Human Capital and Talent Management

Center for Professional Development

Mentoring Program

Participant Handbook

HUMAN CAPITAL AND TALENT MANAGEMENT

CENTER FOR PROFESSIONAL DEVELOPMENT

Your Partner for Learning and Career Guidance

We all share a commitment to develop leaders across the Agency who model the Agency's Core Values, and who are prepared to lead anywhere, anytime.

The USAID Leadership Philosophy, developed as part of the Transformation's Empower People to Lead Outcome, promotes leadership at all levels to foster a culture of respect, learning and accountability.

In HCTM, we seek to further strengthen our leadership education programs. We also have a wide range of leadership courses offered for all employees in the USAID University Learning Management System (LMS). We strive for an empowered and agile workforce, able to support one another and thrive in increasingly complex and changing environments.

Bob Leavitt
Chief Human Capital Officer

MENTORING PROGRAM TEAM

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AVAILABLE RESOURCES AND SUPPORT

Visit **The Mentoring Connection** to login into your mentoring program account at
https://www.mentoringconnection.com/

Visit the **Mentoring Hub**, a resource for USAID staff participating in Agency mentoring programs (either Mission-based or Washington, DC-based). The Hub offers tools and resources for creating new mentoring programs and promotes sharing experiences and best practices from existing mentoring programs. https://pages.usaid.gov/HCTM/mentoring

Visit **USAID Leadership Education Programs** at https://pages.usaid.gov/HCTM/usaids-leadership-education-programs. Also, visit USAID University Learning Management Systems https://university.usaid.gov/ and search words "leadership" and "coaching."

Email the **Career Development Resource Service** at CDRS@usaid.gov to schedule a Career Development Coaching/Counseling session with the Senior Career Counselors.

LEADERSHIP PHILOSOPHY

USAID's Leadership Philosophy enables leadership at all levels to foster a culture of respect, learning, and accountability. At USAID, we believe:

- **LEADERS INSPIRE:** Leaders cultivate a passion for mission in ourselves and our partners, and champion a collective vision.

- **LEADERS LISTEN:** Leaders create opportunities for all voices and perspectives to be heard and valued in an environment of trust.

- **LEADERS DEVELOP LEADERS:** Leaders strengthen the workforce through continuous learning and regular coaching and mentoring.

- **LEADERS PROMOTE WELL-BEING:** Leaders are mindful, and care for the well-being of our staff, partners, and others.

- **LEADERS INNOVATE:** Leaders encourage informed risk-taking and inspire curiosity, creativity, and innovation.

- **LEADERS ACT AND EMPOWER:** Leaders make informed decisions, delegate authority, communicate the decision-making process openly, and ensure timely action.

- **LEADERS ADVANCE ACCOUNTABILITY:** Leaders hold themselves, colleagues, and team accountable for doing what they say they will do.

WHAT IS THE PURPOSE OF THE USAID MENTORING PROGRAM?

The USAID Mentoring Program's purpose is to provide career-enhancing mentoring for employees at all levels to connect with seasoned mentors, achieve their professional goals, build stronger networks, and enhance their skills and knowledge.

WHAT ARE THE MENTORING PROGRAM GOALS AND OBJECTIVES?

Organizational Goals	Individual Goals
• Build and retain a well-rounded cadre of employees.	• Take responsibility for individual career and professional development.
• Support and encourage career growth and professional development.	• Recognize skills needed for success and find the developmental opportunities needed to develop those skills.
• Strengthen communication, trust, and employee engagement.	• Gain an understanding of organizational values, mission, and culture.
• Complement leadership development and succession plans.	• Increase exposure and access to employees at different organizational levels throughout USAID.

HOW WILL I KNOW IF THIS MENTORING PROGRAM WAS SUCCESSFUL?

The following statements will be measured at the end of nine months:

- Mentoring is accepted as a valuable tool for leadership and career development throughout the organization.
- Mentees recognize the skills they need for success in the areas of technical expertise, building relationships, and navigating the organization.
- Mentees have discovered the developmental opportunities they need to enhance their skills.
- Skills learned in the mentoring program are now applied on the job.
- Mentees have developed useful connections and partnerships.
- Mentees are taking responsibility for their own career development and are achieving realistic Mentoring Action Plans.
- Employees feel more committed to the organization.
- Mentors and mentees recommend the program to peers and colleagues.
- Mentees return as mentors.
- Employee morale and quality of work life have improved.
- A future pool of competent leaders has been created.
- USAID is retaining talent.

WHAT IS MENTORING?

Mentoring is a relationship between two individuals (the mentor and the mentee) that focuses on a conversational process of continuous learning and growth where the mentee is able to clarify development goals, develop a Mentoring Action Plan, and achieve success by building their own competence to recognize and solve problems.

WHAT TYPES OF MENTORING EXIST?

- Formal – A carefully constructed learning relationship with formal support that includes a facilitated matching process, formal training, and clear goals for measuring success.
- Situational – A spontaneous connection (a brief conversation via email or a quick chat) that provides *the right help at the right time*, that can help the mentee solve a specific problem or encourage them to uncover a hidden talent.
- Supervisory – The supervisor shares valuable information about the Agency and provides meaningful work and developmental learning opportunities to their employees.
- Informal – A relationship built on mutual trust and respect where a mentor sees a quality in another person they admire and would like to develop. Usually this relationship is nurtured over a long period of time and sometimes lasts the length of a mentee's career.

WHAT IS NEEDED FOR MENTORING SUCCESS?

Successful mentoring relationships depend on common goals and expectations, a strong commitment to mentoring, and mutual trust and respect. A framework that accommodates the needs of both partners may rest on the following critical success factors:

1. Common goals – Mentoring partnerships must clearly understand what they are trying to accomplish together.
2. Realistic expectations – People bring different expectations to the mentoring partnership. To guarantee success, it is critical that roles, responsibilities, and expectations are clearly defined early in the relationship and outlined in the Mentoring Agreement.
3. Commitment – Both partners will need to make mentoring a priority. The success of a mentoring relationship will depend on how much time the partners can dedicate to the effort.
4. Mutual trust – A mentoring relationship is a leap of faith. It is vital for the mentor and mentee to trust each other so that meaningful information can be shared.

5. Respect for differences – Mentors and mentees will both bring unique experiences and personalities into the mentoring partnership. The success of the partnership will depend on the ability to respect and value differences. (Drahosz, 2014)

GROUND RULES

We are voluntarily entering into a nine-month, formal mentoring partnership, which we expect to benefit all participants and the Agency overall. At the end of the nine months, we understand that we may elect to continue our partnership on an informal basis.

We agree to begin a mutually beneficial partnership focused on the development of the mentee and that it is the responsibility of both the mentor and mentee to keep this relationship active and effective. We also agree:

- To be partners in learning, meeting informally to share knowledge and experiences.
- To meet two to four hours per month for the next nine months at mutually convenient times and locations. Should one of us be unable to attend the meeting, that partner will inform the other as far in advance as possible.
- To attend at least two of the Mentee/Mentor Training sessions hosted by the Center for Professional Development.
- To set realistic and challenging goals for this relationship.
- To actively listen to one another and give honest feedback to further the learning experience.
- To communicate openly to discuss issues, ideas, and concerns, to request assistance, and to share information with each other as needed.
- To collaboratively develop a Mentoring Action Plan that will help the mentee achieve his/her objectives.
- As the mentor, to present options to the mentee, but not mandate courses of action.
- As the mentee, to seriously consider options and suggestions presented by the mentor and to keep an open line of communication with my supervisor in regards to my progress.
- Once the Mentoring Action Plan is developed, to take the agreed upon actions in a timely manner.
- To evaluate our relationship regularly and assess how we are progressing towards the goals.
- To respect the rules of confidentiality. Our meetings will be confidential. Neither party will divulge what has been discussed without the permission of the other.
- To complete mentoring program surveys and evaluations during and at the end of the partnership to support continuous program improvement.
- To permit either partner to conclude the partnership at any time. It is highly recommended that the mentoring pair seek intervention and counseling from the Senior Career Counselors at CDRS@usaid.gov at the onset of any challenges. The partner ending the mentoring relationship will inform the other of his/her intent to do so and notify the Mentoring Program Manager. This will be considered a "no-fault" termination of the partnership.

WHAT ARE THE ROLES OF A MENTOR?

- **Mentor –** uses their inner competence to pass on information and skills on their experience and knowledge for long-term development.

- **Coach –** uses communications skills (questioning, listening, etc.) for both long- and short-term development to benefit the individual and/or the Agency.

- **Teacher –** helps the mentee to assess career goals and outline plans to achieve them; suggests developmental opportunities to stretch the mentee out of his/her comfort zone, leverage skills, and build confidence.

- **Counselor –** fosters learning through self-discovery by encouraging the mentee to think for his/herself and to draw his/her own conclusions.

- **Guide –** helps the mentee navigate the political workings of the Agency by sharing the "big picture" (i.e., where the Agency is going and why the mentee's work is important); as well as sharing his/her network of key players at higher levels.

- **Challenger –** helps the mentee to uncover blind spots in his/her behavior and performance by providing developmental feedback on strengths and weaknesses.

WHAT ARE THE ROLES OF A MENTEE?

- **Mentee –** has a strong desire to learn, a commitment to being mentored and takes charge of his/her career.

- **Learner –** continuously looks for opportunities to grow and develop, which involves asking for feedback, reflecting on experiences (both successes and setbacks), and developing new skills and abilities.

- **Planner –** maintains a clear sense of where he/she is going and tracks and evaluates progress along the way. The mentee comes to mentoring meetings prepared with a concise outline of mentoring topics and issues to discuss.

- **Communicator –** openly discusses goals, challenges, and concerns with the mentor, in addition to keeping his/her supervisor informed of progress.

- **Driver –** maintains momentum in the learning process by initiating and following through on mentoring meetings and commitments. **(**Drahosz, 2014)

WHAT ARE THE RESPONSIBILITIES OF A MENTOR?

- Recognize that respect, trust, and openness are the foundations for successful mentoring partnerships.

- Manage the relationship and build the partnership but not the goals.

- Be available, follow through on commitments, and assess the progress of the partnership.

- Act as a coach, teacher, counselor, guide, and challenger.

- Clarify and set realistic expectations for the partnership, for mentee achievement, and for your own involvement.

- Provide constructive feedback and encouragement; build the mentee's confidence level.

- Challenge the mentee to take risks and try new strategies; ask powerful questions and help the mentee to make new discoveries.

- Share information on one's own successes and failures, as appropriate.

- Actively listen with empathy, be open minded to the mentee's needs and opinions.

- Alert the mentee to existing or developing opportunities.

- Provide information on workplace issues and procedures.

- Know when to terminate the partnership.

WHAT ARE THE RESPONSIBILITIES OF A MENTEE?

- Recognize that respect, trust, and openness are the foundations for successful partnerships.

- Assume responsibility and accountability for developing and implementing the Mentoring Action Plan.

- Be available, follow through on commitments, and complete homework assignments.

- Act as learner, planner, communicator and driver.

- Seek realistic expectations and goals with the mentor, and take responsibility for your career.

- Accept feedback without interpreting it as evaluation and let it build and develop you.

- Take risks, try new strategies; communicate openly and embrace new discoveries.

- Share information on one's own successes and failures, as appropriate.

- Be honest and open-minded with the mentor about your needs, feelings, and opinions.

- Make a conscious effort to build the partnership, but also know when to terminate the partnership.

WHAT ARE THE CHARACTERISTICS OF A GOOD MENTOR?

- Integrity
- Held in high esteem by others
- Discretion
- Knowledge of the organization
- Self-confident
- Trustworthy
- Genuinely likes people

- Maturity
- Respect
- Political savvy
- Good communicator
- Honest
- Goal-oriented

WHAT ARE THE CHARACTERISTICS OF A GOOD MENTEE?

- Competent
- Credible
- Can take advice and feedback
- Open-minded
- Goal-oriented

- Honest
- Trustworthy
- Good communicator
- Forthright

WHERE DOES MY SUPERVISOR FIT IN MENTORING?

At the very beginning, the supervisor approved the mentee's participation to meet with his/her mentor for at least two to four hours per month. This support and "buy-in" from the supervisor is pivotal in the mentee's success because it removes any roadblocks to active participation. The supervisor is able to provide a more comprehensive view of the mentee's professional needs and can assist with providing developmental opportunities identified on the Mentee's Mentoring Action Plan, while not overstepping the boundaries of the mentoring relationship. The supervisor will also support the Mentoring team by providing feedback on the mentoring relationship's progress and program design for future program improvements.

WHAT ARE THE ENEMIES OF LEARNING?

- Inability to say "I don't know"

- Unawareness of personal blind spots

- Feeling that I have to get it right all the time

- Judging and assessing instead of being open to new ideas

- No time

- Looking for quick fixes

- Fear of failure/success

- Needing to "look good"

WHAT MENTORING CHALLENGES MAY EXIST?

- Physical differences

- Gender differences

- Cultural differences

- Generational differences

- Remote mentoring partnerships

- Position in the organization

- Morals and values

- Personality styles (e.g. MBTI)

- Religion

HOW TO OVERCOME CHALLENGES?

- Open a dialogue using a statement such as, "Research shows that racial and other differences affect both the mentee and the mentor. Do you think there are examples of this in our relationship?"

- Move from the impact of differences on the relationship to impact on the organizational dynamic.

- Utilize appreciative inquiry – the process of posing questions that generate positive awareness rather than focusing on the challenges of differences.

- If you are in a mentoring relationship with someone from a different country, take the time to learn something about his/her culture before engaging in the relationship and use this information to get to know your partner.

TIPS FOR ACTIVE LISTENING

- Ask questions and do less talking.

- Be attentive.

- Put the speaker at ease.

- Show the speaker that you want to listen and use non-verbal behavior to encourage the speaker (nod head, eye contact, etc.).

- Remove distractions (cell phones, responding to email, etc.).

- Empathize.

- Reflect and summarize.

- Be patient, allow time, and do not interrupt.

- Use verbal responses, e.g., "I see," "go on."

KEY COMMUNICATION SKILLS

- Listen actively and passively.

- Seek and accept feedback.

- Present ideas.

- Gather information.

- Recognize achievements.

- Reinforce excellence.

HOW SHOULD A MENTEE SEEK FEEDBACK?

Mentees should see constructive feedback as professional development and not a personal attack – remember your mentor is trying to help you when he/she offers feedback. Open yourself up to receiving his/her observations and advice about the positive changes that you can make to improve and develop yourself. Think about feedback as a way to gauge the distance between where you are now and where you need and want to be, i.e., an indicator of how close you are to achieving your goals or optimal development.

To learn and grow, put effort into developing a stronger feedback orientation. This will benefit you in the long run. To develop your feedback orientation:

- ✓ Ask for feedback more often.
- ✓ Ask for feedback from your mentor, peers, and subordinates as well as your supervisor.
- ✓ When you receive feedback:
    - o Really listen
    - o Practice being open and accepting
    - o Ask clarifying questions.
- ✓ Move past any emotional reaction and give yourself time to digest the feedback.
- ✓ Show others that you put their feedback to good use.

STEPS FOR AN EFFECTIVE FEEDBACK CONVERSATION				
Plan	**Ask**	**Describe**	**Listen**	**Agree**
Proactively request feedback conversations with your mentor.	Seek feedback and coaching from your peers and summarize the feedback for your mentor.	Drive the conversation by creating talking points for the discussion beforehand.	Clearly articulate your objectives and priorities to your mentor during the conversation.	Document action items and keep them easily accessible after the conversation.
Discuss how frequently you would like to have routine feedback conversations.	Take time to digest peer feedback and note key themes to help you organize your thoughts.	Bring a list of questions and refer to it as needed to ensure that you address all the points that you want to cover.	Ask your mentor probing questions about what he/she thinks are your most important priorities.	Refer back to your list on a regular basis and note your progress on key items.
				Record examples of progress on items discussed for future conversations.

HOW SHOULD A MENTOR PROVIDE FEEDBACK?

A mentor should use a "coach-like" approach. The coaching mindset for a mentor takes on the perspective that the answers are within the mentee; the mentor's role is to help draw the answers out by laying a foundation that begins with asking powerful questions, encouraging the mentee to think through their own problems, and reflect on their own performance and their impact on others. Then, as needed, the mentor can be "coach-like" by adding his/her own feedback, advice, guidance, and encouragement to help the mentee learn, grow, or change. The mentor should not provide feedback that is evaluative, demotivating, or provides judgement of performance.

COACHING CONVERSATIONS: USE THE GROW FRAMEWORK

The GROW framework starts with clarifying the relevant goals and assessing the current situation. Only move to sharing more of your observations, ideas, and advice when the mentee is struggling to come up with the answers on his/her own.

The GROW Framework		Powerful Questions
Goals	Have your mentee articulate his or her ultimate goal for the situation. Prompt the mentee to talk through it with you if they struggle to articulate it directly right away.	What do you want? What is the time frame? What seems to be the trouble/obstacle?
Reality	Ask your mentee to explain what is currently happening with the situation. This will help you understand, but more importantly it also helps the mentee "talk it out" and fully explore the situation.	What's happening? What is the current situation? What's getting in the way? How do you know?
Options	Facilitate the mentee's brainstorming of potential solutions. Thinking in this phase should not be limited by constraints. Ideas do not have to be feasible or realistic.	What can you do? What else can you do? What's another way? What will get in the way?
Way Forward	Empower the mentee to decide what solution he or she wants to go forward with, as well as how to get started on that solution.	What will you do? By when? How will I know?

HOW SHOULD A MENTEE ACCEPT FEEDBACK?

These tips can help you get the most out of whatever feedback you receive so that you can use it as an opportunity to learn.

Tips	Examples
Recognize when you are receiving feedback and its purpose. If you are not sure, repeat back what you are hearing to make sure you heard it correctly.	"It sounds like you are saying that… Am I hearing that right?"
Seek to understand the feedback. Instead of jumping to defend yourself or argue with the mentor, say "tell me more" until you are sure you thoroughly understand what is being communicated. Ask for examples to clarify what the mentor means.	"You said you want me to… Could you say a bit more about that?" "Can you please give me some examples of what you mean? I want to make sure I understand."
Ask for advice on what more effective areas you could be learning and developing in, and how it is different from your current state.	"What specific actions could I take that would be more beneficial for my growth and development?
Assess your reaction to the feedback and be honest about what you are feeling. Ask for time to think about the feedback and set up another time to discuss it if you don't feel you can productively engage in the discussion.	"I have to admit I'm surprised to hear this. I was not aware of…" "Let me give this some thought and come back to you with some questions and ideas for how to…"

I AM FEELING DEFENSIVE OR UPSET BY THE FEEDBACK. WHAT SHOULD I DO?

If you find yourself becoming defensive or upset by the feedback, try these techniques to help manage your emotions:

- Give yourself time to let your emotional reaction pass. Ask your mentor to schedule another time to discuss the feedback after you have had enough time to digest the information and you feel calmer.

- Separate the message from the messenger. Don't let your feelings about the mentor make you blind to the possibility that there is truth in what you are hearing. Take a step back and think about how you would feel if this feedback came from somewhere else.

- Keep the feedback in perspective. Recognize if you have a tendency to over-react to feedback. Separate what you are actually hearing from the story you are telling yourself about it. Contain your story by describing what the feedback is and is not about. Think about how you can leverage your strengths to address the issues you and your mentor discussed.

- Ask for support if needed. Schedule a session with one of the Senior Career Counselors at CDRS@usaid.gov to discuss your feelings and get an objective perspective about the feedback and how you are handling it.

HOW DO I CREATE GOALS AND OBJECTIVES?

Mentees can use the acronym "SMART" to make sure that their goals and objectives are well written.

A SMART objective is:

- Specific: The goal or objective is clear, precise, provides concrete detail, not just good intentions.
- Measurable: The objective is tied to concrete results.
- Achievable: You and your mentee agree that the objective can be achieved with available resources.
- Results-oriented: The objective focuses on a result that your mentee cares about and will help them to achieve their goal.
- Time-framed: Specific deadlines for achievement exist. This builds in accountability so that you and your mentee will always know whether you are on schedule or not.

EXAMPLES OF SMART GOALS

Specific	"I will manage my time better."	I will spend half an hour a week planning my key tasks and developing daily to-do lists based on priorities.
Measurable	I will lose weight.	I will lose five pounds in two months.
Achievable	I will become Secretary of State in six months.	I will seek out and complete assignments and training that enable me to increase my leadership ability.
Results-oriented	I will attend meetings of a professional organization this year.	I will develop a network of colleagues both inside and outside my organization in order to expand my professional horizon and keep up with new ideas.
Time-framed	I will increase my computer skills.	I will become proficient in X specific computer skills within six months.

WHAT TYPES OF LEARNING ACTIVITIES ARE AVAILABLE TO SUPPORT MY GOALS AND OBJECTIVES?

There are three types of learning activities to consider: developmental, networking, and stretch assignments. A well-rounded Mentoring Action Plan should include at least one of each area of learning.

DEVELOPMENTAL LEARNING ACTIVITY

When planning for development, the GAPS model (Goals and Values, Abilities, Perceptions, and Success Factors) depicted below can be a helpful tool to increase self-reflection and self-insight. The reflective process captures strengths and opportunities that can be used to identify and prioritize development areas. This can include building new skills and taking on more challenges within your current position, as well as thinking about what positions you may want to pursue in the future.

GOALS and VALUES	ABILITIES	PERCEPTIONS	SUCCESS FACTORS
The motivators that energize and drive your behavior, including your interests, values, desires, work objectives, and career aspirations. • What personal interests and values are critically important to you? • What do you like and dislike about the work you have done? • What are your career aspirations and ambitions?	Your view of your capabilities, style, and performance. • What are you good at? Think in terms of categorizing your skills and abilities as very strong, solid, and needs work. • What special qualities and abilities do you bring to the Agency? Where have you demonstrated them? • What have you been praised for? • In order to focus on continuing career growth, what do you need to be doing better right now?	How others view your capabilities, performance, style, motives, priorities, and values. • What do you know about how others (peers and internal customers) view you? • How would you gather additional feedback on your past and current performance to help make better decisions about your future? • Who could help you improve your understanding of other's perceptions?	The Agency's standards for you, as defined by your role and responsibilities, cultural norms, and other people's expectations. • What will USAID need from you and others to succeed in the future? • What does the organization value? • How is success defined? What do you need to be good at in order to succeed? • As you dream about what you would like to do in the future, what are the main things you need to learn to be successful?

(Peterson & Hicks, 1996)

HOW TO PERFORM A GAPS ANALYSIS?

Think about your strengths and opportunities for each GAPS category and prioritize your potential "gaps" that are most critical to you, to your team, and to the Agency as a whole. Determine which "gaps" could make the biggest difference in you achieving your career aspirations. Identify additional feedback or information you need to gather. A sample GAPS analysis may look like this:

- Abilities vs. Goals – You want to work in a liaison role but struggle with interpersonal skills.
- Abilities vs. Success Factors – You have strong writing skills, but your current role demands primarily telephone communication.
- Abilities vs. Perception – You feel that your writing skills are strong, but you received recent feedback from a colleague that you could improve in this area.

NETWORKING LEARNING ACTIVITY

Mentees should always be looking for new opportunities to expand their networks, for example, attending meetings at higher levels than they would normally encounter in their regular jobs. Participating in a variety of networking opportunities will help mentees to develop important working relationships, gain exposure to people at different levels, and increase visibility. Mentors can serve as an excellent networking resource by introducing mentees to key people with whom mentees would not normally have contact.

STRETCH ASSIGNMENTS LEARNING ACTIVITY

Stretch assignments foster growth by giving mentees opportunities to learn on the job. Stretch assignments include developing within your current position and developing beyond your current position. Stretch assignments often go beyond your existing responsibilities, challenge current skills, and build additional skills. Do your best, but recognize that mistakes are more likely to happen in a stretch assignment. View those mistakes as learning opportunities and reflect on what you will do differently the next time.

Be proactive when talking with your supervisor about potential opportunities and volunteering for projects that you think would be beneficial and serve as stretch assignments. Allow your mentor to provide advice and support to you during stretch assignments. Ensure that you, your supervisor, and your mentor are on the same page about what is appropriate for you based on your career aspirations and the Agency needs.

WHAT ARE SOME EXAMPLES OF LEARNING ACTIVITIES CONSIDER?

Developmental Assignment
- Teach each other technical skills.
- Share articles, films, books, websites, etc.
- Review personnel documents together: position descriptions, job elements, individual learning and training plans (ILTP), performance appraisals, etc.
- Identify resources for each other.
- Give homework assignments to each other – things to do or work on between meetings.
- Go on field trips together.
- Volunteer for your bureau or office Combined Federal Campaign (CFC).
- Celebrate milestones – small successes and big steps!
- Have breakfast, coffee, or lunch together.
- Attend training events together and recommend training activities to each other.

Networking Opportunities
- Consult with the Senior Career Counselors at the Center for Professional Development for career and professional development opportunities.
- Go to events together (e.g., mentoring program or employee resource group (ERG) events such as YP@AID, Women@AID, HECFAA and Town Hall meetings, Toastmasters, etc.).
- Set up job shadowing. The mentee follows the mentor around for a day and observes what s/he does. Or perhaps the mentor makes arrangements for the mentee to shadow someone else for a day.
- Do informational interviews. The mentor arranges for the mentee to talk to people in jobs that are of interest to the mentee, perhaps doing the interviews together.
- Introduce each other to people you know, in-person or via social media, such as LinkedIn.

Stretch Assignments
- Look for assignments in your current role that will test your skills or expand knowledge areas that you need to develop.
- Look for opportunities to contribute to tasks that are normally completed by a peer in another department or by a colleague at the next level up from your role.
- Be willing to take on assignments that are outside of your comfort zone.
- Ask to be paired with another more experienced team member if you think the assignment is too far beyond your comfort zone.
- Share experiences or events with each other in real time, e.g., "Come to this meeting with me, I think you might find it interesting."
- Share self-assessments: identify strengths, weaknesses, preferences, values, motivators, hot buttons, dreams, etc.
- Review work products together (emails, reports, briefers, presentations, etc.).
- Role-play difficult conversations with each other.

EVENTS CALENDAR

USAID Mentoring Program			
Events Calendar			
Date	Event	Location	Time
11/7/2018	Administrator's Program Welcome	RRB, Point IV Conference Room	10:30am - 11:30am
11/13/2018	Mentoring Program Kick-off Orientation Workshop**	WLC, Memorial A & B	9am - 12 noon
11/27/2018	Mentoring Action Planand Agreement Webinar*	Webinar	10am - 10:45am
12/4/2018	Mentoring Holiday Networking Social	RRB, Mezzanine Level, M17 Conference Room	10am - 12pm
1/23/2019	National Mentoring Month: Celebrate Your Mentor Day!	WLC, Memorial A & B	10am - 12pm
3/5/2019	Flash Mentoring Workshop	RRB, Mezzanine Level, M17 Conference Room	10am - 12pm
4/23/2019	Mindfulness in the Workplace Workshop	WLC, Memorial A & B	10am - 12pm
6/26/2019	Red Table Talk: Ask Your Mentor	SA-44, Conference Room 840	10am - 12pm
7/31/2019	Mentoring Graduation Ceremony**	WLC, Memorial A & B	10am - 12pm

*Mandatory for Mentee

**Mandatory for Mentor and Mentee

This is a mentee-driven program. Mentees are expected to attend at least two of the engaging events (not including mandatory events).

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Appendix

Sample Mentoring Agreement Form

Sample Mentoring Action Plan Form