e-LEET: Electronic Laboratory Employee Enrichment Toolkit

Mentoring Program

Introduction

Why Implement a Mentoring Program?

The public health workforce is the first line of prevention for the public when fighting against infectious disease and the first line of defense when protecting the health of the environment, providing surveillance and conducting emergency preparedness. It is widely known that the cost of recruiting and training employees is an investment expense that consumes a large portion of administrative budgets. The most measured benefit for organizations reportedly lies in the retention of its employees. Nearly 80% of US companies report that mentoring programs were effective in increasing employee retention and 75% of executives point to mentoring as playing a key role in their own careers and that it was one of the most important aspects of their development. More than 60% of college and graduate students listed mentoring program availability as a criterion for selecting an employer after graduation.

The benefits of mentoring commonly include the following:
> Greater clarity about personal development and career goals
> Ability to discuss issues about career and development
> Improved networking
> Practical advice on organizational politics and behavior
> Opportunity to be challenged constructively
> Transfer of knowledge and judgment
> Having a role model

In addition, mentors have also benefited from being involved in such a program, including:
> Increase in their own knowledge/own learning
> Opportunity to practice good developmental behaviors outside of their direct responsibilities
> Development of their own self awareness
> Greater understanding of other areas of the agency they work for

Mentors can play an important role in the development of new employees at a public health laboratory. The role of mentors in retaining staff within the public health lab is even more important with the anticipated workforce shortage in the coming years.

What is a Mentor?

The original Mentor is a character in Homer's epic poem The Odyssey. When Odysseus, King of Ithaca went to fight in the Trojan War, he entrusted the care of his kingdom to Mentor. Mentor served as the teacher and overseer to Odysseus' son. The Merriam-Webster Dictionary defines a mentor as "a trusted counselor or guide."

A mentor is an individual, usually older, always more experienced, who helps and guides another individual's development. This guidance is not done for personal gain. Mentors are people, with whom mentee's can share triumphs, defeats and new ideas, receiving in turn guidance, a nonjudgmental audience and constructive criticism.

A mentor is an individual regarded by his or her peers as a role model, has the ability to encourage and motivate others, is willing to share his or her knowledge and experiences, and is respectful of others.

A mentor is a critical listener and observer, who asks questions, makes observations and offers suggestions that help a mentee set meet and surpass personal and professional goals.

A mentor is an active partner in an ongoing relationship who helps a mentee reach his/her professional goals. Mentors provide guidance, advice and expertise to less experienced individuals to help them advance their careers, enhance their education, and build their networks.

A mentor is an advocate and a teacher and has a vested interest in the success and accomplishments of the promising developing mentee. Mentoring provides an opportunity to affect the future; you transmit a part of yourself to each person you mentor – your ideals, ethics, and professionalism.

Mentoring is an active partnership between committed employees to foster professional growth and career development.   In order for the mentoring program to be successful, mentors and mentees must be active and committed participants

What is the role of a mentor?

- Coaching
- Guidance
- Moral support
- Evaluative feedback
- Introductions
- Information/resource
- Advice

The specific responsibilities of the mentors in the mentor/mentee relationship are to:

1. Establish mentoring agreements that outline the terms of the relationship

2. Communicate with mentees regularly, as established by the mentoring agreement

3. Participate in orientation, training events, and additional mentoring activities.

4. Assist mentees to establish an Individual Development Plan (IDP).

5. Provide advice, coaching, and/or feedback to mentees on a regular basis.

6. Provide constructive feedback.

7. Maintain confidentiality within mentoring relationships.

8. Guide the mentee to the completion of the program.

9. The best mentors help develop the insight and self-awareness that assist with integrating professional life, personal concerns and core values.

10. Mentors provide specific practical information regarding their profession/occupation: entry requirements, opportunities for advancement and employment outlook.

11. They can share their understanding of personal characteristics for success in the field, important issues facing the profession/occupation, personal rewards and sources of frustration.

12. Encourage mentees to meet their professional and personal goals/objectives.

13. Be accessible and available.

What is a Mentee?
A "mentee" is a student who receives guidance and support from a successful professional in order to establish and reach his/her personal and professional goals. "Mentees" should think of themselves as apprentices who can benefit from the wisdom of more seasoned individuals.

The most successful mentees are those who are motivated and feel empowered to plan and manage the direction of their professional life. They take responsibility for their development, learning, and professional growth. Further, they come to the mentor/mentee relationship open to coaching, feedback, and guidance from the mentor.

The specific responsibilities of the mentee in the mentor/mentee relationship are to:

1. Initiate and communicate expectations regarding the mentoring relationship.
2. Establish the mentoring agreement that outlines the terms of the relationship.
3. Collaborate with the mentor to identify competency strengths and weaknesses.
4. Meet with the mentor on a regular basis (i.e., monthly) or as established by the mentoring agreement.
5. Participate as an active listener when receiving feedback.
6. Keep supervisor apprised of participation and progress in the Mentoring Program.
7. Establish an Individual Development Plan (IDP).
8. Participate in orientation, training events, and additional mentoring activities.
9. Maintain confidentiality within the mentoring relationship.

1. Mentor Training Plan

What is a Mentorship Agreement?
Mentorship Agreements play a vital part in ensuring that both parties' expectations are realistic and achievable and that each has a similar understanding of the mentorship relationship. Mentorship Agreements could include the following components:

1. Objectives/expectations—why are we doing this? What are the outcomes expected to result from the mentoring relationship?

2. An assurance of confidentiality—define areas that are not appropriate for discussion or disclosure.

3. Roles and responsibilities – agree on the role of the Mentor and the role of the Mentee and responsibilities each party has to the other.

4. Frequency of meetings—the availability of the Mentor and Mentee, length of meetings, and completing assignments.

5. The amount and kind of support—what is needed by the Mentee and what can be provided by the mentor?

6. Conflict resolution – how you will deal with disagreements or what is perceived as resistance?

7. Development plan—how will you plan the development, and how will you track and evaluate it (if appropriate)?

8. Estimated duration—how long should the relationship last, is it short term or longer term?

9. How will my employer support me in my role as a mentor?

10. Each mentoring situation and workplace is different. Generally speaking, employers will support mentors in the following ways: provide support and adequate time needed to fulfill the role of a mentor.

11. Monitor the mentoring process and progress of the mentee.

12. Provide clear separation between the mentoring program and the company's performance management process and not hold the mentor accountable for mentee performance issues.

How will my employer support me in my role as a Mentor?
This will be a decision made by the employer.

Do you have what it takes?
Have the participants take the Leadership Test, Appendix I.

What Does a Mentor Do?

Guide for Mentors

1. First and foremost, remain focused on the overall character development of your mentee. Successful people develop and grow successful careers.

2. Try to be compassionate, caring, and mindful that these might be tough times for new employees.

3. Help the mentee make the transition to the new surroundings (new building, possibly new to the area).

4. Make sure that contact (preferably through meetings) is maintained on a regular basis.

5. Listen. Listen. Listen. Do not give advice unless asked. Sometimes mentees just need to be heard and mentors should help them find their own solutions.

6. Introduce the mentee to the larger community and its culture.

7. Propose effective ways of interacting with new colleagues.

8. Advise on moving up the career ladder.

9. Help mentees set appropriate short and long term professional goals and advise them of the specific expectations for moving up the career ladder.

10. Advise on time allocation.

11. Participate in as many programs and mentor training functions as possible.

Responsibilities of a Mentor

1. Meet with your mentee at least quarterly. These meetings will generally be initiated by the mentee, but the mentor is also responsible for insuring that a meeting takes place on schedule.

2. Be available for urgent situations that arise.

3. Encourage and demonstrate confidence in your mentee.

4. Recognize that your mentee is an individual with a personal life and value her/him as a person.

5. Be liberal with feedback.

6. Encourage independent behavior, but be willing to invest ample time in your mentee.

7. Provide accessibility and exposure for your mentee within your own professional circle both within and outside the immediate agency circle

8. Illustrate the methodology and importance of "networking"

2. Effective Communication

Emphasize the importance of effective communication skills.

1. Effective communication skills when assisting their mentee and fellow workers.

2. How to identify the components of the communication process:
   a. Barriers to Effective Communication.
   b. Communication Definitions
   c. Effective Speaking
   d. Nonverbal Messaging
   e. Giving Feedback
   f. Active Listening

3. Generational Differences and Diversity in the Workplace

4. Behavior and Conflict Management
   a. Effective techniques to resolve conflicts

Recognize different barriers to communication:
- The closed mind
- Fear
- Attitude
- Know-it-alls
- Jumping to conclusions

Communication Definitions:
- One way Communication
- Two way communication
- Interactive communication

Effective Speaking
Steps to effective speaking:

STEP 1: BUILD RAPPORT
STEP 2: STATE THE PURPOSE OF SPEAKING
STEP 3: STATE YOUR MAIN POINT
STEP 4: STATE SUPPORTING POINTS
STEP 5: SUMMARIZE MAIN POINT AND RECOMMEND ACTION

Strategies of Effective Speaking:
- NO FILLERS
- PACE
- VOLUME
- CHOICE OF LANGUAGE
- EMPHASIS
- NONVERBAL MESSAGE
- SENDERS

Characteristics of Effective Speaking:
- To emphasize
- To reinforce
- To contradict
- To indicate
- To substitute

Nonverbal Messaging:
1. BODY ANGLE AND STANCE
2. FACIAL EXPRESSIONS
3. ARMS AND HANDS
4. LEGS AND FEET

How to Give Feedback:
FIVE STRATEGY STEPS OF GIVING FEEDBACK:
1. State why you are giving feedback
2. Describe what the person said or did
3. Describe your reaction to the behavior
4. Listen to what the other person has to say
5. Suggest alternative behaviors and summarize

Active Listening
- Principles of Active Listening:
- Resist distractions
- Hold your retort
- Use your thought speed
- Do not interrupt
- Identify the purpose and main point

Active Listening Skills:
- Restating and Summarizing
- Paraphrasing
- Using Non-Words
- Using Supportive Statements
- Nonverbal Messages
- Barriers to Active Listening:
- Not Paying Attention
- Insulated Listening
- Pseudo listening
- Listening but Not Hearing
- Rehearsing
- Hearing What is Expected
- Defensive Listening
- Ambushing
- Assimilating
- Jumping to Conclusions

Generational Differences and Diversity

Today's workforce is unique. It is a place of diverse cultures, backgrounds and generations. In the workforce, there are 4 distinct generations, each with different motivators working alongside each other in the workplace. Understanding the differences between the generations will help to understand varying work ethics/motivators, manage expectations and manage conflict.

This is particularly important if a Mentor and Mentee are from different generations, with different formative values; it will help them to find common ground.

Conflict Resolution

Effective techniques for conflict resolution

Step One: Set the Scene

Agree to the rules. Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening skills to ensure you hear and understand other's positions and perceptions.

Restate

Paraphrase
Summarize

When you talk, use an adult, assertive approach rather than a submissive or aggressive style.

Step Two: Gather Information
Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem. Try to understand his or her motivations and goals, and see how your actions may be affecting these. Also, try to understand the conflict in objective terms: Is it affecting work performance? Is it damaging the delivery to the client? Is it disrupting team work? Is it hampering decision-making?. Be sure to focus on work issues and leave personalities out of the discussion.
- Listen with empathy and see the conflict from the other person's point of view
- Identify issues clearly and concisely
- Use "I" statements
- Remaining flexible
- Clarifying feelings

Step Three: Agree the Problem
This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution. Sometimes different people will see different but interlocking problems - if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions
If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution
By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all. However you may also have uncovered real differences between your positions.

This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be Calm, Be Patient, Have Respect…

Key Points

Conflict in the workplace can be incredibly destructive to good teamwork. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used. To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

4. Personal Development

Introduction to your True Colors (Appendix 2)
1. What does my color mean?
2. How does my color relate to mentoring?
3. Understanding the color the relation between mentor and mentee.

5. Mentoring/Coaching Techniques

You Need Permission to Mentor
The effective mentor defines the boundaries of his/her relationship with each mentee. Is he/she a trusted advisor and friend? Does he/she listen and provide feedback? Or, does he/she help the mentee obtain 360 degree feedback and develop action plans to increase their capability? The mentoring role must be agreed upon to work. Set the situation up so the mentee asks for help, rather than forcing the help upon the mentee.

The Coach Is Not in Control
The mentor is a resource for mentees who seek out their services. The mentor does not control the relationship or the actions and decisions of the person they are mentoring. The mentee makes the final decision about what they will do in any given situation. The mentor's knowledge, effectiveness as a communicator, developed relationship with the mentee and the perceived mentor's competence will impact a mentee's willingness to use input of the mentor.

Be a Knowledgeable Mentor and Resource - Tell the Truth When You Don't Know the Answer
A mentee seeks input from the mentor most frequently when they are uncertain about how they should handle a particular situation or prior to making a mistake in the handling of an issue. It is possible that a mentor will most often receive the most difficult and delicate questions.

Recognize too, that sometimes the mentee is seeking reassurance and confirmation and already may know the answer to the question. A mentor will enhance their capabilities and self-esteem if asked what they think, and where possible, confirm that their answer is the correct path. Your role as a mentor is to strengthen competency, not to demonstrate that you know the answers. When you don't know the correct answer or are speculating about the right course of action, tell the truth. It is far better to say you don't know, that you will check and find out, than to appear to have all the answers, and give bad advice. You can ruin your reputation and undermine your credibility as a mentor forever.

Help the Mentee Develop their Own Solutions
People generally know what is the right or appropriate thing to do. Often your job is to draw the answer out of the individual. If you give the person the answer, the mentee is less likely to own and fully enroll in the solution or answer.

Practice Highly Honed Communication Skills for Coaching

Listen to hear the specific needs of the mentee who seeks your assistance. Don't automatically assume that this question or this situation is like any other you have encountered. Give your mentee your full attention and take in information that will lead to insightful, personalized responses to the mentee's questions. Listen also, for what the individual is not saying verbally. Watch facial expression, body language and movements. Listen to the tone of voice and any expressions of emotion. Ask open-ended questions to draw out the mentee, such as, —tell me what you are considering doing". Questions that appear to seek out motives such as, —why did you do that? will shut discussion down.

The Mentor is Always an Educator
As a mentor, you educate mentees as you work with them as a supportive partner and coach. Your goal is to make them self-sufficient. You give them the tools they need to be successful in their job functions. You assist by supplying a process they can follow to build their skills. A mentee should leave feeling stronger, more knowledgeable and more capable of addressing the opportunities in the future.

Understanding Learning Styles
1. Basic Principles of Adult Learning
   a. Adults learn differently than children. Adults learn when they know what is expected of them; when they are treated as responsible, self-directed adults; when the training they receive is applicable to their job and they understand the expected result.
2. Understanding there are different learning styles than your own
   a. Some adults do not learn through structured programs – they prefer self-learning.
   b. Some adults learn through very specific on-the-job application.
   c. Some adults learn through structured, programmed instruction (especially for systems and procedures)
   d. Some adults learn through sharing experiences

6. Creating the Training Plan - An Example
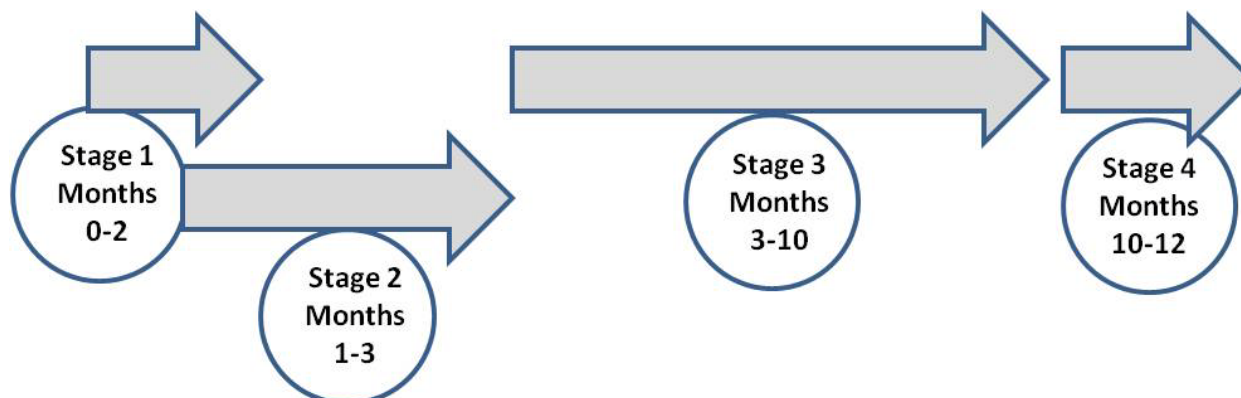
Stage 1: Building the Mentee/ Mentor Relationship

Time period: From Mentee joining the lab until second month

During this phase, you will get to know each other and begin to establish trust.
Key Points:

- Establish trust on arrival
- Explain that you are a resource and advocate for your mentee
- Convey excitement they have chosen your laboratory
- Discuss additional opportunities beyond the lab

1. **Listening Actively**
   Listening actively is the most basic skill you will use throughout your relationship but this is especially important as you build your relationship. Active listening not only establishes rapport but also creates a positive, accepting environment that permits open communication. By listening actively, you will develop an understanding of your mentee's interests and goals.

   - Use body language (such as making eye contact) that shows you are paying attention to what he or she is saying.
   - If you are talking to him or her by phone, reduce background noise, and limit interruptions. Your fellow will feel that he or she has your undivided attention. When utilizing e-mail answer within 24 hours if possible, and be sure your message is responsive to his or her original message. Demonstrate you have listened by following up on possible opportunities that were discussed (e.g. teaching opportunities, committee involvement, training opportunities).

- Reserve discussing your own experiences or giving advice until after your mentee has had a chance to thoroughly explain his or her issue, question, or concern.
- When your mentee begins establish a regular meeting time right away.

2. Building Trust

Trust is built over time but the establishment is critical as you begin to build your mentee/mentor relationship. You will increase trust by keeping your conversations and other communications with your mentee confidential, honoring your scheduled calls and meetings, consistently showing interest and support, and by being honest with your mentee.

- Assist your mentee with their transition to the new workplace by thinking ahead to what essentials that will be needed.
- Assist your mentee with their transition to their new residence/location if necessary. Recommend or find others to recommend information on doctors, mechanics, grocery stores, activities/ clubs, local restaurants that may be of interest to the mentee.
- Make introductions to all staff and convey excitement about your new mentee.

3. Determining Goals and Building Capacity

As a mentor, you should have your own career and personal goals and share these, when appropriate, with your mentee. You can help develop your mentee's capacity for learning and achieving his or her goals by doing the following in the beginning of your relationship:

- Assist with finding resources such as people, books, articles, case studies, tools and web-based information.
- Impart knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought-provoking or reflective questions.
- Help gain broader perspectives of his or her responsibilities and organization including where your laboratory fits in to the big picture of the state or CDC organization and to public health in general.
- Encourage the mentee to build & maintain relationships with their peers. Instill the ideas of not "burning any bridges" and the fact that networking can open many doors in the future.

4. Encouraging and Inspiring

There are many ways to encourage your mentee and these begin in the building stage of your mentee/mentor relationship but continue throughout. In the first two months of the mentee joining the lab consider:

- Providing positive feedback.
- Motivating the mentee to take advantage of opportunities whenever possible. Suggestions to the mentee may include meeting with other staff, taking part in optional trainings, listening in on conference calls if appropriate, observing special testing or diagnostic findings, acquiring special skills or experiences, attending local meetings.
- Be supportive when challenges are encountered. As the mentor expressing that challenges can be a normal part of the lab may even provide additional insight into improving the work. If possible offer suggestions or lead the mentee to propose possible ways to troubleshoot or overcome the challenge.
- Provide inspiration based on other success stories, inspirations or key factors in your career path.

Reflecting on your mentoring practice, noting use of the key mentoring skills, observing progress made in the relationship, and requesting feedback from your fellow are excellent ways to assess whether you are employing these skills.

STAGE 2: Exchanging Information and Setting Goals

Time period: From second month until fourth month.
During Stage II, you will exchange more information and set goals. The opportunity for the mentee to see you in your role in "the now", has a powerful impact because of the personal interest and caring it imparts. Your relationship and trust will deepen (strengthen) during this experience.

1. Listening Actively
- Be sure to listen carefully to your mentee articulate their goal (s).
- Engage in "active listening" because how well you listen will continue to strengthen the bond between the mentor and the mentee. By "active listening" you make a considered effort to hear not only the words that the mentee is saying but also try to understand the complete message being sent.
- To actively listen you must pay very close attention, not be distracted by other things around you, and not be thinking of your next sentence while the person is

speaking.

2. Building Trust
- By exchanging information, you will gain insight into the goals your mentee hopes to achieve through the mentoring relationship.
- Establish clear expectations and include these in the mentee's Plan of Action. There should be expectations that the fellow has of the mentor and there should be expectations that the mentor has of the fellow.

3. Determining Goals and Building Capacity
- Goals are helpful because they help the mentee see beyond the day-to-day demands of his or her assignments and help him or her gain clarity on how to get the most out of the mentoring relationship.
- Tailor your discussion to the mentee's background.
- Express to your mentee that the best route to any success is hard work and a sincere interest and conscientious attitude.

4. Encouraging and Inspiring
- Encourage your mentee to discuss his or her goals with you. Suggest that he or she complete a Goal Form and share it with you.
- Coach your mentee to refer back to his or her goals periodically as a way of re-focusing on goals and measuring progress. Referring to the goals regularly is also a good way for you to know if you are helping him or her achieve them.
- Continue to promote your mentee to other staff and colleagues.

STAGE 3: Working Towards Goals/Deepening the Engagement

Time period: Typically months 4-10

During this stage, you will help your mentee work towards achieving his or her goals. This process can be very rewarding for you and your mentee.

1. Listening Actively
- It is important to maintain routine, meaningful discussions.
- If you haven't been able to maintain a consistent schedule of contact, try to resume routine meetings.

During the first two stages, you will likely focus on similarities between you and your mentee as it was easy to draw on shared experiences and goals to form the relationship. During this stage
- Be sensitive to and listen for differences.
- Identify unique characteristics in your mentee's background that may enhance their experience and your mentorship journey. For example, if you are of different generations/ages, genders, races, cultural groups, or professional backgrounds, what different experiences have you both had?

2. Building Trust
Continue the trusting relationship you've built during the first two stages.
- Maintain open, honest, and confidential communication with the mentee. Routine conversations and active listening are a major part of maintaining trust.
- Maintain your credibility by remembering what your mentee has said in the past.
- Admit mistakes
- Avoid talking negatively about others.
- Give and receive meaningful feedback to show that you are invested in your role as a mentor.

Don't always try to be the person to answer your mentee's questions or solve their problems.
- Help the mentee identify resources or contacts that will best meet their needs. By acknowledging your own shortcomings, acting as a "learning facilitator", and letting your mentee know that you are just as interested in discovering the answers; the mentee will see that you are an honest partner in the development process.

3. Determining Goals and Building Capacity
As this is the longest stage in the relationship, most of the work on the goals you set in earlier stages will occur during Stage 3.
- Revise or add to these goals, as needed.
- Now is the time that you can assure that your mentee is developing the core competencies for a public health laboratory scientist
    - analytical assessment
    - policy development and program planning
    - communication
    - cultural competency
    - community practice
    - public health laboratory science and operations
    - financial planning and management

- leadership and systems thinking skills based on the specific identified needs of the mentee.

Share written materials, but identify a variety of learning and development activities.
- Suggest meetings, courses, seminars, or websites that will enrich the mentee's experience.
- Demonstrate processes
- Ask thought-provoking or reflective questions
- Introduce the mentee to your colleagues who can be additional useful contacts or inspiring models

This is a good time to think about what are the benefits of the relationship up to this point and how you helped the mentee achieve his or her goals. Ask yourself:
- What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?
- What kinds of adjustments or changes, if any, are needed in your goals or in the relationship?
- Have the initial Plan of Action goals been met?

4. Encouraging and Inspiring

One of the biggest challenges during this mentoring is time and energy. Despite your best intentions, other obligations will interfere for both of you. The best way to combat this is to think small.
- Avoid promising more time than you can give
- Don't attempt to tackle too many goals simultaneously

Encouragement:
- Comment favorably on his or her accomplishments
- Communicate your belief in their capacity to grow and to reach his or her goals
- Let the mentee know how working with him or her has benefitted your own growth. Knowing that the relationship is symbiotic can help maintain energy and interest for both of you.

Inspiration:
- Share your personal vision or those of other leaders
- Describe experiences, mistakes, and successes you or others have encountered on the road to achieving your goals
- Talk with the mentee about people and events that have inspired and motivated you

Stage 4: Ending the Formal Mentoring Relationship and Planning for the Future

Time period: The last two months

During this stage, planning for the mentee's continued success is balanced with bringing the formal mentoring relationship to a close. Work with your mentee to define the types of support he or she may need in the future.

1. **Listening Actively**
Continue active listening during the final stage of the mentorship as you reflect on the accomplishments, challenges and progress towards goals.
   - Always make an effort to listen more than you talk
   - Ask open ended questions that promote reflection and evaluation of the overall mentorship experience
   - What were the major accomplishments during the mentorship and were those in alignment with the goals you both agreed on in earlier stages?

2. **Building Trust**
Continue the trust that has been built while taking time to bring the formal mentoring relationship to a close. This is also an excellent time to evaluate your work together:
   - Evaluate how well the objective and goals were met that you and the mentee collectively agreed on in earlier stages
   - Is there anything that has not been addressed that has been challenging or a source of frustration for the mentee?
   - Were the overall expectations of the mentorship met?
   - Admit mistakes while maintaining credibility
   - Act as a "learning facilitator" by letting the mentee know you don't always have all the answers and looking at how you can find answers together or giving the fellow additional resources
   - Give the mentee an opportunity to evaluate your performance as a mentor.
   - Discuss whether the relationship will continue informally and how you will implement that and that you will be a resource to them for their careers.

3. **Determining Goals and Building Capacity**
   - Discuss completion of last objectives and goals
   - Revisit the mentee's goals for the future
   - Have those goals been reshaped as a result of the mentorship?

- Have the accomplishments of the mentorship supported the mentee's goals for the future?
- Provide any final opportunities that may help support the mentee's goal for the future

4. **Encouraging and Inspiring**
   - Challenge the fellow to take charge of their future and their career
   - Reinforce the successes of their first year
   - Share a personal story that provides inspiration or words of wisdom
   - Offer your services as a colleague/friend over the years to come

Appendix I

Example of a Leadership Test

#	Question	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
1	I am energized when people count on me for ideas.	○	○	○	○	○
2	As a practice, I ask people challenging questions when we are working on projects together.	○	○	○	○	○
3	I take delight in complimenting people that I work with when progress is made.	○	○	○	○	○
4	I find it easy to be the cheerleader for others, when times are good and when times are bad.	○	○	○	○	○
5	Team accomplishment is more important to me than my own personal accomplishments.	○	○	○	○	○
6	People often take my ideas and run with them.	○	○	○	○	○
7	When involved in group projects, building team cohesiveness is important to me.	○	○	○	○	○
8	When involved in group projects, coaching others is an activity that I gravitate toward.	○	○	○	○	○
9	I find pleasure in recognizing and celebrating the accomplishments of others.	○	○	○	○	○
10	When involved in group projects, my team members' problems are my problems.	○	○	○	○	○
11	Resolving interpersonal conflict is an activity that I enjoy.	○	○	○	○	○
12	When involved in group projects, I frequently find myself to be an "idea generator."	○	○	○	○	○
13	When involved in group projects, I am inclined to let my ideas be known.	○	○	○	○	○
14	I find pleasure in being a convincing person.	○	○	○	○	○
TOTAL						

Score Interpretation

Score	Comment
14 – 27	This implies a low motivation to lead
28 - 55	This implies some uncertainty over your motivation to lead
56 - 70	This implies a strong motivation to lead.

Ref: www.Mindtools.com

Appendix 2
True Colors Personality Test Assessment

The True Colors Test is a personality survey designed to can help you understand your personality and behavioral type, as well as those of others. The True Colors Personality Assessment provides easy to understand insights into the your behavioral style and personality type and those of others, so you can have better communication and build rapid rapport, whether it is in your personal life, professional life or in the areas of relationship, sales, leadership, team effectiveness and management. The True Colors Survey is designed to provide you with insights to empower you to better understanding how others see you. It is about understanding like and different behavioral styles, personality types and temperament without getting lost in jargon or unnecessary complexity. After you complete the online True Colors Personality Test, you will receive an in-depth 20+ page True Colors report describing your behavioral tendencies and preferences. You will also receive powerful and effective tools for helping you succeed and understand with people who have different behavioral and communication styles in business, sales, school, career, family and life.

Learn whether you are blue - Compassionate or gold - Responsible or Orange - Spontaneous or Green - Conceptual. Which is your strongest color and your secondary color? Understand your personality and behavioral style with True Colors and get insight into career, communication and relationship preferences through the online True Colors Assessments and the many books exploring the True Colors personality model. True colors test is research based and fun to take online. The online assessment version is designed to access both your right and left brain in helping to determine your True Colors Personality Type. True Colors is used by more than 500,000 individuals yearly throughout the world in the areas of business, education, healthcare, criminal justice, career counseling, mental health, and within communities and religious organizations.

What Does True Color Mean?
Color has been used to shape and describe our lives, our habits, our values, and our feelings throughout the ages. Research into the physiological effects of color has shown that it truly has an impact on our lives, often in unconscious and mysterious ways. Color can relieve tension and stress. Blue, for instance, is associated with tranquil surroundings. Thus, it is fitting that color provides the association between a temperament type and learning tools. How much better it is to refer to and connect with color than with the highly technical formulas, symbols, words, and numbers generally associated with temperament/personality/learning theory. After reviewing the research

data, colors for True Colors Test were chosen for their direct association with the psychological and physiological needs of people.

BLUE

Blue represents calm. Contemplation of this color pacifies the central nervous system. It creates physiological tranquility and psychological contentment. Those with Blue as a Primary Color value balance and harmony. They prefer lives free from tension... settled, united, and secure.

Blue represents loyalty and a sense of belonging, and yet, when friends are involved, a vulnerability. Blue corresponds to depth in feeling and a relaxed sensitivity. It is characterized by empathy, aesthetic experiences, and reflective awareness.

NURTURER BLUE
Sensitive To Needs of Others.
Sincere. Expresses Appreciation.
Cooperative. Collaborative. Creative.
Caring. Team Builder and Player.
People Person. Engages Others.
Artistic. Inspirational. Spiritual.
Inclusive. Mediator. Peacemaker.
Idealistic. Intuitive. Romantic. Loyal.
Seeks Unity And Harmony. Caretaker.

Blue -- Teaching Style Is Student Oriented Being student oriented, nurturing and supporting the growth of the students is fulfilling to me. Blue thrives on being a part of the development of their students' personal and social awareness. Blue's for others makes it a joy for them to work with students. Blue's teaching is at its best when they are creating a rapport with students. Blue good when magic springs from the learning experiences and growth of their students.

- I use my imagination as a teaching tool
- I involve my students in the learning process
- I seek to create harmony in the classroom
- I am best when I can use individualized instruction
- I am concerned about the whole student
- I operate a democratic classroom

Famous Blues: Mozart, Dorothy (Wizard of Oz), Thomas Jefferson, Cinderella, Ghandi, Mohammed Ali, Jimmy Carter

GOLD

Gold is the body's natural perceptions. It represents a need to be responsible, to fulfill duties and obligations, to organize and structure our life and that of others. Those with Gold as a Primary Color value being practical and sensible. They believe that people should earn their way in life through work and service to others.

Gold reflects a need to belong through carrying a share of the load in all areas of living. It represents stability, maintenance of the culture and the organization, efficiency, and dependability. It embraces the concepts of home and family with fierce loyalty and faithfulness.

TRADITIONAL GOLD
Respects Authority Rules, Routines, Policies.
Alligant, Faithful, Dependable, Prepared, Efficient.
Remembers The Traditions That Work. Values Family.
Work Comes Before Play. Practical. Systematic. Orderly.
Identifies With Groups. Strives For A Sense Of Security.
Thorough, Sensible, Punctual, Convential, Proper.
A Right Way to Do Everything. Stick-To-Itivness.
Evaluates Actions As Right Or Wrong.
Stable. Organized. Punctual. Helpful.

Gold -- My teaching Style Is Institution Oriented I am institution oriented. My classrooms are organized and my routines are well structured. I believe in being dependable and in upholding consistent classroom management. Good students are the building blocks of the future. I feel responsible for their education. I am committed to preserving the time-honored ideal on which the education system was founded.

- I have a well-established classroom routine
- I am firm and fair disciplinarian
- I foster and reward delegated responsibility
- I encourage team effort
- I organize and structure the learning process in a step-by-step fashion
- I preserve and transmit cultural heritage within the institution

Famous Golds: Mother Teresa, George Washington, Santa Claus, LBJ, , Joan Rivers, Henry Ford, Florence Nightingale

GREEN
Green expresses itself psychologically as human will in operation: as persistence and determination. Green is an expression of firmness and consistency. Its strength can lead to a resistance to change if it is not proven that the change will work or is warranted. Those with Green as a Primary Color value their intellect and capabilities above all else. Comfort in these areas creates a sense of personal security and self-esteem.

Green characteristics seek to increase the certainty of their own values through being assertive and requiring differences from others in intellectual areas. They are rarely settled in their countenance, since they depend upon information rather than feelings to create a sense of well-being. Green expresses the grounding of theory and data in its practical applications and creative constructs.

VISIONARY GREEN
Looks Forward And Sees Impact Of Actions Taken Now.
Explores All Facets Before Deciding. Checks for Accuracy.
Careful Planner. Systematic. Enlivened By Work.
Status Quo Buster. Designer of Change. Inventive.
Systematic. Logical. Theoretical. Self-Sufficient.
Often Not In the Mainstream. Persistent. Thorough.
Intellectual. Inquisitive. Impartial. Improvement Oriented.

Green -- My Teaching Style Is Subject Oriented I am subject oriented. I am most proficient in my teaching when I am free to develop the competency and intelligence of my students. I think it is wise to create new procedures, reflecting the advances made in technology and culture. I enjoy giving my students the new insights and knowledge gathered from my research.
- I seek answers to nature's enigmas and encourage my students to do the same
- I am interested in the development of my students intelligence
- I enjoy inspiring students to stretch their intellects
- I present instructional materials in a logical manner
- I use a cause and effect approach to develop the reasoning ability of my students

Famous Greens: Socrates, Sherlock Holmes, Benjamin Franklin, Carl Jung, Thomas Edison, Eleanor Roosevelt, Katherine Hepburn, Rosalyn Carter

ORANGE

Orange represents energy, consuming physiological potency, power, and strength. Orange is the expression of vital force, of nervous and glandular activity. Thus, it has the meaning of desire and all forms of appetite and craving. Those with Orange as a Primary Color feel the will to achieve results, to win, to be successful. They desire all things that offer intense living and full experience.

Orange generates an impulse toward active doing: sport, struggle, competition and enterprising productivity. In temporal terms, Orange is the present.

ADVENTUROUS ORANGE
"Just Do It" Action Oriented.
Quick-witted, Charming, Spontaneous
Playful. Injects fun into work.
Lives In Here & Now. Risk taker. Creative.
Enjoys Diversity, Variety, and Competition.
Multi-tasker, Cheerful, Energetic. Bold.
Quick Thinking and Acting. Takes Charge.
High Visibility Performer. Accepts Challenges.
Enjoys Problem Solving. Negotiator.
Performs Well Under Pressure. Resilient.

Orange -- My Teaching Style Is Action Oriented I am action oriented. I give my students information that is useful immediately. I like to see direct results of my teaching by dealing with students in a hands-on fashion, rather than by methods which are more theoretical. I create a dynamic, exciting classroom atmosphere by using an approach that is unstructured and unpredictable

- I am an exciting innovator
- My teaching style is dynamic and unplanned
- I provide a variety of action experiences
- I teach in the here and now
- I deal quickly with concrete problems
- My direction is dramatic and spontaneous

Famous Oranges: JFK, Amelia Earhart, Lucille Ball, Rhett Butler, FDR, Francis of Assissi, Lee Iacocca, Winston Churchill, Garfield References:

Blue Mentee - Looking at Mentors

Blue Mentee -- Orange Mentor: This combination can work well if the Orange Mentor allows the Blue mentee to be creative and show personal concern. The Blue mentee appreciates the good sense of humour of the Orange Mentor. The mentee may have difficulty making quick decisions and could become bogged down before completing a task. Although the Blue mentee values communication and social interaction, the Orange Mentor's direct mode of criticism and comments may not be appreciated.

Blue Mentee -- Gold Mentor: The Blue mentee adheres to the rules of the Gold Mentor as long as they seem fair and there is personal consideration and compassion given to the mentee. The Blue mentee will co-operate, particularly if it is felt the Gold Mentor likes and cares for the individuality of the mentee. Unlike the Gold Mentor, the Blue mentee tends to be emotional and to allow feelings to interfere with academic work. This mentee's need to socialize may also be viewed as highly disruptive by the Gold Mentor.

Blue Mentee -- Green Mentor: The Blue mentee responds well to the classroom atmosphere of the Green Mentor, as long as it is personally relevant and stimulating to a creative imagination. The Blue mentee is motivated to perform in an effort to please the Mentor, rather than to demonstrate intellectual mastery of a concept. Unlike the Green Mentor, this mentee tends to value feelings and interpersonal communication above ideas and concepts. Some potential for friction exists due to this difference in values.

Blue Mentee -- Blue Mentor: The Blue mentee will likely maintain the greatest rapport and co-operation with the Blue Mentor. The Blue mentee appreciates the fairness, sensitivity, and personal concern expressed by the Blue Mentor. The atmosphere of imaginative creativity and social interaction provided by the Blue Mentor is highly appealing to the blue mentee.

Gold Mentee -Looking At Mentors

Gold Mentee -- Orange Mentor: This combination can be somewhat problematic. The Gold mentee prefers organized, structured, and predictable routines, while the Orange Mentor tends to prefer an atmosphere of spontaneity and excitement. The Gold mentee may often complain that tasks are never completed and that he/she not learn much of anything in the Orange Mentors classroom. The Gold mentee strives for perfection and enjoys being validated for neat and accurate work.

Gold Mentee -- Gold Mentor: This is a suitable match. The Gold mentee is likely to maintain the greatest rapport and co-operation with the Gold Mentor. The mentee appreciates the structure, organization, and rules that the Gold Mentor emphasizes. The Gold mentee responds well to this Mentor's style of presenting material which is based on logical procedures and clearly defined factual information.

Gold Mentee -- Green Mentor: The Green Mentor may not always meet the needs of the Gold mentee for clear and concise rules and regulations. The independent thinking, originality, and mental creativity so valued by this Green Mentor will not be highly appreciated by the Gold mentee. The Gold mentee may experience anxiety and difficulty related to grasping conceptual matter if it is not explained and demonstrated in concrete ways.

Gold Mentee -- Blue Mentor: The Gold mentee responds well to the Blue Mentor's classroom atmosphere if a regular and predictable schedule is maintained. The Gold mentee requires rules and facts, as well as organized, accurate, and logical procedures. The Gold mentee may differ from the Blue Mentor in expression of or response to very deep emotions. Although the Gold mentee follows rules and accomplishes well-structured work, the creativity valued by the Blue Mentor may rarely be exhibited.

Green Mentee - Looking At Mentors

Green Mentee -- Orange Mentor: The Green mentee responds well to the classroom atmosphere of the Orange Mentor if attracted to the subject matter and if allowed to express and discuss personal ideas. The Green mentee is creative and enjoys discovering new ways of solving problems. Unlike the Orange Mentor, the Green mentee values ideas and concepts above immediate action and wants to inquire about the principles before each task.

Green Mentee -- Gold Mentor: This combination works only if the Green mentee is sufficiently interested in the subject matter and given some freedom to explore ideas and concepts beyond the requirements of the class. Unlike the Gold Mentor, the Green mentee can be oblivious to rules and regulation. It will be difficult to gain the Green mentee co-operation without a perception that rules are logical and necessary.

Green Mentee -- Green Mentor: The Green mentee will likely maintain the greatest rapport and co-operation with Green Mentors. The mentee appreciates the stimulating and creative environment provided by the Green Mentor and enjoys discussing ideas investigating relationships between principles, and discovering new ways of solving problems - especially in conjunction with the Green Mentor.

Green Mentee -- Blue Mentor: The Green mentee responds well to the classroom atmosphere of the Blue Mentor, as long as the mentee's interest in the subject matter and curiosity is continually reinforced. Unlike the Blue Mentor, the Green mentee is less concerned with the feelings of others and will tend to express opinions regardless of how they may affect the feelings of others.

Orange Mentee - Looking At Mentors

Orange Mentee -- Orange Mentor: A good match with the Orange mentee. The mentee is likely to maintain the greatest rapport with an Orange Mentor. The mentee appreciates the atmosphere of freedom and spontaneity in his/her Mentor's classroom and responds favourably to the hands-on approach to learning; both Mentor and mentee enjoy games and competition and are tireless in their efforts to complete any job at hand.

Orange Mentee -- Gold Mentor: The Gold Mentor's demands for order, organization, and appropriate behaviour in the classroom do not conform well with the Orange mentee's need for spontaneity, fun and quick action. The Gold Mentor emphasizes rules and facts as well as neatness and structure. The Orange mentee may react with various degrees of rebellion and hostility when confronted with a Gold classroom atmosphere.

Orange Mentee -- Green Mentor: The Green Mentor is often capable of creating an atmosphere of independence and freedom of thought and action in his/her classroom. This climate allows the Orange mentee to express his/her needs and possibly to establish methods for learning in his/her own style. The Green Mentor can also be perceived as too theoretical by the Orange mentee. This can create the impression that the Mentor is out of touch and unconcerned with the here and now.

Orange Mentee -- Blue Mentor: The Blue Mentor can have some empathy for the Orange mentee's needs, and this Mentor's good sense of humour is protection from reacting too harshly to the Orange mentee's demands for fun and entertainment. The Orange mentee may require more hands-on activities, games, and competition than are normally scheduled in the lesson plans of the Blue Mentor.

The rewards of having an HHS Mentoring Program are great. While there are many obvious benefits to mentors and mentees, this program will also be extremely advantageous to the HHS organization. Current trends and research show that mentoring is essential to an organization. Thirty-five percent of employees who are not mentored within 12 months of being hired begin to actively seek jobs elsewhere Only 16 percent in mentoring relationships leave their employer. Thirty percent of women executives and 47 percent of women of color pointed to "lack of mentoring" as a barrier to their advancement.

Highlighted below are the benefits to mentees, mentors, and the organization.

Benefits to Mentee	Benefits to Mentor	Benefits to Organization
Assistance in defining realistic professional goals, paths, strategies, and options	Opportunity to contribute to the success of individuals and thereby investing in HHS – Leave a Legacy	Builds a learning organization that fosters personal and professional growth through the sharing of information, skills, culture, and common vision
Increase opportunity for professional and personal growth through coaching, feedback, and training opportunities	Opportunity to share expertise with others across organizational boundaries	Development and retention of human talent through the sharing and leveraging of strategic knowledge and skills throughout the department.
Receive feedback to support professional development and growth	Opportunity to enhance leadership skills by developing others	Increase job satisfaction and improve quality of worklife balance.
Increase understanding of the HHS culture, values, and norms	Expand professional network by working with the mentee and participating in Department-wide training and networking events	Increase in role modeling with leaders teaching other leaders which support management and workforce development and succession planning
Structured training to address competency skill gaps	Increase understanding of how employee priorities and capabilities can be leveraged to meet department goals	Increase and manage intellectual capital to achieve departmental goals, initiatives, etc. – Partnering for Excellence