

## **Guidelines for Mentoring Program**

### **Introduction:**

Mentoring is an exchange of knowledge gained through personal experiences. It is designed to build individual relationships between experienced employees and employees striving to succeed within ARS. It is structured to identify and meet the developmental and professional growth needs of the office professionals within ARS.

### **Goals and Objectives:**

Assist new program support professionals in becoming acclimated to ARS through a strong mentoring program.

Evaluate effectiveness of program support professionals by:

- Recommending topics where training is needed.
- Increasing awareness of training opportunities
- Encouraging personnel to utilize the Individual Development Plan and training programs available.

### **Mentoring Process:**

The process requires a high level of communication between Mentor and Mentee. The process provides an opportunity to enhance natural skills and build strengths in weaker areas. Mentoring takes many forms. It can be formal, informal, planned or spontaneous.

### **Guidelines:**

1. Set up Mentoring Committee

- comprised of local council members

2 Develop mentoring program within Area

- Discuss and resolve policy questions

3. Promote mentoring program

- Discuss program informally with as many people as possible, to begin to arouse interest
- Identify both potential mentors and mentees
- Develop draft general announcement, guidelines, chronology, flyer, application forms, and evaluation criteria. Committee and Sponsor review and comment.

- Finalize program objectives, factors, publicity potential in different areas, possible guidelines
- Committee briefs managers on the program, and asks them to help recruit both mentors and mentees
- Mail out information on the mentor program to all office professionals along with a copy to Research Leaders

#### 4. The Process

- Develop resource list with names of mentors and their areas of strength
- Assign mentor to mentee and notify them
- Check in with each pair to ensure that both people want to proceed
- Conduct follow up
- Evaluate program
- Recognize all participants publicly

#### **Other Developmental Assignments**

Many options are available for developing knowledge, skills, and abilities. In many cases, employees learn better by “doing” rather than just “listening”. Budget and time constraints as well as job-specific needs may make it undesirable for training to be made up entirely of formal courses. Following are examples of other types of learning experiences:

- Attendance at staff meetings
- Serving as instructor/facilitator/conference leader
- On-the-job training
- Project, committee, task force assignments
- Rotational assignments (or details)
- Opportunities to make presentations
- Attendance at courses/conferences/lectures
- Teleconferencing
- Studying manuals/bulletins/reports, etc.
- Job shadowing
- Interactive video
- Computer assisted instruction

#### **Ground Rules:**

Confidentiality

Mentor Committee members may not participate as mentees

Matches will not be made in the immediate chain of command