountered many challenges doing so – she had trouble accessing land and affording the materials to build a greenhouse, and was met with scepticism by the community.

Through the Kenya mentoring program, YPARD helped Esther build the confidence to convince her family to allocate a small plot of their farm for her greenhouse. She started growing greenhouse tomatoes and lettuce and broke even on her first harvest! She now employs one full-time member of staff and hires up to four people on a casual basis.

Esther's tomato greenhouse farming project benefited enormously from the advice of her mentor, Nicholas Korir. He helped her fight Fusarium wilt – a soil-borne disease that previously claimed around 30% of her production – and as a result she successfully supplied tomatoes to her local area in a time of scarcity. Esther has plans to open a second greenhouse and is already mentoring others in her community.

Esther believes that Nicholas has been instrumental in helping her overcome challenges: "Consistent communication with my mentor has played a very big role in success of my farming", she explains. "This being my first greenhouse it had a lot of challenges which, if I had no advice from my mentor, I probably

Module 7: **Finding mentees and mentors – part 1**
[Example] Benefits of being a mentor and of being a mentee

would have given up along the way."

Nicholas has seen a major cultural change in Esther's community, observing that many neighbouring farmers had watched Esther's success and were replicating her methods. "I was able to help convince Esther's parents to give her land in a highly male centric community", he says. "Explaining YPARD and its vision to the parents helped them to have a lightbulb moment and they finally said they would support her all the way."

How much time do you have to commit as a mentee?

Every mentoring relationship is different and is based on a number of variables, including the mentee's needs, the mentor's skillset and expertise, the location of the mentee and mentor, and so on. We do not prescribe the type of relationship each pair should have; however, we do expect mentee and mentor to meet (either face to face or by phone) for at least 2 hours per month for an agreed period of time (most of our programs are 12 months).

We liken mentoring to flying a plane. The mentee is in the driver's seat and the mentor is your co-pilot. As mentors are busy people, we also invest time in training mentees about how they should conduct themselves in mentoring relationships, so as to make the most of their mentor's limited time.

Module 7: Finding mentees and mentors – part 1

[Example] Benefits of being a mentor and of being a mentee

What qualities do we look for in our mentees?

- Passion
- Willingness to learn and find ways to grow
- Willingness to help others
- Honesty about their needs
- Gratitude for the time others are investing in them
- Responsiveness to communication
- Ability to commit to the requirements of the mentoring program

Meet Duncan

Duncan grew up in a small village in Kenya and was surrounded by farming his whole life. He noticed that harvests were being limited by pests and diseases so he decided to focus his studies on development of (...)

resistant crop varieties and help struggling rural farmers improve their agricultural production. He joined the YPARD mentoring program as a shy research assistant with clear ambitions to gain international research experience.

Module 7: Finding mentees and mentors – part 1

[Example] Benefits of being a mentor and of being a mentee

Under Justus' guidance and moral support, Duncan successfully applied and received a PhD scholarship to study at the International Center of Insect Physiology and Ecology, where he specialises in management of a cereal crop pest.

Duncan proactively undertook many courses during the mentorship period to grow his data analysis and research skills. He found the presentation training delivered during the project to be transformative for his confidence. Duncan is also giving back to his community by mentoring a young agricultural researcher and poultry farmer and participating actively in farmer-based forums on social media.

"Without YPARD, I wouldn't have a mentor, a great listener and an adviser", Duncan says. "Now, I have a development journal and a Purpose Road Map, which is a guide for my personal, interpersonal and academic/professional development."

If you have any other questions, please contact YPARD's Mentoring Coordinator at **michelle.kovacevic@ypard.net**.

Available online at **www.ypard.net/mentees**.

Module 8: Finding mentees and mentors – part 2

[Example] Questions for inclusion in event registration form

This example is from an event-based mentoring program, held at a large international landscape and sustainability conference. These questions were integrated into the conference registration form, and responses to these questions, as well as general information (including respondents' name, email address, position and organisation) were provided to the mentoring program coordinator to assist with matching.

1. **Are you 18–30 years old or a current student?**
   - Yes (go to question 2)
   - No (go to question 3)
2. **Are you interested in being mentored by a more experienced delegate at the Global Landscapes Forum?**
   - Yes (go to question 4)
   - No (go to next section of registration)
3. **Are you interested in mentoring a student or youth delegate at the Global Landscapes Forum?**
   - Yes (go to question 4)
   - No (go to next section of registration)
4. **Which Global Landscapes Forum themes are you most interested in? (please list in order of preference)**
5. **What are your main research/professional interests?**
6. **What are your motivations for taking part in this mentoring program?**

Module 9: Selecting and matching mentees and mentors
[Example] Instructions for matching pairs (event-based program)

Youth in Landscapes Initiative Mentoring Program: matching mentees and mentors (how to)

Now that we have compiled background information on all mentee and mentor applicants, it's time to match-make!

The Mentoring Coordinator has created a column in the <link to applications spreadsheet> where we can start assigning potential mentors.

Proposed process – **<deadline>**

1. Put your name down in the cell corresponding to the mentee you will be matching.
2. Review that mentee's application – i.e. their responses to the questions – in each column.
3. Review **all** mentor applications.
4. Based on this review, select **two suitable mentors** for that mentee, and list these names in the Potential Mentors columns next to the mentee's name, **in order of preference** (i.e. column B is

Module 9: Selecting and matching mentees and mentors

[Example] Instructions for matching pairs (event-based program)

preference 1, column C is preference 2).

5. Once all mentees have been preliminarily matched, we will come together to review them and select the final mentor for each (based on crossover, preference, etc.).

Criteria for matching (in general order of priority, but use your discretion):

1. **Key interests** – tip: do a Find in the spreadsheet, searching in the mentor tab for key words/phrases that your mentee has listed (e.g. "fire ecology", "agroforestry", etc.)
2. **Congress theme most interested in**
3. **Country/region** (dependent on interests) – either based on the region they are from, or one they are interested in. For example, if a mentee is from Latin America and works in that region, try to match them with a mentor living in or with experience working in that region. However, if a mentee is interested in international issues/work, this may not be necessary.
4. **Cultural issues and language** – consider things such as gender and level of experience (e.g. not ideal to match a young undergraduate with a highly experienced professional). Use your judgement.
5. **Sector** – e.g. research institution, industry, etc. Look at the organisations that the mentee and mentor work in – they stated this in their registration, and it's listed in the spreadsheet. If you are not familiar with it, Google it! Some of these will be missing if they did not list anything on their registration – again, try Googling their name. Note though that almost all mentees are students/associated with a university!

Module 9: Selecting and matching mentees and mentors

[Example] Instructions for matching pairs (event-based program)

Once matched:

<due date>

The mentoring coordinator will review all matchings and make any final changes if necessary (e.g. if the same mentor has been matched to multiple mentees). They will send a batch email to mentees and mentors confirming their selection/participation and providing some FAQs/tips.

<due date>

Help will be needed to send individualised emails to each of the approx. 80 pairs.

The Mentoring Coordinator will prepare a template and save in the <Google Drive mentoring folder>. This will need to be adapted for each email with the names of the mentee and mentor, and a one-line introduction for each of them.

Module 9: Selecting and matching mentees and mentors

[Example] Email to selected mentees (event-based program)

New message

Dear <**name**>,

Thank you for your application to take part in our Youth in Landscapes Mentoring Program.

The Youth in Landscapes Initiative team has been working hard these past 2 weeks to match successful mentees to mentors. **Congratulations, you have been selected as one of our youth mentees for the 2015 GLF!** This program has emerged from, and will build on the success of, previous mentoring programs and initiatives, and we are excited to have a diverse range of youth and professionals in our pilot group.

We have now finalised our selection and matching of mentor-mentee pairs based on interests, backgrounds, regions, and goals. We will send a **follow-up email** to introduce you to **your mentor** later today.

If you are no longer attending the GLF or are unable to participate in this program, please let us know by **Monday 30 December, 5 pm CET**.

In the meantime, we have included some answers to **Frequently Asked Questions** below. Please take a moment to read through these, as they may answer any questions you have. If you have any further questions please don't hesitate to contact us at any time, and we look forward to meeting you in Paris!

Regards,
The Youth in Landscapes Initiative Mentoring Team

Module 9: Selecting and matching mentees and mentors

[Example] Email to selected mentors (face-to-face program)

New message

Dear **<name>**,

We are pleased to inform you that you have been selected to participate in YPARD's pilot mentoring program!

This email will introduce you to your mentee and outline the next steps to get you prepared for the mentoring orientation workshop from <date> in <location>.

Your mentee is <name>.

<Mentee bio, focusing on their key passions/interests, what they are currently working on and what they are looking for their mentor to help with>

Please send us your picture.

In the coming week, we will announce our pilot participants on www.ypard.net/mentoring. Could you please send us:

- A picture of you in action (where we can see your lovely face clearly)
- An answer to this question: What excites you most about the opportunity to participate in YPARD's mentoring program?

Module 9: Selecting and matching mentees and mentors

[Example] Email to selected mentors (face-to-face program)

New message

Preparing for the orientation workshop

The orientation workshop will be held at <location> from <date>.

Attached is further information about the workshop. Please print this and carry it with you for reference.

Your accommodation has already been reserved and we ask that you **arrive at the hotel by <time and date>** so that you are ready to begin the orientation workshop at **<time>**.

<any other logistics information about travel reimbursements etc>

If you have any questions or concerns, please don't hesitate to contact us at **<email address>**.

We look forward to meeting you soon!

Best wishes,
The Youth in Landscapes Initiative Mentoring Team

Module 10: **Building the mentoring relationship**

[Example] Mentoring orientation workshop agenda (90 minutes)

Youth in Landscapes Initiative/Global Landscapes Forum event-based, long-term mentoring program

Design sprint workshop

Philosophy behind the workshop

At its core, mentoring is about supportive relationships. These relationships are unique to every mentoring pair; mentees have different needs, mentors have different things they can offer, and everyone has a different way of interacting and communicating with others. This workshop used a modified "design sprint" approach to guide mentoring pairs through the process of designing their own personalised approach to a mentoring program based on an understanding of their own needs, motivations, and capacities.

Module 10: Building the mentoring relationship

[Example] Mentoring orientation workshop agenda (90 minutes)

Time	Agenda item	Summary
9.30–9.40 am	Welcome and introduction	Introduce the background and philosophy of the Youth in Landscapes Initiative mentoring programs at the Global Landscapes Forum.
	What is mentoring?	At its core, mentoring is about actively supporting someone else's learning and development.
	Purpose of the workshop	There is no one approach to mentoring. The first step before designing a program is to identify and understand what kind of supportive relationship you need and can provide. You can then design an approach to allow you to develop this over the 12 months of this program.
9.40–9.50 am	Icebreaker: Modified **"I like, I wish, I wonder"** (🌐)	**Aims:** - I like: to share and get to know each other as a group - I wish: to start thinking about our goals and needs - I wonder: to envision possibilities and opportunities
9.50–11.00 am	**Modified design sprint (🌐) – each mentee/mentor pair working together**	
9.50–10.10 am	Interviewing – using modified version of the **"Gift Giving Experience" worksheet** (🌐)	**Round 1:** Mentors "interview" mentees, asking mentees to share an experience of a time when they've received support in a professional context (5 mins). Mentees then interview mentors about a time they have given support in a professional context. - Focus on the experience of giving or receiving support. - What made this memorable, meaningful, or valuable? - Take notes, then summarise what you learned back to your mentor/mentee. **Round 2:** Dig deeper

Module 10: Building the mentoring relationship

[Example] Mentoring orientation workshop agenda (90 minutes)

Time	Agenda item	Summary
		Mentors interview mentees (5 mins), then mentees interview mentors (5 mins). - What stood out from the first interview? - What do you want to know more about? - Focus on understanding the emotions, motivations, and drivers of these experiences.
10.10–10.15 am	Capture findings	Work individually to reflect on your mentor's/mentee's responses from the interview, and summarise the key findings. **Identify:** - Needs: what the other wants from a mentoring relationship and experience. *Note: this is different to program "goals". Needs relates to what they need at a personal level to provide support, or feel supported.* - Insights: what you understood from discussions with your mentor/mentee. This can be something you sensed or interpreted from their responses – they don't have to have said it directly!
10.15–10.20 am	Identify the "problem"	Work individually to write a "problem statement" for your mentee/mentor (5 mins). This should clearly capture the findings summarised above.
10.20–10.25 am	Sketch solutions	Work individually to draw possible "solutions" to the problem you identified for your mentee/mentor.
10.25–10.35 am	Share and capture insights	Share and reflect on these problem statements and solutions with your mentor/mentee (5 mins each).

Module 10: Building the mentoring relationship

[Example] Mentoring orientation workshop agenda (90 minutes)

Time	Agenda item	Summary
10.35–10.50 am	"Prototype" how to make these solutions a reality	Work together as a pair to discuss and decide key questions relating to how you will approach mentoring. For example: - What do we need from each other in order to provide and accept support? - How will we communicate with each other? How often? - How will we motivate each other? - What resources will be required? - How will we reflect on and record our progress?
10.50–11.00 am	Group share and wrap up	As a workshop group, share key outcomes and learnings. Discuss as a group how you can support one another – not just within mentoring pairs. **Next steps:** - Workshop evaluation - Mentoring agreement: to be completed by each pair, together - First quarter check-in

Module 10: Building the mentoring relationship

[Example] Mentoring orientation workshop agenda (90 minutes)

Tips for interviewing

- Ask "why".
- Encourage stories.
- Don't suggest answers to questions.
- Ask questions neutrally – try to avoid putting your own perspective or an expected answer into the question.
- Ask "open" questions (not "yes/no" questions).
- Capture information and dig deeper.
  - Notice not just what your partner says, but insights into what they might be feeling or thinking.
  - What actions or behaviours did you notice?
  - What does this tell you?

Resources

Stanford d.school, How to kick off a crash course: **www.dschool.stanford.edu/resources/gear-up-how-to-kick-off-a-crash-course (🌐)**

Module 10: Building the mentoring relationship

[Example] Instructions to give to conference organisers and/or event registration staff

Dear <**registration coordinator/staff name**>,

As you are aware, we are coordinating a mentoring program at <insert event name>. This program partners student/young professional delegates with more experienced delegates for the duration of the conference.

Please find attached a list of participants in this mentoring program. Each of these are identified as either a mentee or mentor. In order to facilitate this program, we request that:

- The name tags of each participant identify their participation in the program (i.e. "Mentor" or "Mentee" stated on their name tag)
- The registration list provided to registration table staff also identifies participants as either mentees or mentors
- Registration table staff are briefed on the mentoring program, and are provided with the number and names of participants (including who is partnered with whom), and the mentoring coordinator's details
- Registration table staff are instructed to inform mentoring program participants if their mentor/mentee has arrived; to pass on messages (such as proposed meeting times and locations); and to inform mentoring program participants that <insert location within event venue> has been designated as a mentee-mentor meeting space.

If you have any questions or require further clarification, please don't hesitate to get in touch.

Module 10: Building the mentoring relationship

[Example] Instructions to give to conference organisers and/or event registration staff

Regards,

<Mentoring Program Coordinator's name>

Module 10: Building the mentoring relationship

[Example] Purpose Road Map

Development Goals						PURPOSE *Your focus*
Achievements	**Academic/professional/ recognition Goal:** Indicate the academic professional/recognition you need to acquire which will have maximum impact on your purpose.	• Bachelor's degree of biotechnology. • Entrepreneurship certificates.	• CMI certified & MBA student. • Fairtrade International certified member. • Earth Charter certificate.	• MBA holder Business law certificate. • Business coach certificate.	• **MBA & Masters in business law.** • **AGRA Member.**	To fight for economic freedom and equal opportunity among African communities towards sustainable development and resource sharing. This being my PRM, I am devoting myself in taking part and participating in decision making position of each level to help African youth capitalize on available opportunity therefore changing our continent history
Position	**Entrepreneurial/ Business/ Career Goal:** Indicate roles you need in order to reach a position where you will have maximum ability to achieve your purpose	• StartUp! Facilitator & Business Coach to my community peers/ Young entrepreneur (Founder & Director of a youth led startup).	• CEO of my company. A champion youth led enterprise and Board member of Rwanda Youth in Agribusiness Forum.	• Joining the board of Rwanda Horticulture Inter-profession Organization (RHIO) and senior business coach.	• **Chair on the board of Rwanda.** • **Private Sector Federation (PSF).**	
Skills	**Technical & Interpersonal skills Goal:** Indicate interpersonal and technical skills you need to help you achieve	• Facilitation & Peer Coaching skills. • Listening & community compassion skills. • Environmental protection skills	• Advanced marketing skills. • Best organic farming standards. • Earth charter implementer.	• Market dealing skills. • Consultancy intervention skills. • Macroeconomist	• **High level business reputation.** • **Advocacy for other business.**	

Current position

Position for maximum implementation of my purpose

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Rural retreat and graduation

Things mentees should bring:

- A presentation about your progress. Get creative – bring pictures, products, awards to showcase. Anything that is evidence of your success.
- Diaries, development journals and Purpose Road Map
- Mentoring orientation workshop (MOW) workbook

Things mentors should bring:

- Diaries

Expected outcomes:

- Develop recommendations for future mentoring programs
- Review Purpose Road Map and development journal
- Collectively share and celebrate progress made by mentees
- Develop strategies to continue development after the program has finished

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Day	Time	Activity	Purpose	Materials and people needed
Friday 24 June Focus for day: Re-energising, reconnecting	Evening	**Rural mentors/mentees arrive in Nairobi**	Stay the night in Nairobi, ready to depart as a group on Saturday morning	
Saturday 25 June	8.00 am	**Depart Nairobi** **Welcome**		**Everyone to meet at Desmond Tutu hotel at 8.00 am** **Michelle and Emmanuel to welcome everyone and introduce Monica**
	9.30–10.30 am	**Tour of Noah Nasiali's (mentor) farm**	To learn about new farming methods	**Emmanuel to facilitate** **How has the mentoring relationship impacted your learning/farm activities?** **Each should have a unique method they are teaching**
	10.30 am–12.00 pm	**Travel to Alpha's farm**		

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Day	Time	Activity	Purpose	Materials and people needed
	12.00–2.00 pm	**Lunch and tour of Alpha's (mentee) farm**	To learn about new farming methods	**Emmanuel to facilitate** **How has the mentoring relationship enhanced your farm activities?**
	2.00–3.00 pm	**Travel to Esther's farm**		
	3.00–4.00 pm	**Tour of Esther's (mentee) farm**	To learn about new farming methods	**Emmanuel to facilitate** **How has the mentoring relationship enhanced your farm activities?**
	4.00–6.00 pm	**Proceed to Naivasha**		
	6.00–7.00 pm	**Check in and rest**		
	7.00–8.00 pm	Dinner		
	8.00–9.00 pm	**Welcome and context** **Review aims (ppt)**	To ensure everyone feels welcomed at the new space and knows why they are there	**Get-to-know-you activity that is relaxing and fun**

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Day	Time	Activity	Purpose	Materials and people needed
		Next day's agenda (ppt) **Group activity**	To agree on what we want to achieve together To reconnect as a big group	
Sunday 26 June Group reflection, collective sharing and celebration of progress	7.00–8.00 am	**Yoga and meditation (optional)**		**Michelle to lead**
	9.00–10.00 am	**Day starter – open marketplace** **Objectives, expectations, preparation for share fair (ppt)**	Looking at both achievements and challenges Achievements discussed in share fair and challenges discussed in focus groups	**Monica**
	10.00–11.00 am	**Share fair**	Seven mentees present their achievements during the program Observers to jot down their lessons	**Market stall presentation** **Divide into seven groups** **3-min presentation, 5-min Q+A**
	10.30–11.30 am	Break		
	11.30 am–12.30 pm	**Share fair**	Seven mentees present their achievements during the program	**Market stall presentation** **Divide into eight groups**

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Day	Time	Activity	Purpose	Materials and people needed
			Observers to jot down their lessons Wrap up/summary	3-min presentation, 5-min Q+A
	12.30–1.35 pm	Lunch and group photo		
	1.35–2.35 pm	**Focus groups**	1. What significant challenges did you face? 2. How did you overcome these challenges?	Flipcharts and markers Mentees and mentors split into separate groups (2 groups of 15) to discuss
	2.35–3.00 pm	Break		
	3.00–4.00 pm	**Presentation of focus group discussions**		30 min to prepare skit Skit to act out challenges (15 min per group: 5-min presentation, 10 min to discuss)
	4.00–4.30 pm	**Preview of next day (ppt)**		
	4.30–5.30 pm	**Open space**		Michelle to facilitate

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Day	Time	Activity	Purpose	Materials and people needed
	7.00–?	Barbecue and celebrations around the campfire		
Monday 27 June Focus for day: Recommendations for future programs, where to next	7.00–8.00 am	**Yoga and meditation (optional)**		**Michelle to lead**
	8.30–9.00 am	**Review of previous day**	Reflection, setting up for day	**Monica to facilitate** **Open market – 15 min** **Agenda review – 15 min**
	9.00–10.00 am	**Focus group – recommendations (ppt – names of groups)**	Look back at achievements, challenges, and lessons What are some recommendations for this program going forward? Each group come up with top three or four. Each group presents back	**Four groups – mixed mentees and mentors** **Flipcharts**
	10.00–10.30 am	Break		
	10.30–11.30 am	**Next steps**	"Because of what I've learnt, this is what I am going to do for myself."	**YPARD Kenya's role in tracking alumni?**

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Day	Time	Activity	Purpose	Materials and people needed
	11.30 am–12.00 pm	**Closing activity and staying connected**	Paper on backs	
	12.00–1.00 pm	Lunch		
	1.00–3.00 pm	**Travel back to Nairobi**		
	5.00–8.00 pm	Dinner and graduation ceremony		**Rough agenda:** **5.00–6.00 pm – People arrive, MC (Emmanuel) welcomes, eat food** **6.00–6.20 pm – A few mentees and mentors share their stories from the past 12 months** **6.20–6.30 pm – YPARD on where to next** **6.30–6.40 pm – AWARD remarks** **6.40–7.00 pm – Certificates awarded to mentees and mentors**

Module 12: Ending the mentoring program

[Example] Agenda for closing workshop (face-to-face mentoring program)

Day	Time	Activity	Purpose	Materials and people needed
				7.00 pm – MC closes official proceedings, people free to mingle and chat

Module 12: Ending the mentoring program
[Example] Agenda for closing webinar

Young Agripreneurs Program – Closing Call

If you are in:

- **Manila or Penang** – 8.00pm
- **Melbourne** – 10.00pm
- **New Delhi** – 5:30pm
- **Katmandu** – 5:45pm
- **Nairobi or Addis** – 3.00pm
- **Rome** – 2.00pm
- **Bridgetown** – 8.00am
- **Victoria, B.C.** – 5.00am

How to connect:

For this meeting we'll be using a video conferencing facility called Bluejeans. We find this a relatively stable platform for us to chat and use our video. **For those of you who have never done a virtual meeting with Bluejeans** - please read the instructions at the end of the agenda.

To connect to the webinar, use this link in your browser: xxx (if at any point, you are asked for

Module 12: Ending the mentoring program
[Example] Agenda for closing webinar

a meeting ID, use: 130918304) and then follow the online instructions. As a fallback, if your Internet would fail, you can list drop in on the meeting, via telephone. Dial: xxx (US Toll Free). See all dial-in numbers at this link). Use Conference ID: 130918304

Our meeting will run for 2 hours starting at the following times (depending on where you are in the world). Plan to come to the meeting about 5 minutes ahead of our start time.

Purpose of the call:

- To celebrate and reflect on our learnings as individuals and as a community over the YAP year.
- To discuss where YAP may go next and the role we each want to play in that future

Things you should prepare:

1. Bring an object or an image with you to the closing call that best represents your most profound learning during the YAP year. Creativity encouraged :)
2. Think about the people who have important to you over the past year as a YAPPer. How you would you express your gratitude to them? Bring that intention to the call.
3. Please read the final YAP evaluation report (attached) and reflect on the following questions:
   - When you read the report, what two things stand out most for you?
   - How does the report make you feel?

Module 12: Ending the mentoring program

[Example] Agenda for closing webinar

4. How would you like to be involved in YAP2? Bring your ideas to the call.

Module 12: Ending the mentoring program

[Example] Agenda for closing webinar

Time	Activity	Lead facilitator
5 mins	Welcome and presencing	**Michelle**
10 mins	Check in	**Michelle**
20 mins	Where we've come from - celebrating our learnings	**Michelle**
20 mins	Where we are now - reactions to the YAP evaluation report	**Fiona**
15 mins	Where we are going - next steps for the YAP project and ideas on being involved	**Fiona**
10 mins	Closing	**Michelle**

Module 12: Ending the mentoring program
[Example] Agenda for closing webinar

Testing your Bluejeans connection

- Bluejeans runs on virtually any computer, and in any browser. The best results (on a Mac) seem to be with the Bluejeans app, or running Bluejeans on Chrome. It seems on a PC with Windows, Bluejeans in Firefox runs pretty well.
- With the self-test link **www.bluejeans.com/111** (🌐) you can check your own audio and video. Note that your video feed from a webcam is optional.
- We strongly suggest to use a headset with microphone for our meeting. Audio coming from the built-in microphone in your computer/laptop does NOT work well (voice is not clear enough). On top of that, some computers give a weird feedback noise without headset (=microphone picking up sound from its own speakers)
- We would suggest to run Bluejeans from a computer, and not from a tablet or mobile device if you can. The most critical part will be to have a stable internet connection. Sometimes the Wifi can be a bit problematic so see if you can connect with a wired connection (an ethernet connection) or a very stable wifi and internet connection.

Appendix 2:
Templates

2

2. Templates

The following pages within this Appendix contain a selection of the templates referenced in this document. Other examples are hosted on the **Google Drive** (🌐) and **Gitbook** (🌐) version of this toolkit

Module 01: Getting started – mapping your context

[Template] Theory of Change

Theory of Change template	
Long term outcomes	(This section should list the results you hope occur years after the mentoring program has concluded.)
	(further in time)
End of program outcomes	(This section should list the result you expect will occur after the mentoring program has concluded.)
Short term outcomes	(This section should list the results you expect will occur while the mentoring program is being implemented. There may be a number of different results and perhaps one result needs to happen to get another result to happen. You can use arrows to signify relationships between results.)
Activities	(This section should list activities that the mentoring program will include.)

Module 03: Finding resources

[Template] Resources stocktake

Resources	What you have	What you need	How to get what you need or work within resource limitations
Time			
People			
Materials & equipment			
Funding			
Data			

Diary

Mentee/Mentor

Name:	**Date of meeting:**
Place:	**Time:**
1. Main topics covered today?	
2. My moment towards goal achievement	
3. What is going well?	
4. What is a problem and why is it a difficulty?	
5. Things I can do or ask mentor for help with to deal with the problems	
6. Attitudes that need to be changed to deal with the problem	
7. What was agreed to be done before the next session?	
8. Date of the next session	
9. Topic or agenda for our next session	
10. New insights from today's session	

Module 10: Building the mentoring relationship

[Template] Introductory email for mentors and mentees, event-based mentoring program (event-only)

New message

Dear **<insert mentor name>** and **<insert mentee name>**,

It is with great pleasure that I introduce you to each other, as one of our mentoring pairs selected from a large pool of applicants to take part in the, **<insert mentoring program name>** at **<insert event name>**

Introducing...

Your mentor!

<insert mentor name>, from **<insert mentor city/country>** is a **<insert mentor position and organisation>**. **<He/she>** is particularly interested in **<insert research/professional interests>** and at **<insert event name>** **<he/she>** is most interested in **<insert event theme/topics/sessions they identified as wanting to attend>**.

Your mentee!

<insert mentee name>, from **<insert mentor city/country>** is a **<insert mentee position and organisation>**. **<He/she>** is particularly interested in **<insert research/professional interests>** and at **<insert event name>** **<he/she>** is most interested in **<insert event theme/topics/sessions they**

Module 10: Building the mentoring relationship

[Template] Introductory email for mentors and mentees, event-based mentoring program (event-only)

New message

identified as wanting to attend>.

What now?

We strongly encourage you to communicate with each other, and start to get to know each other, over the coming week - we suggest at the very least emailing each other to exchange phone numbers/skype details etc, and also to let each other know if you will be in <**insert name of city where event is being held**> and available/interested to meet before the <**insert event name**>

It would also be a good idea to start planning your <**insert event name**> together - which agenda sessions [hyperlink to agenda] might you attend together, what are your networking aims? You both expressed a key interest in <**insert reference to event theme or topics they identified in common**> so sessions relating to that theme might be a great place to start! Don't worry if you don't have time to plan a detailed schedule now - just start thinking about what you would like to attend, and make some time at the start of the <**insert event name**> to go through the agenda together. We'd also encourage you to catch up during coffee breaks or the social programs, as these are a great time to network and get to know one another.

We look forward to welcoming you in <**insert name of city where event is being held**> and wish you all the best for an exciting and productive <**insert event name**>

Module 10: Building the mentoring relationship

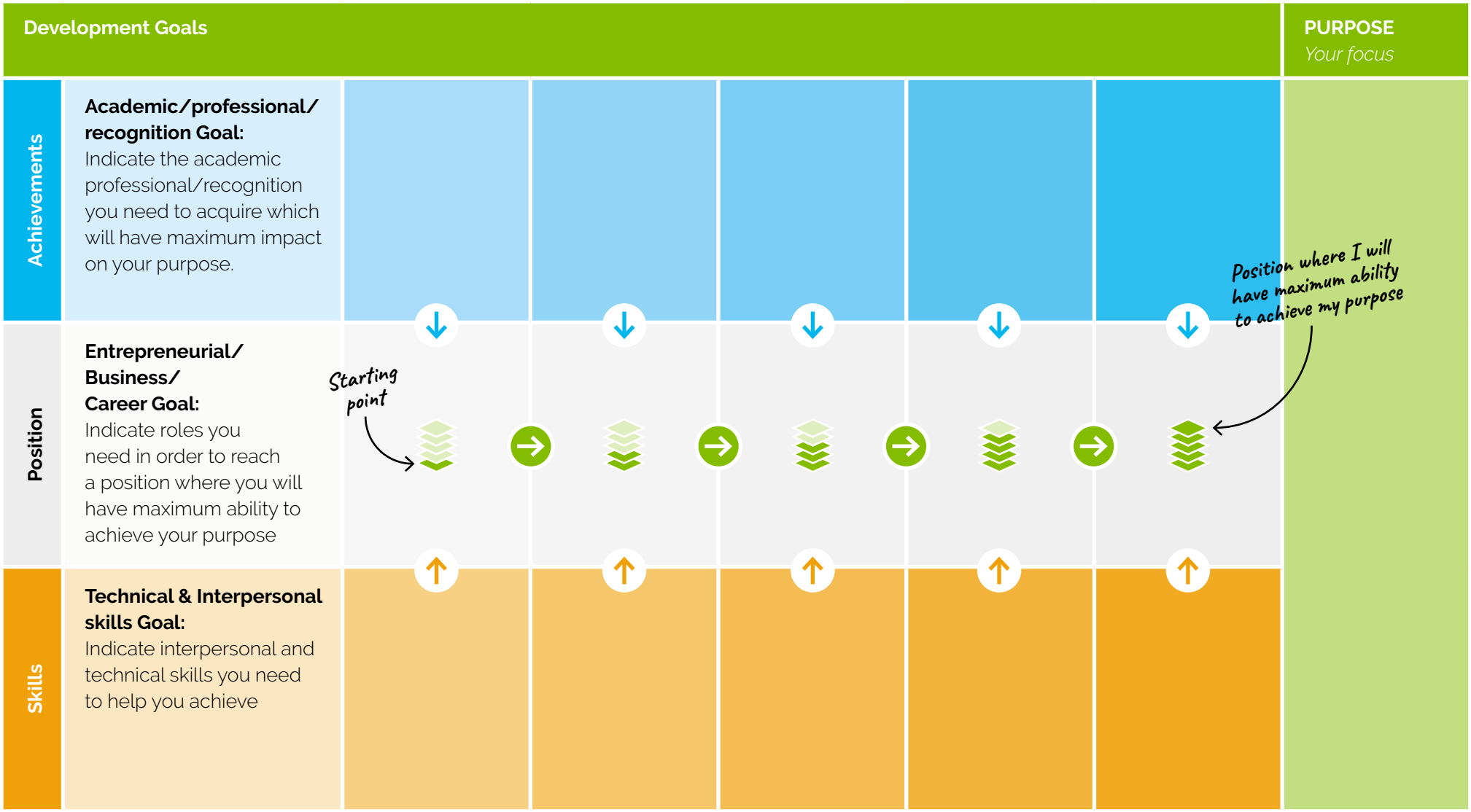
[Template] Introductory email for mentors and mentees, event-based mentoring program (event-only)

New message

Regards,
The Youth in Landscapes Initiative Mentoring Team

Module 03: Finding resources

[Template] Purpose Road Map



Mentor-Mentee Agreement

Please submit to **<mentoring coordinator email/contact details>**
by **<insert due date>**

1. The program principle that guides us is...
Choose/identify a principle and write how you see it being relevant to your mentoring relationship.

2. Our SMART goals (what we want to achieve):
By the end of <insert time period>, we will have...
At least one of these goals should be focused on building an interpersonal skill

1.	2.	3.

3. Our indicators: We will know that we have achieved these goals when...
These may change throughout the course of the year so we encourage you to keep revising and refining this document.

1.	2.	3.

4. How do we plan to communicate our achievements and learning to <insert relevant organisation/network/community> over <insert length of mentoring program>?
Please indicate whether you plan to write blogs, take videos, or something else, and what month you plan to submit them.

5. How will we communicate with each other?
If you plan to use different communication tools for different purposes (e.g. Skype for monthly meetings versus instant messaging/Whatsapp for regular updates etc.), please describe these.

Mentor-Mentee Agreement

6. How often will we communicate/meet?

7. How will we motivate each other?

8. Agreement on providing and dealing with feedback:
A brief statement outlining how you will provide positive and constructive feedback to each other and incorporate this into your work/relationship

9. How will we address any problems or conflict that arise?

10. Other things we want to agree on

Mentor-Mentee Agreement

11. [If relevant] <Insert coordinating organisation/funding body> has allotted a small bursary to support communications and travel of your mentoring pair. Please discuss how you wish to use it. (See it as a pitch!)
We require you to submit one story before the disbursement of funds and another story about the funded activity within 2 weeks of completion.

As a mentor, I agree to:	**As a mentee I agree to:**
• encourage growth in the mentee's strengths and abilities • be a trustworthy listener and goal setter • provide constructive criticism and guidance • respect the mentee's decision-making process • motivate and advise based on my experience • lead by example • be reliable, empathetic, introspective, and receptive • create opportunities, open doors, share contacts, and encourage independence • provide supportive sources of encouragement • be motivated and committed • be respectful of confidentiality • be flexible and adaptable • be able to receive constructive feedback.	• take initiative and explore idea • be reliable and persistent • handle resentment effectively • respect planned events • turn feedback into positive outputs • encourage my mentor to give me feedback • manage conflicts constructively • show openness to the wisdom of the mentor • be willing to learn and develop • be communicative • be flexible and adaptable • be respectful of confidentiality.
Mentor signature:	**Mentee signature:**

This toolkit synthesises a decade of learnings and resources from agriculture and forestry mentoring programs implemented by Young Professionals for Agricultural Development (YPARD), the International Forestry Students' Association (IFSA) and African Women in Agricultural Research and Development (AWARD).

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For further information about this toolkit, please contact mentoring@ypard.net