

GUIDELINES FOR MENTORING RESEARCHERS

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Ethiopian Institute of Agricultural Research

Ethiopian  **ATA**
Agricultural Transformation Agency
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GUIDELINES FOR MENTORING RESEARCHERS

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Information and facts have been gleaned from literature to prepare these guidelines by duly acknowledging the sources. If, however, any facts or figures have slipped without spotlighting the credits, it is by no means intentional. These guidelines for mentoring researchers have been prepared under the project entitled *“Enabling Next-generation Agricultural Researchers through Engaging Seasoned Scientists – Phase II”* with the acronym *“ENARESS”*. The following researchers, who at the moment are either directly working under the project or overseeing its implementation, have prepared the guidelines:

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Disclaimer

Although all the wonderful ideas, information and data reflected in the guidelines have been contributed by or obtained from the different sources acknowledged in the text, and also from the staff members and colleagues we had the privilege of interacting with during the preparation, the views and opinions contained herein are solely of the authors. They are entirely intended to instigate positive responses and bring about desirable results. However, if any of these turn out to imply otherwise, the authors take the charge of contrition.

The Authors

CONTENTS

FOREWORD	i
1. INTRODUCTION	1
2. SIGNIFICANCE AND RATIONALE OF MENTORING AT EIAR	5
3. OBJECTIVES OF THE MENTORSHIP PROGRAM	9
4. PRINCIPLES, PRACTICES, AND TYPES OF MENTORING	12
4.1. Principles of Mentoring	12
4.2. Practices of Mentoring	16
4.3. Types of Mentoring	20
4.4. Major Types of Mentor	24
4.5. Mentoring Modalities	26
5. METHODS AND BENEFITS OF MENTORING	28
5.1. Methods of Mentoring	28
5.2. Benefits of Mentoring	31
6. ROLES AND RESPONSIBILITIES OF PARTNERS IN THE MENTORSHIP	35
6.1. Roles and Responsibilities of EIAR	35
6.2. Roles and Responsibilities of Mentors	36
6.3. Roles and Responsibilities of Mentees	38
7. KEY ELEMENTS AND MODALITY OF THE MENTORING RELATIONSHIP	41
7.1 Key Elements of Mentoring Relationships	41
7.2. Modality of the Mentoring Program	45
8. ATTRIBUTES OF GOOD MENTOR-MENTEE RELATIONSHIPS	49
8.1 Attributes of a good Mentor	49
8.2 Attributes of a good Mentee	54

9. MAJOR MENTORSHIP THEMES, MENTORING MODALITY, AND MENTOR TYPE AT EIAR	58
10. STEP-BY-STEP PROCEDURES TO FOLLOW	61
10.1. Identifying Topics of Mentorship	61
10.2. Matchmaking between the Mentor and the Mentee	62
10.3. Orientating Mentors and Mentees	63
10.4. Signing up Agreements	64
10.5. Providing Budgetary and Technical Support	65
10.6. Exiting the Mentorship Program	67
11. CHALLENGES PORTENDED IN A MENTORSHIP PROGRAM	69
12. PROGRAM MONITORING, EVALUATION AND DOCUMENTATION	71
13. REFERENCES	74
14. ANNEXES	77

FOREWORD

The Ethiopian Institute of Agricultural Research (EIAR), guided by its mandatory mission, is required to avail agricultural technologies that are capable of fortifying the national efforts being made to: (i) ensuring food security and sovereignty, (ii) sustainably supplying raw materials for agro-industries and import substitution, (iii) expanding the bases for the country to gain foreign earnings from agricultural exports, and (iv) increasing livelihood resiliency and environmental sustainability while reducing vulnerability to and exacerbation of climate change. In order for EIAR to adeptly deliver outputs commensurate with these fundamental objectives of national desire, it is essential to have well-qualified and skilled research workforce that can methodically and proactively respond to immediate as well as growing needs.

The vast majority of the research staff of EIAR, however, are newly recruited junior researchers having limited experiences in agricultural research. These young researchers, nevertheless, often shoulder responsibilities that do not match their limited knowledge and technical skills. It is, therefore, imperative that a system be established in EIAR through which young and inexperienced staff could be properly mentored and coached. This will help them to adapt to the new working

environment and etiquettes of the institution and equip them with the knowledge and skills required to perform their duties well enthusiasm and ingenuity by learning from the proficiency and wisdom of veteran researchers. The starting point for instituting such a system in EIAR and instilling the required knowledge and skills in its newly recruited researchers is to have clear guidelines on how to operationalize the system sustainably. This is precisely the purpose for which this piece of work is intended.

While the long-term objective of the guidelines is to equip young and less-experienced researchers with technical competence, commitment, discipline and ethics by exposing them to an elaborate system of mentorship and coaching, the specific and short-term objectives are the following:

- to put in place a system of mentorship program whereby career development of junior researchers is fostered by tapping the knowledge and skills of senior researchers so that a succession of motivated and scholarly generations of researchers is assured;
- to identify and define key tasks, tools, processes, standards and etiquettes that the formal mentor-mentee relationship is bound to fulfil and operate under for a successful execution of the mentorship program;
- to set norms and responsibilities for participants of the mentorship program by foretelling probable challenges and opportunities that they may face while executing the program; and

- to provide a general framework for designing and implementing career-related mentoring programs across all disciplines and crosscutting themes that EIAR is dealing with, which lends itself, if and whenever deemed necessary, to modifications to accommodate the dynamics at play at anyone particular period.

The guidelines were developed by a team of senior researchers while working under the project entitled *“Enabling Next-generation Agricultural Researchers through Engaging Seasoned Scientists – Phase II”* with the acronym *“ENARESS”*. Close consultations were also made with many other members of the EIAR –who gave not only their valuable times and energy but also their priceless ideas that helped to produce the guidelines in the present shape and content. I, on behalf of EIAR and my own behalf, would like to extend my appreciation and thanks to all those who took part in this vital exercise.

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1. INTRODUCTION

The history of formal agricultural research in Ethiopia dates back to the establishment of agricultural colleges and their experimental stations in the early 1950s. However, a coordinated and concerted research started in 1966 following the establishment of the then Institute of Agricultural Research (IAR). During those days, agricultural research was limited to a few but strategic locations, technically supported by expatriates. Collaborations with Consultative Group on International Agricultural Research (CGIAR) Centers and other partners have been further incorporating multiple perspectives into the research system to technically strengthen agricultural research in Ethiopia since the 1980s.

Following the decentralization of the research system in 1991, EIAR was restructured as a federal research institute by a proclamation and accorded the mandates to avail improved agricultural technologies and information, multiplication of initial technologies, demonstration of agricultural technologies and building capacity of end users. Currently, EIAR is delivering these outputs related to crops, livestock, and natural resources using its twenty research centers that are more or less located spread out across the whole parts of the country.

One of the key factors for EIAR to achieve its goal is the adequacy of its capacity, most of all the human capacity. Particularly, building the educational qualification and skills of the technical staff warrant a special attention. The technical staff of EIAR are currently dominated by researchers who are novices and thus, need to go through effective training and mentoring programs. EIAR is pursuing this by taking a deliberate action for establishing a system whereby a persistent succession of motivated and upward-moving researchers will be produced through training and mentoring programs.

Succession is a system of inducting the next generation into the research system as a legacy. Succession supports innovation and allows for change and new developments being introduced by those who are taking on responsibilities (Snowden and Halsall, 2019).

A number of successful organizations incorporate mentoring programs into their corporate culture to foster the development of mentorship relationships in their own employees. This is because professionals who have access to the practical and emotional support of mentors perform better, are more satisfied in their positions, and develop advanced skill sets more quickly than those who do not have the guidance of mentors (Greene, 2015).

Likewise, the Ethiopian Institute of Agricultural research also seeks to include a vigorous mentoring and coaching

system I its work culture. In fact, informally, mentoring and coaching were an intrinsic process in the EIAR especially during the earlier days. As the majority of the staff then were seasoned expatriates, contingents of new graduates were attached to senior staff members so that they could learn from their wisdom, hone their skills, adapt themselves to the new system and become innovative researchers. However, the culture of mentorship in the research system has not yet taken root partly because of unintentional disregard of the process by all those concerned to institutionalize mentoring as an integral part of the system.

However, as time went by and seasoned researchers left the system for different reasons, without properly passing down their knowledge and skills to junior researchers, discernible gaps of technical succession and institutional memory have emerged between the old and new generations of researchers.

The critical need for formal mentoring in the EIAR is also justified from the perspective of the current human resource dynamics whereby, on one hand, most senior scientists are gradually disengaging themselves from research and the institute while, on the other hand, new researchers are being recruited and joining the institute in large numbers . The departure of senior researchers

having scarcely passing down their knowledge and skills to the junior researchers has resulted in not only disruption of ongoing research projects and activities but also loss of institutional memory.

In pursuit of delivering outputs commensurate with the sectoral development outlooks and strategies, EIAR needs to put in place a system enabling to tap the knowledge, skills, and wisdom of its long-serving scholars and alumni as well as other seasoned academics in the country to effectively, efficiently, and sustainably enhance the knowledge and hone skills of young employees that are novice at research. These guidelines are, therefore, developed by EIAR for the purpose of providing a common framework to implement mentoring and coaching under its various research programs.

2. SIGNIFICANCE AND RATIONALE OF MENTORING AT EIAR

The latest figure in EIAR (May 2020) shows that about half of the research staff are researchers with less than five years of experiences and thus are referred to as *Junior* and *Assistant Researcher I* and *II* in the career structure (Figure 1). Until very recently, such an overly imbalanced representation of the composition of the research staff has been even worse in EIAR where more than 60% of the research staff have been young and inexperienced researchers. However, over the past three years, EIAR, by taking affirmative actions, has made unprecedented changes not only to the proportion of researchers serving under the different categories of its career structure but also in the gender balance. The proportion of staff qualified to independently undertake research (i.e., at positions of *Associate Researcher*, *Researcher I* and *II*, *Senior Researcher* and *Lead Researcher*) has increased substantially from as low as less than 30% in 2015 to 53% at present (Figure 1). Equally important, if not more, is the proportion of female researchers which today is in the order of ca. 20% as compared to as low as a little more than 10% just some three years ago. This change is credited to the resolute measure taken by the current EIAR management to positively change the gender imbalance that has

characterized the EIAR's profile of researchers for a long time.

Notwithstanding the recent progress made in mitigating the shortfalls in academic qualifications of the research staff and gender disparity in , it is necessary for the EIAR to enhance the technical skills of its researchers, especially of the young and less experienced ones, through tailor-made series of hands-on training as well as persistent mentoring and coaching.

Mentoring is an increasingly valuable method not only for transferring knowledge and skills from senior to junior and mid-career researchers but also it is instrumental for shaping up the latter with professional ethics, norms, and discipline. The skills and the aforementioned virtues are vital for researchers particularly in this time of dynamic opportunities and possibilities of doing agricultural research and publishing findings. If senior researchers put some of their time to supervise and guide junior and mid-level researchers, it will lay the foundation for the latter to hone their skills, build self-confidence, and stand their ground against technical challenges and barriers that they will inevitably encounter in their career path.



Figure 1. Composition of the research staff by career level

The significance of mentoring is also justified from the perspective of professional competition that is increasingly becoming stiff in all fields of agricultural research. The

progression of competition is bifurcated such that one side of the competition aims directly at EIAR as an institution while the other side of the competition targets the research staff demanding every single researcher to delve deeper into the subject matter he/she is dealing with.

Since EIAR is expected to serve enormously growing interests of various socio-economic groups, it should overcome the competitions coming from national, regional, and global entities that are capable of responding better to growing domestic demands for agricultural technologies, information, products and services in the realm of its

mandate. As long as clients and consumers get these products and services at the required quantity, standard quality, and safety, and most importantly, with acceptable and affordable prices, where the products and services come from is the last thing clients care for. Therefore, it will be crucial for EIAR, as an institution, to attune itself to the dynamic socioeconomic needs of the country so that it could respond readily and accordingly.

Equally important for EIAR is to assure that the research staff, especially the young and less-experienced ones, are well equipped with state-of-the-art knowledge and skills in their respective fields. Embedding such a scheme of mentorship and coaching will warrant outputs of high standards to be delivered through methods of effective, efficient and sustainable resource utilization.

3. OBJECTIVES OF THE MENTORSHIP PROGRAM

The overall objective of these guidelines is to provide instructions on how to equip young and less-experienced researchers with desired technical competence, commitment, discipline and professional ethics through mentoring and coaching, thereby improving their capacity to deliver quality research outputs that add up to the services which EIAR is mandated and obligated to provide.

The guidelines are intended to achieve the following specific objectives:

- to put in place a system of mentorship program whereby career development of junior and mid-level researchers is fostered by tapping the knowledge and skills of senior researchers so that a succession of motivated and scholarly generations of researchers is assured;
- to identify and define key tasks, tools, processes, standards and etiquette that the formal mentor-mentee relationship is bound to fulfil and operate under for a successful execution of the mentorship program;
- to set norms and responsibilities for participants of the mentorship program by foretelling probable

- challenges and opportunities that they may face while executing the program; and
- to provide a general framework for designing and implementing career-related mentoring programs across all disciplines and crosscutting themes that EIAR is dealing with. Which lends itself, if and whenever deemed necessary, to modifications to accommodate the dynamics at play at anyone particular period.

The guidelines are intended to provide general instructions and directions that could be modified and adopted where the details and *modus-operandi* could be redefined according to the context of the theme or discipline to be dealt with in the program.

The guidelines help to create a platform whereby senior researchers, to be designated as mentors, could impart their practical knowledge and skills to junior and mid-level researchers as well as new recruits, to be designated as mentees, through a formal mentor-mentee agreement to work on predetermined thematic areas with well-defined contents, methodologies and timetables.

Of particular consideration in the themes, the mentorship relationship is reckoned to technically empower the mentee as the latter will pass through a methodical process whereby she/he will acquire and put into effect some basic hands-on research techniques and practices enabling

her/him to: formulating, planning, implementing agricultural research and reporting research findings to audiences of various levels and interests. Africa-wide study made by AWARD (2018), confirmed that mentoring and coaching plays a robust role in the science-policy nexus of capacity building especially with respect to building women's capacity in agricultural research and development.

4. PRINCIPLES, PRACTICES, AND TYPES OF MENTORING

4.1. Principles of Mentoring

Mentoring is defined in different ways by different scholarly sources. Donna (2009) for instance, defines it as *“an intense caring relationship in which persons with more experience work with less-experienced persons to promote both professional and personal development”*; whereas PEDIAA (2016) defines it as *“helping to shape an individual’s beliefs and values in a positive way; often a longer-term career relationship from someone who has done it before”*. Kalichman (2001) states that *“Mentoring is one of the primary means for one generation of scientists to impart their knowledge to succeeding generations”* Zerzan *et al.* (2009) further state: *“Effective mentoring is likely to be one of the most important determinants of success in academics and research”*.

Mentoring can be used as a way of providing a targeted service to tackle underachievement or behavioural issues (Rhodes, 2008). The need for mentoring can also come from a perspective of career building, which is developmental or from a perspective of deficit management (Snowden and Halsall, 2019).

Mentoring can be a formal program or an informal relationship between two or more people focusing on

improving one's life, career, or professional dexterity. Mentoring is an intentional, a nurturing and an insightful process through which the wisdom of the mentor is acquired and applied by the mentee (protegee). The importance of individual's experience in the learning process and the value of interaction in creating a positive learning environment have been studied in detail by many scholars (Dewey, 1916; Piaget, 1969). The term *andragogy* was coined by Hay (1995) to refer to the facilitation of learning among adults. According to Knowles, mentoring, as an adult learning process and relationship involving acquisition of knowledge and reflective practice, enshrines six principles such that:

- Adult mentees are self-directing and need to be recognized as such;
- They learn best when the adult mentees are involved in planning, implementing, and evaluating their own learning-process;
- The mentees will be motivated when they translate the knowledge they gained immediately into applications;
- An individual's life experiences are primary sources of learning;
- Interactions with other individuals enrich the learning process; and
- The role of the mentor is to promote and support conditions necessary for learning to take place.

Zachary (2000) reasons that mentoring relationships progress through predictable phases that build on one another to form a developmental sequence. He identified four interconnected phases using agricultural analogy as outlined below:

Preparation phase: this is an initial phase that can be compared to tilling the soil before planting and can involve a number of processes such as fertilizing, aerating, and ploughing the soil.

Negotiation phase: successfully completing the negotiating phase is like planting seeds in a well-cultivated soil where the probability of fruition of the mentoring relationship is great.

Enabling phase: this phase can be likened to nurturing growth as the seeds take root. It takes longer to complete than the other phases, as it is the implementation phase of the relationship.

Closure phase: this phase is compared to reaping the harvest. Regardless of whether the mentoring relationship has been positive or not, this phase offers opportunity for the mentoring partners to harvest their learning and move on.

According to Zachary (2000), the process of mentoring could be viewed under three models – the apprentice, competency, and reflective models. In the apprentice model, the mentee observes the mentor and learns; in the competency model, the mentor gives the mentee systematic feedback about performance and progress; and in the reflective model, the mentor helps the mentee become a reflective practitioner.

Another concept referred to as the “*zone of proximal development*”, introduced by Donna (2009), marks the

difference between an individual's capacity to solve a problem independently and solving a problem together with a peer who is more advanced in knowledge or skills. Mentoring is also seen as an instrument at the end of a continuum of collegial knowledge-sharing whereby a senior colleague mentors a junior colleague with the intent of assisting their career (de Vries, 2011b).

Mentors use their knowledge and experience to teach and/or advise the mentees how to succeed with: not only achieving the goal set for the program, but also ascending the ladder of professional maturity. With developmental mentoring, de Vries (2011b) explains that the mentoring relationship is characterised by a more open-ended journey with the mentor providing a safe, supportive yet challenging learning environment, marked by critical reflection on both the mentor's and mentee's parts. Mentoring basically exhibits mutuality and collaborative partnership working on a broader range of issues identified by the mentee.

De Vries (2011a and b), after extensively working on and researching in the mentoring field in Australia and internationally, emphasizes the importance of linking the mentoring relationship to organisational change. This notion positions the mentor as a partner for change and concludes that the continuum should be extended to

embrace what the author suggests as “*transformative mentoring*”.

Based on these principles, it could be deduced that mentoring can be a powerful growth experience for both the mentor and the mentee. It is also a process of engagement that is most successful when done collaboratively; and it is a reflective process that requires preparation and dedication.

4.2. Practices of Mentoring

Traditionally, training is used to transfer knowledge and skills. However, there is a gap between learning skills and knowledge in a formal training environment and actually applying it in the work place. The practical application of acquired skills and knowledge requires coaching and mentoring, which facilitate the transfer by creating opportunities for repetitive practice and feedback, thus mutual progress of both the mentor and the mentee.

Coaching and mentoring are learning relationships that facilitate development of new insights, learning and change (Kimberley and Karcher, 1999; McKimm, *et al.*, 2007). Through this learning relationship, potential is identified, possibilities become reality, and tangible results are delivered. However, they are not clearly distinct processes as there is much overlap (Holloway and Smith, 2006).

Donna (2009) puts on a high note that coaching and mentoring roles should be seen as differences in emphasis; and asserts that the confusion about coaching and mentoring roles is mainly because they employ similar skills and share the same principles. The author furthers the argument by stating that a coach can also be a mentor, and a mentor can be a coach, or the role can be rolled into one.

Donna (2009), in explaining the difference in coaching and mentoring, says *“coaching is a well-guided learning-through-practice and feedback process. It is about asking a lot of open-ended questions and providing encouragement, whereas mentoring is about sharing one’s experiences. When mentoring, individuals share their own experiences and life learning. Unlike coaching, mentoring is more about directing or telling a person what to do rather than creating a space for the individual to discover solutions for him/ herself. Role modelling has a greater importance in mentoring than in coaching”*.

According to Hay (1995), coaches and mentors use the same skills to help people make significant decisions and take appropriate actions. Successful coaches and mentors both depend on building a relationship based on trust and openness. The overall aim of a good coaching and mentoring is to take someone beyond the boundaries of what one ever believed was possible. The same authors and others too (Mamusha Lemma, *et.al*, 2016) uphold the view

that instead of telling people how to do things, good coaches and mentors help them rather to come up with their own ideas and solutions. Although coaching and mentoring employ similar skills and share the same principles, they differ in many respects of practical and theoretical details as could be seen from Table 1 below.

Table 1. Comparison of coaching and mentoring (based on Hay J., 1995)

Element	Coaching	Mentoring
Goal setting	The coach has more authority of setting the agenda; and may have personal agenda	Agendum/a is/are set by the mentee, while the mentor provides support and guidance the relationship is more or on equal footing; the mentor does not have personal agenda
Relationship	The coach is a boss	The mentor is a partner
Focus activity	Focus is on immediate goals and specific skills	Focus is on the overall development and capability of the mentee
Meetings	Scheduled on a regular basis	Take place whenever the mentee is in need of advice and guidance from the mentor
Approach	Training or instructing	Guiding or sharing experience
Role	The coach gives: a feedback, encouragement on performance, and techniques for improvement	The mentoring gives feedback but also offers insight and broader perspectives
Flow of learning	One-way	Two-way
Key qualities	Coach is skilled in facilitating learning skills, development of confidence, need not be subject matter expert	Mentor is generally acknowledged expert in the field of engagement (technical expertise or leadership roles)
Timeframe	Coaching is for a short period of time	Mentoring is a long-term process based on mutual trust and respect

4.3. Types of Mentoring

Notwithstanding the fact that quite a wide variety of mentoring relationships could be recognized, Chao *et al.* (1992) broadly classified as formal and informal mentoring. Much will be explained below, but suffice to indicate that formal mentoring is undertaken through structured programs by the organization whereas in informal mentoring, the partnership is initiated by the individuals concerned. A brief account of each follows.

Informal mentoring: Informal mentoring relationships develop spontaneously and are not managed or specifically recognized by the organization(s) or a wider community within the organization except those individuals closer to the mentor and/or mentee. A mentor reaches out to a mentee (or *vice versa*) and the relationship develops which benefits the mentee's professional development. Because these relationships develop spontaneously, they often seem to happen between individuals having things somewhat of common interest and feel comfortable with each other from the beginning. The relationship may develop out of a specific need by the mentee around a task or situation for guidance, support, or advice. The relationship is most likely to be initiated by the mentee seeking support around a specific task. This type of relationship might also develop when an established-professional needs support from an

early career professional to complete certain tasks within an office or project.

Formal mentoring: Formal relationships develop within organizational structures that are specifically designed to facilitate the creation and maintenance of such relationships. Wanberg *et al.* (2003) identified six primary elements of consideration that can directly influence the effectiveness of formal mentoring programs. These are: (i) objectives of the mentoring program, (ii) selection of participants, (iii) harmonization of mentors and mentees, (iv) training for mentors and mentees, (v) presence of a clear guideline for the mentoring program, and (vi) the process of goal-setting.

Formal mentoring programs are generally more effective when mentors voluntarily participate and are intrinsically motivated to help mentees. Formal programs vary widely in the methods how mentors and mentees match and prepare to engage in the mentoring program. Programs that are set out based on some key matching criteria, from both parties, are more likely to initiate successful mentorships. Such important matching criteria may include, but not limited to: professional interests, demographics, geographical location, human interest factors (e.g., hobbies, lifestyles), personality, values, and educational orientation.

Programs, starting with such matching criteria being fulfilled, will have the benefit to set well-articulated objectives indicating: clearly spelled out expectations from the relationship; goal-setting procedures; conflict resolution methods; and general structure of the mentoring program. Key differences, with respect to some important activities, between the formal and informal mentoring are given in Table 2.

Table 2. Key differences between the formal and informal mentoring (After: Melanie and Mary, 2014)

Formal mentoring	Informal mentoring
The mentoring program is facilitated and supported by the organization	The relationship is developed on the basis of the mentor and mentee own interest and they are not part of a structured program of the organization
The program is connected to a strategic objective and goals are set with mutual consent	The goals are individually set and may not necessarily be strategically aligned
Outcomes are set from the beginning and are measurable	Outcomes are not defined and specified from the outset
A review and evaluation process exists	No formal review for effectiveness
Training and on-going guidance and support provided for participants and often there is a coordinator	Often without training or support
Open access for all who qualify	Needs to be initiated by mentee or mentor or can occur naturally and not need to be labeled as such
Examines whether or not there is a good matching between mentors and mentee	Self-selection of mentors and mentee
Organizational recognition of commitment and dedicated time	Flexible and can change in response to emerging goals or events or long term
	Often un-recognized and more difficult to set timetable

4.4. Major Types of Mentor

A mentor is a resourceful, well-connected supporter, an expert source of coveted information, and a wise advisor.

The boss-mentor: The boss-mentor relationship is a remnant of the traditional dyadic mentoring modality. Usually, if a supervisor especially likes and trusts a subordinate, he or she will establish a boss-mentorship. A boss-mentor is very much like a sponsor, except that boss-mentoring relationships usually end when either the boss or the protégé leaves the organization. Usually, the boss is grooming the protégé to succeed him or her, thereby ensuring continuity in the organization (Greene, 2015).

The group mentor: A group mentor is a senior-level executive who mentors a group of junior-level employees. Group mentoring can take place within the context of an organization or a specific field. Group mentoring is especially useful for a mentor who is extremely busy and in high demand by many potential protégés; in the setting of a group, scheduled to meet on a regular basis, a highly sought-after mentor can provide guidance to a group of people simultaneously, thus maximizing his or her time and reach (Ensher & Murphy, 2005).

The mentor-for-hire: It is possible to consider a mentor-for-hire, or career coach to include in an organization's mentor group if there is a specific area that must be address

urgently to advance the careers of the organization's young scientists or employees. This may incur extra costs. However, if there is a specific slot of expertise that cannot be filled by members of the existing group of mentors at an organization, a mentor-for-hire may be a stopgap measure. A mentor-for-hire should be considered a short-term solution until an organization is able to identify a member of its own to do that specific job of mentoring (Greene, 2015).

The inspirational mentor: Inspirational mentors are role models for their protégés, providing examples on which they may model the development of their own careers. Inspirational mentors provide mentees with a sense of identity, purpose, and vision by virtue of their outstanding accomplishments in their fields and professions. A mentee may be inspired by an invisible mentor, such as someone whom the mentee may never be able to meet because he or she is famous or no longer living. On the other hand, inspirational mentors can also be real-life accessible individuals with whom the mentee can interact. Inspirational mentors are a key to the productive application of role-modelling by mentees in order to develop their own sense of direction and purpose in their own careers (Rhodes, 2008).

The peer mentor: Peer mentor is some one that fosters peer connections and facilitates dialogue and support among professionals in similar positions and careers. He/she is close to one's own age and career level to whom one can turn for psychosocial support in difficult situations (Andrews and Clark, 2011). Peer mentors are especially helpful in a group context, such as an institutional mentoring program in which a more experienced mentor counsels more than one individual at the same time, because one will all be sharing similar experiences and can either commiserate about problems or enjoy one another's success. Cross-professional peer group members are also useful in that they can give you a perspective on what other professions are like. It is important to have a mix of people in a mentor group and one should be sure to include peers (Snowden and Halsall, 2019)

4.5. Mentoring Modalities

There are several modalities of mentoring, which could be adopted depending on the needs of organizations.

Dyadic (one-on-one) Mentoring: This is a one-on-one mentoring or a 'traditional' mentoring relationship in which a senior person working in the mentee's organization assists with the mentee's personal and professional development (Higgins and Kram, 2001).

Invisible Mentoring: The invisible mentoring modality enables you to access and implement the assistance of people you do not know or cannot access, such as celebrities or hotshots in your field by appointing them to the organization's group of mentors. The most important task in including invisible mentors on your team of mentors is to research everything you can about them, including their biographies, their mentors, and their philosophy. You can utilize an invisible mentor's most important qualities and achievements to inform your own personal and professional development and your own career choices (Greene, 2015).

5. METHODS AND BENEFITS OF MENTORING

5.1. Methods of Mentoring

The major mentoring methods of wide application include: individual mentoring, group mentoring, networking mentoring and virtual mentoring. Each of these methods has its own advantages and limitations; and key features of each method are outlined below.

Individual mentoring: The individual mentoring method is used to advice a junior to mid-career researcher on a one-to-one basis and it has the following advantages:

- Good for solving unique problems
- Easier to discuss technical issues
- Gives the mentor to know the problem and the mentee to take the decision very well
- Enables the mentor to give specific advice or information to the mentee

Individual mentoring method has the following limitations:

- It is costly in terms of time
- Enables to reach only a small portion of the target groups
- Limits interactions and knowledge sharing among mentees

Individual mentoring method requires the mentor to have considerable skill with personal contacts and self-awareness, a positive attitude towards mentees, and awareness of their own values and feelings.

Group mentoring: Mentoring can be applied on group basis; the method requires, though, good understanding of how group functions. The mentor needs to have skills on a range of areas such as facilitation, organizational and methodological. In the group-mentoring model, mentors generally set the stage and provide some structure for the discussion but do only a little talking so that the group can have enough time to make most of the talking. Group mentoring has the following advantages:

- The mentor can reach more mentees
- Increases interaction, feedback and influence through discussion circles of the mentees
- Exchange of useful experiences, ideas, insights and problems is intensely promoted
- Group mentoring enhances trust- and relationship-building among mentees as good as it does with the mentor thus creates a more collaborative working environment
- It increases transfer and application of new learning through sharing, trouble shooting, social pressure and collective accountability

Mentoring by Networking: This method of mentoring is a combination of individual and group methods. Mentors can assist mentees to form site-specific learning and action groups. This can allow mentees share experiences and learn from one another. Each learning and action group has facilitators who would regularly meet the mentor. Instead of working with individual researcher or group of researchers, the mentor can work through facilitators who are expected to transfer knowledge and skill through providing mentoring support to other group members. This method allows scaling out successful mentoring interventions through demonstration effects of mentees who are trusted knowledge sources and discussion partners for other mentees. To be effective, the network mentoring method requires that the mentor has a commendable capacity to organize, facilitate and supervise the mentoring process.

Virtual Mentoring: Virtual mentoring method is a technology-mediated communication which can be used to virtually advise mentees individually or in groups. Telephone or video-based communication methods are examples of virtual meeting which are used in combination with other mentoring methods (Donna, 2009). Mentors can use telephone to get updates on progresses and provide advice on new challenges. Facebook groups can also be used to create interaction among the group of mentees and

provide problem-solving support through availing useful information and facilitating linkages.

Given that each mentoring method has its own advantages and limitations, the use of combinations of the various methods, depending on the situation in the play, is often prudent to achieve better results. Accordingly, in the context of EIAR, in addition to employing combinations of the different methods, mentoring can be a scheme of sole task or it can be combined with trainings in the effort being made to build the technical capacity and skills of researchers.

5.2. Benefits of Mentoring

Despite mentorship being needed more and more in today's workplace, it is less available. The institution of mentorship is a continuous cycle that carries information, experiences, and resources down through the generations. Every mentor is likely a mentee; and every mentee will, it is hoped, be a future mentor. If you have a mentor, you can be sure that at one time or another, he or she was a mentee (Greene, 2015).

Mentorship offers several benefits in terms of institution-wide human power development and career development. It also provides professional satisfaction for the mentor and mentees through a two-way learning process. A further

account of specific benefits that need to be relished by the partners involved in the mentorship program are discussed below:

Benefits for EIAR:

- Strengthens organisational culture of increased-collegial interactions by building a community and encouraging staff to work together across disciplines and professions;
- Supports succession planning and contributes to staff performance, development, and talent attraction and retention;
- Provides opportunities to pass on best practices, application of new methods, encourage new ideas and maximise the potential of staff;
- Offers opportunity for potential application of creatively effective management and transformational leadership by enhancing the skill of those involved at different levels of management and leadership such as national program or project leaders; center or sector directors; and to the level of senior management or executive level;
- Improves productivity and the quality of service while reducing cost; and
- Supports the alignment of individual and team efforts with EIAR's collective decisions and strategic objectives.

Benefits for mentors:

- Provides satisfaction for the mentor in serving altruistically and supporting the development of others;

- Provides satisfaction for being able to transfer skills and knowledge accumulated through extensive professional practice to fellow junior researchers;
- Increases enthusiasm and self-esteem;
- Provides the opportunity to enhance personal interest and capacity to mentoring, coaching and communication skills;
- Provides the opportunity to re-examine own practices, attitudes and values;
- Provides the opportunity to form an expanded network of colleagues;
- Provides the opportunity to learning from the mentee's experience and knowledge; and
- Provides the opportunity for the mentor's professional skills and expertise to be recognized while gaining fresh perspectives and opportunity for staying abreast with emerging issues.

Benefits for mentees:

- Increases professional self-confidence and self-awareness;
- Provides the opportunity to accessing mentor's accumulated knowledge and expertise;
- Provides the opportunity to gain new insights into own behaviour and practices;
- Serves as a sounding board for new ideas and/or working through challenges;

- Helps to obtain a role model;
- Increases work and personal satisfaction;
- Helps to acquire skills and knowledge;
- Enhances career development opportunities;
- Increases legitimacy in organisation;
- Expands networks and increased-visibility;
- Provides encouragement, support, different perspectives and constructive feedback;
- Reduces feelings of isolation; and
- Provides the opportunity to gain insight into norms and culture of the EIAR and finding more about how things get done including “unwritten” rules.

6. ROLES AND RESPONSIBILITIES OF PARTNERS IN THE MENTORSHIP

6.1. Roles and Responsibilities of EIAR

EIAR shall establish a mentoring program with a detailed implementation guideline. In pursuit of discharging its responsibility, EIAR through its relevant structure shall perform the following key tasks:

- develops an internal mentoring program and implementation procedures;
- identifies and creates a data base of those willing to mentor and those need mentorship. the data base includes such important items relevant to mentoring as: areas of interest/expertise/experience;
- assists mentees to identify appropriate mentors, or for people to be matched in a more formal, structured mentoring program;
- organizes and offers workshops and trainings pertinent to mentoring;
- creates support structure and necessary resources for implementation of the mentoring program; and
- monitors the progress made, reviews challenges, and takes remedial measures to make best use of the program towards realizing institutional goals.

6.2. Roles and Responsibilities of Mentors

The goal and objectives of the mentor is to: (1) enlighten the mentee with best practices in agricultural research; (2) guide the mentee through all research operations (planning, execution- trial management and data collection, scientific paper writing and reporting, monitoring and evaluation); and (3) shape up the mentee to be a technically capable, committed to her/his profession, disciplined and ethical. In the pursuit of these objectives, the mentor shall have the following specific roles and responsibilities that she/he will:

- wholeheartedly take the job to mentor and coach the mentee;
- act according to the principles and standards set by EIAR and specified in this guideline;
- discharge obligations in such a manner that she/he will not detract the image and reputation of EIAR;
- guide the mentee in the preparation of individual development plan (IDP) as per the guideline provided by EIAR;
- establish a trustworthy relationship with the mentee;
- assess mentee's progress and achievement (by undertaking pre-intervention assessment and scheduled continuous assessments);
- submit reports to EIAR with respect to the progress of the mentorship program and the overall performance of the mentee as per the content,

quality and frequency to be set and accepted by EIAR's standard;

- assist the mentee in networking with fellow professionals with similar line of interest;
- operate within the limits of her/his own competence and when needed to seek from elsewhere, refer or connect the mentee to other possible sources of information or skill;
- maintain confidentiality of the mentee as appropriate and agreed upon at the start of the relationship;
- respect personal boundaries to ensure preserved-privacy and promote a healthy balance in the relationship;
- trigger and respond to the mentee's learning and development needs;
- never instigate or allow any manner or means of communication, from any side, insinuating any form of exploitation: financial, sexual or otherwise;
- ensure, from the outset, that enough time is allotted for the mentorship program while signing the agreement with the EIAR, and stick to the planned-time of completion;
- uphold the responsibility to: (i) maintain all confidentiality as agreed at the beginning of the program, (ii) avoid any exploitation of the former relationship, (iii) provide follow-up professional support as has been agreed, and (iv) maintain, safe

- and secure, all relevant data and records - after the termination of the program; and
- ensure that his/her technical and resource capacity and capability is sufficient to undertake the mentoring according to the principles and standards set by EIAR.

6.3. Roles and Responsibilities of Mentees

In line with the objectives and targets expected to be met at the end of the mentorship program, the mentee will be entrusted to fully shoulder the following, among others, specific roles and responsibilities that she/he will:

- sign on the program with full understanding of the principles, procedures and standards of the mentorship program set by the EIAR and specified under this guideline;
- make prerogative choice of her/his mentor either by personally and informally contacting the potential mentor or suggesting one to EIAR to make the contact, or to consent to a mentor to be selected by EIAR;
- guided by the mentor, develop Individual Development Plan (IDP) as per the procedure provided in this guideline;
- embrace the program unconditionally and undertake each and every activity jointly planned and endorsed

by the partners with passionate interest to meet the objectives and targets of the program;

- provide the mentor unqualified due respect and make best use of the support she/he can render towards professional development of the mentee, recognizing the mentor's personal experience, knowledge and the fact that the mentor is a volunteer in the program;
- manage her/his own learning by identifying the best way to make use of the mentor's support and pursue the learning process to achieve the objectives and targets envisaged by the program;
- be aware that the mentor-mentee relationship is confidential on different levels as would be specified in the letter of agreement the mentee will enter with EIAR and the mentor;
- respect and uphold the conditions that she/he agreed on the use and ownership of data, information, innovation, product, etc. that would emerge from the surface content, but the need for capitalization and the supervising role taken by the mentor, will naturally imply a sharing of know-how, expertise and lessons learned;
- maintain confidentiality of the mentor as appropriate and agreed upon at the start of the relationship;

- respect personal boundaries to ensure preserved-privacy and promote a healthy balance in the relationship;
- never instigate or allow any manner or means of communication, from any side, insinuating any form of exploitation: financial, sexual or otherwise;
- ensure, from the outset, that enough time is allotted for the mentorship program while signing the agreement with the EIAR, and stick to the planned-time of completion;
- uphold the responsibility to: (i) maintain all confidentiality as agreed at the beginning of the program, (ii) avoid any exploitation of the former relationship, (iii) provide follow-up professional support as has been agreed, and (iv) maintain, safe and secure, all relevant data and records - after the termination of the program; and
- ensure that his/her technical and resource capacity and capability is sufficient to undertake the mentoring according to the principles and standards set by EIAR.

7. KEY ELEMENTS AND MODALITY OF THE MENTORING RELATIONSHIP

7.1 Key Elements of Mentoring Relationships

For the mentoring relationship to turn out successful, both the mentor and the mentee need to take the relationship as a serious business and discharge or play their responsibilities and roles more diligently than stated in this guideline. It is also worth noting that listing out exhaustively and explaining all the factors that may contribute to or influence the mentor-mentee relationship is impractical. Nevertheless, by way of indicating some key elements that the partners may need to delve deeper while planning the mentoring program include, but not limited to, the following:

Clarity of purpose: Clarity of purpose on the mentoring relationship is crucially important for both the mentor and the mentee. It is essential that both the mentor and the mentee are clear on why and what they are working together and the specific targets they want to achieve. They should discuss and agree upon the details of the program as to what specific activities they need to jointly undertake in order to achieve scores of results they anticipate at the end of the program.

Communication: In order to ensure that the mentor and mentee are always on the same page, as far as the mentoring relationship goes, it is important that they employ any means of communication available to them; including: face-to-face or virtual meetings via different IT-based applications, phone, email, and social media as they would find it convenient or accessible. Prescription of the minimum time the mentor and mentee should contact or communicate may not be specified, needless to say though, they are encouraged to devote as much time as they could afford to work together and communicate. It may be necessary from the beginning that the mentor and mentee sort out how they will communicate including the language they may use for their conversations and written communications as well as for reporting to each other. It may also be necessary to set rules as to the time of the day or date they may exchange communications especially during off-hours and holidays; and also, how they should address each other on formal or informal communications. An important tip for the mentor, that she/he should be a level-headed and effective listener remembering, as much as possible, every detail of the topics discussed with the mentee during the previous communication. Even when there arise instances where decisions have to be changed, the mentor should first take the responsibility, regardless of implications that may have, and own the previous decision and explain why it has to be reversed.

Mutual trust: It takes both the mentor's and mentee's credence to build mutual-trust between them; and they should set of their relationship with open and positive mind-set. It is important that they both realize from the outset that they are confidante of one another so that whatever one reveals to the other but doesn't want to share it with others outside the circle of the mentor-mentee relationship should eternally remain only and only between the two. This is the core of their mutual-trust; and thus, they both need to work together to build the trust before even furthering the technical aspect of the mentorship program. It is important also to remember that when two people of little/no prior acquaintance to each other start working together, some behaviours that would ordinarily seem innoxious may become offensive such as: uttering imprecations, vulgar languages, and spiteful words; cancelling appointments without compelling reasons or informing the other party; gossiping about or unfairly criticizing others; and things like that; could be a source of mistrust. As the saying goes, *"with mutual-trust, one is increasingly sharing more of one's self with the other and is becoming less guarded than when the two first got together"*.

Process management: It is essential to manage meetings and interactions to assure that the technical plans are moving at the right direction and pace. Each session of meeting has its own outputs and results; and it the

cumulation of these outputs and intermediate results that will eventually sum up to give the final outputs and outcomes that the program is expected to deliver. Managing the process is essentially managing the four stages of the mentorship program namely, the processes of: (i) building the relationship and planning (i.e., negotiating agreement), (ii) developing the mentee (i.e., implementation of the plan), (iii) exiting the mentorship program tidily and effectively, and (iv) rendering post-mentorship assistance and guidance.

Progress monitoring and recording: Mentors have the duty to realize that for the mentee, the program is a matter of identifying and setting her/his lifelong professional goals and the beginning of building the competence-path leading her/him to achieve these goals. Therefore, it could not be overemphasized to underline that both the mentor and the mentee should monitor and keep the record of every little progress they achieve from the relationship. It is worth noting that achievements are bi-directional, on the sides of both the mentor as well as the mentee; and thus, progress monitoring and recording should follow suit. Equally important is also to identify and explain the lessons learnt as to which of their practices and processes contributed positively or negatively to the results they achieved. It is commendable that they may communicate their lessons to fellow researchers either to encourage them to make use of positive and innovative approaches they found from their

experiences or forewarn their fellow colleagues from using wrong or ineffectual methods they figured out from their experiences.

Feedback: Providing feedback on each and every step of the way will help not only to lay the foundation for achieving the goal and targets set for the program but, also to nip-in-the bud some mistakes or technical glitches that could slip unnoticed until their cumulate effect hits the process or outputs adversely. Therefore, feedbacks are dualistic both in direction (i.e., relevant to both the mentor and the mentee) as well as in substance (i.e., in terms of strength-*vs*-weakness or positive-*vs*-negative elements of performances of the partners or processes of the program). The purpose of feedbacks is either to take corrective measures against factors with negative impact before the damage becomes irreversible; or on the flip side, to take advantage of those factors which impinge with positive effects on the progress of the relationship. Feedbacks should be given honestly and as frequently as possible; and repetitive feedbacks pertaining to the same issue should be absolutely welcome and acceptable as long as meant for better results of the relationship.

7.2. Modality of the Mentoring Program

Since the mentoring program involves interactions between individuals, a certain set of rules or code of conduct or

ethical standards need to be established and strictly followed by the partners throughout the program. The mentoring relationship, acting either as a mentor or a mentee, may present a number of issues or dilemmas. Often, there are no easy or obvious solutions and there may be no clear-cut sense of 'right' or 'wrong'. Nevertheless, it is essential to highlight some set of behaviours to be recognized as minimum code of conduct constituting the modality which the relationship should be based on to impact the program in a positive way. Brief accounts of the core elements defining the modality of the mentorship program are given hereunder.

Responsibility: The duty of making the mentorship program successful rests on both the mentor and the mentee. It is for them to clearly understand, from the beginning, the weight of responsibility laid upon them and thus are expected to diligently discharge same. Failing to meet these responsibilities entails far-reaching implications primarily by impairing the achievement of the very objectives of the program and more importantly the implications it will have on continuity of the program.

Confidentiality: Both the mentor and the mentee have great responsibility to maintain and respect the confidentiality of technical as well as personal information divulged during the mentoring relationship. This applies to both within and

outside the EIAR unless specifically authorised by either partner.

Boundary management and roles: Those working in a mentoring relationship may develop friendship over time but it is important to have a clear mentoring relationship and not allow personal bias to influence professional actions. Stay mindful of maintaining confidentiality, objectivity and equal partnership.

Competence: Mentors need to be conscious of their competence and experience and should never overstate them. An appropriate approach for mentors to cover professional areas beyond their expertise might be to suggest that further conversation of that particular topic might be better with those competent to assist.

Contracting: For the partners before starting off with their duties, each should clearly understand the purpose and the scope of the job each should sign for and is expected to accomplish afterwards. Therefore, there will be a formal contractual agreement between: EIAR and the mentor; EIAR and the mentee; and between the mentor and the mentee. Details of the specific terms to be included in the respective agreements are described under Annexes 1-3.

Self-assessment and reflection: Mentors need to recognise that bias, preconceived ideas, initial impressions, opinions and stereotypes can all influence the ability to pay full attention and focus on the aptitude of the mentee and the topic to mentor on. If it is not possible to achieve this level of self-management, an appropriate approach might be for the mentor to either absent themselves temporarily or suggest that the mentee works with someone else. The mentor needs to have full confidence to advise, value and serve as role model for the mentee. It is imperative that both the mentor and the mentee may need to step back and examine the relationship and reflect on their accomplishments.

8. ATTRIBUTES OF GOOD MENTOR-MENTEE RELATIONSHIPS

Generally, good mentor-mentee relationships depend on skills, time, and empathy. According to Weems (2013), the following are among many skills that mentors should master: “careful selection of mentee; being there; knowing your mentee; affirming her/him; providing support, encouragement and protection when necessary; helping with professional exposure and growth; and explicitly teaching the norms, traditions, and values of your profession, including where potential pitfalls lie”.

8.1 Attributes of a good Mentor

Respected expert: Mentees want to follow someone who is well respected by colleagues and co-workers and whose contribution in the field is appreciated. A good mentor is not just a respectful and enthusiastic person but she/he should also be recognized expert in her/his field of engagement. The mentor is sought by the mentee not only for her/his guidance to develop the latter, but also to associate her/him-self with the name of the mentor.

Willing to share knowledge: A good mentor is willing to teach what she/he knows and accept the mentee without prejudice to the latter’s background or current level of

career capacity. A good mentor empathizes with the mentee remembering her/his own experience what it was like when she/he just started her/his career. A good mentor more than anything else, takes the mentoring relationship so seriously that she/he will commit enough time to unconditionally support the mentee.

A role model for achieving personal and professional goals:

A good mentor exhibits personal attributes determining to be successful in the field. By demonstrating to the mentee specific behaviours and actions that it takes to be productive and successful, the mentor has to live up to the expectation that she/he will be a role model. A good mentor continually sets a good example by showing how his/her personal habits are reflected by personal and professional goals and overall personal success.

Takes a personal interest and exhibits enthusiasm: A good mentor takes her/his responsibility so earnestly that she/he will everything possible to prove her/him- self true to expectations that she/he should be knowledgeable; compassionate; and has the qualities and skills of a good teacher, trainer and communicator. A good mentor is committed to helping the mentee to find success and gratification in the profession she/he has chosen and empowers the mentee to develop her/his own strengths, beliefs, and personal attributes.

Up to date with the state of the art in the field: The mentor should be able to illustrate how the field is growing and changing over the years and that even after many years there are still new things to learn. Good mentors are committed and are open to experimenting and learning practices that are new to the field. They continually read professional journals and write articles on subjects where they have developed some expertise. They are excited to share their knowledge with new people entering the field and take their role seriously in teaching their knowledge to others. They enjoy taking workshops and attending professional conferences provided through their membership in professional associations.

Provides guidance: One of the key responsibilities of a good mentor is to provide guidance and constructive feedback to the mentee. This is how the mentee will most likely grow most by identifying her/his strengths and weaknesses and learning how to use these to make her/himself successful in the field of engagement. Good mentors possess excellent communication skills and are able to adjust their communication to the personality style of the mentee. Good mentors will also provide their mentees with challenges that will foster professional development and a feeling of accomplishment in learning the field.

Values opinions of others: A mentor who values others' opinions and views is someone who can work well in a team environment and is willing to share her/his success. A good mentor appreciates the ongoing effort of the mentee and empowers him/her through positive feedback and reinforcement.

Encourages to step out of one's comfort zone: Everybody has a zone in which she/he operates in with little/no stress; thus, will be comfortable to work in and able to achieve. For people to achieve even much more than what they think is their limits, they need to step outside of their comfort zones and try to learn new things and gain new experiences. A good mentor is capable of identifying the mentee's comfort zone and develops steps and activities within the goals that will inspire the mentee to become comfortable outside of her/his zone.

Active listener: A good mentor is an ardent listener and encourages the mentee to speak her/his mind knowing that her/his mentor is keenly listening to what she/he is saying. The mentor should be able to entice the mentee to take the larger share of time in the conversation and the mentor focuses on explaining the queries and questions the mentee raised and prompting the mentee to raise more questions and at the same time encouraging her/him to reflect on the answers and explanations given. The mentor should make sure that their conversation will not be interrupted by

phones, emails, or people walking by while their session is going on. It is equally necessary that the mentor should make it clear to the mentee right at the beginning of the relationship that their sessions would be sealed to any interruptions of this sort. If either of them allows their sessions to be distracted by allowing such interruptions, then neither could attentively listen or follow the next discussion as an interruption kills the mood and steals focus. A good mentor always gives an undivided attention to her/his mentees.

Values learning and feedback: A good mentor is a life-long learner who Able to pass that desire on to the mentee. A good mentor also realizes that while being an expert, cannot possibly know everything. A mentor who can answer a question with, "*I don't know, but I will find you an answer*" is someone worth spending time with. A good mentor is willing to share her/his knowledge with the mentee and is willing to explore the possibility that the mentee may have answers that she/he doesn't.

Feedback is a two-way process, from the mentor to the mentee and vice-versa; and everyone benefits from it. Even the most skilled and experienced person is a beginner at something, requiring feedback to continue to grow in a new skill and knowledge. It is important that feedbacks are exchanged before sessions are ended so that the main items

that one wants to provide the other as a feedback will not be forgotten. The thumb rule in the process of exchanging feedbacks should be such that neither the feedback itself nor the way it is given degrades veracity or dignity of the receiver. The feedback should simply be intended to inform any shortcomings that need to be corrected or reveal actions that may be worth considering to warrant the success of the relationship.

Treats others respectfully: A good mentor realizes that respect is prerogative for everyone to deserve and nobody should be denied. But equally important is also to realize that for someone to claim respect from others, one has to reciprocate with the same manner of treating those she/he is expecting it from. A good mentor knows how to communicate with the mentee on topics that are even infuriating without losing temper for her/him-self or respect for the other. The mentor should not be judgemental or talk down the mentee as this will be noxious for the relationship.

8.2 Attributes of a good Mentee

Skilful to manage work to fit to the time budget committed: First and foremost, mentees are expected to be punctual when it comes to keeping time, be it for a meeting or delivering an output to which a timeframe is put. Therefore, a good mentee is sufficiently talented to manage

her/his work to fit to the time budget committed to make mentoring worthwhile.

Ability to tone down own opinion: A mentee has to first listen and adjust to what the mentor suggests or asks for, if necessary, swallowing own pride and surrendering to the mentor's idea. Thus, it becomes very important that the mentee trusts the mentor completely with every decision the latter makes.

Detests complaint, crib and arrogance: A good mentee will do everything possible to make the relationship as friendly as it should be; and avoids to be grumbly over every little and trivial thing. The mentee, as a person who is just putting every effort into building her/his professional career, should respect the works of other professionals who devoted their professional life to achieve what they had. Therefore, a good mentee considers plagiarism/crib as something of professional anathema. Arrogance is when the mentee feels from inside and shows externally that she/he is someone great, knowledgeable and better learnt than the mentor, other fellow mentees or other employees working around. The mentee is thus the last persons expected to express such a misdemeanour condescending other.

Open about one's needs and goals: All that a mentee requires is fixed goals and achieving them. It is bad if the mentee fails to make use of the mentor's wisdom in making life-changing decisions and adjustments or finding solutions to some critical problems by discussing and sharing openly and clearly. Thus, it is important that the mentee gives up own hesitance, restrictions, and qualms and share with the mentor.

Open to risk-taking: Metaphorically speaking, the mentee and the mentor sail the same boat. Thus, the mentee needs to involve her/him-self, in the relationship, to the level the mentor has. Risk-taking is the prime force for fruition of the relationship such that it is only when the mentee develops the quality of complete dedication to the mentor that they will jointly achieve what they have aspired from the start.

Accepts limitations of the relationship: Like every other relationship, the mentor-mentee relationship could also be half-hearted especially at the beginning. Thus, the mentee should be mindful that the mentor is only a human and should not be expected to be perfect. Thus, the mentor should be human enough to understand that there may surface some shortcomings.

Uses feedback for development: It is very necessary for the mentee to be clear about the premise that feedbacks are primarily targeted not to criticize the mentee personally but

to pinpoint matters that need to be urgently corrected or expanded. It is important that the mentee remembers that all mentors require, from their mentees, quick reactions and honesty. The mentee is expected to work on the feedbacks given by the mentor without procrastination or deduction. One thing the mentee should never do is to sleep on the suggestions and wait for the “right time” to act on them. Patience and quick working are two simple terms which every mentee must embrace.

9. MAJOR MENTORSHIP THEMES, MENTORING MODALITY, AND MENTOR TYPE AT EIAR

Mentoring themes: In the preceding section two of this document, it is stated that data of the EIAR (May 2020) show about half of the research staff are researchers with low levels of experience and skill, and are referred to as Junior and *Assistant Researcher I* and *II* in the career structure. Therefore, mentoring and coaching these researchers will have to focus mainly on providing a targeted service to enhance their knowledge and skills and tackle any underachievement in production of research output and related services. Cumulatively, it is also meant to advance the careers of the young researchers and instil into them work etiquettes and build their social and cultural capital. Thus, the need for mentoring EIAR researchers comes from both deficit management as well as career development perspectives.

Specifically, young researchers are under increasing pressure to improve the quality of research output and rate of their publications. Thus, the mentoring program offers young researchers the opportunity for gaining knowledge from mentors and honing their skills in doing research and producing publications.

In some cases, young researchers may be also groomed for leadership to serve in positions such as research leaders or project coordinators. In this connection, the young researchers are expected to develop their skills to provide scientific guidance and assist in gaining funding for new project ideas, and publish high quality research articles or readily disseminate timely research results and other information to the broad range of clients the EIAR serves: farmers, entrepreneurs, and end users, as well as other stakeholders and development investors.

In fact, the actual process of building leadership capacity, fund raising skills, writing skills, publication skills, etc can be achieved through both formal training as well as mentoring and coaching. Thus, in general, the major themes of mentoring agricultural researchers at EIAR include, but are not limited to the following:

1. Enabling young researchers to write convincing research proposals that can win funding
2. Enabling young researchers to undertake sound research projects on topics within the area of their expertise, analyse, interpret, and document findings
3. Enabling young researchers to write scientifically sound annual research reports, Research papers, short communications, Conference papers and posters, Books and book chapters, working papers, etc and hone their presentation skills

4. Supporting young researchers' progression towards further qualifications and career development
5. Developing young researchers' leadership skills

Mentor types to be used: The major types of mentor to be used for the young researchers of EIAR will be the group mentor whereby senior experts working at the organization or from outside of the organization (alumni) mentor groups of junior-level researchers. Sometimes, there could be the use of mentor-for-hire when there is lack of expertise in the existing group of mentors at EIAR to deal with a specific topic. There could be also the use of peer mentors whereby a more experienced mentor from the researcher group themselves may counsel more than one individual at the same time. For the sake of optimized achievements, all types of mentor, namely, group mentor, the mentor-for-hire, the boss mentor, the inspirational mentor, and peer mentor may be used in the process in the order mentioned here (see section 4.4).

Mentoring modalities: In terms of mentoring modality, the dyadic mentoring (one-on-one mentoring) will be used, in which a senior person working in the mentee's organization assists with the mentee's personal and professional development. Sometimes, mentees may be advised to use invisible mentoring (see section 4.5).

10. STEP-BY-STEP PROCEDURES TO FOLLOW

As discussed earlier, mentoring comprises four stages including: initiation, nurturing, maturity and termination; which, in turn, may comprise several specific steps that need to be followed rationally and executed meticulously. It is the sum total of harmonized and cohesive actions put into each of these component steps that will determine success or failure of the mentoring program. The topics discussed below constitute the minimum set of checklists that need to be followed as a step-by-step procedure.

10.1. Identifying Topics of Mentorship

It may be necessary to identify areas and topics of mentorship at an institution, program or individual researcher level. A quick exercise of need assessment within or across research programs can very well serve not only to identify areas and topics but also set priorities as has been experienced by ENARESS Project in EIAR. Once topics are identified and priorities are set, the next step would logically be to select candidates eligible and willing to enroll on the topic(s) of mentorship. Selecting eligible candidates could be done by directly communicating with potential candidates or by announcing the program of

mentorship in tandem with candidates' host research centers, directors and/or programs.

10.2. Matchmaking between the Mentor and the Mentee

Matching mentees with mentors of appropriate technical and emotional faculties is a crucial step for a successful mentorship program. Based on the topics identified and prioritized by EIAR, every researcher within the target group will be entitled to enrol on the mentorship program. However, it may not be practically tenable to launch mentorship programs in fields and disciplines of research all at the same time. Similarly, for obvious reasons, it may not be possible to enrol everybody at the same time to benefit from a mentoring program on a specific topic although they are all eligible. Therefore, selection of candidates for a particular program should be left for and done by the organizer in close consultation with all stakeholders starting from the Human Resource (HR) to research and center directors; program leaders and the individual candidate. When the EIAR runs short of resources that may limit the number of candidates to be enrolled on a mentorship program, it will formulate a set of selection criteria such as gender (being female is an advantage for selection), previous opportunity that a candidate may have had (candidates who have had a lower number of previous training, etc opportunities have

advantages for selection than those with a higher number of opportunities), immediate prospect that the candidate may leave for a further study before the program ends (candidates that are likely to leave for further studies soon will be less preferred for the mentorship to those that will stay on duty for a longer time).

Once the mentees are selected, it is necessary to select the potential mentor by examining the merits and behaviour of the mentor with respect to the attributes that define the characters of a good mentor as discussed in section 8.2 above. Personal preferences of the mentee need to be taken into account as for instance female researchers may be comfortable if they are attached to female mentors; or for different reasons some mentees may prefer some mentors to others to work with. EIAR will approve the official assignment of the mentor who will enter a binding agreement with the mentee upon which it will endorse it (Annexes 1-3).

10.3. Orientating Mentors and Mentees

After matching the mentor and mentee, it is important to provide full orientation of expectations from the mentorship program. All the parties should clearly understand the roles and responsibilities of each other. They need to understand, upfront, about the benefits that the program will give to EIAR, the mentee and the mentor.

Before officially launching the full-scale mentorship program in its, it may be necessary to organize a platform where the mentor and mentee could come together, physically or virtually, to acquaint themselves with each other; understand the breadth and width of the work awaiting them ahead and develop the concept note and action plan of the program (Annexes 1-3).

For the mentor and mentee to develop the action plan, they may need to have extended discussions that will help to probe and learn about: their experiences; mentee's individual strengths, technical limitations and areas for development; specific areas to which the mentor should give a laser-beam focus and support the mentee in order to achieve the targets and goal set; and work out the methods and modalities they will follow to implement the whole program. After signing the agreements and securing EIAR's endorsement, the mentor and mentee can kick off the program.

10.4. Signing up Agreements

The mentorship program will be governed by official agreements to be entered by both the mentor and mentee with EIAR. A framework a binding agreement to be signed up by the mentor and mentee has been developed and annexed to this guideline. The framework is generally composed of three interlinked but yet separate formats that

need to be filled with mutual consent by the mentor and mentee and approved by EIAR prior to the official launch of the program. These individual formats include: (i) *Mentees' Individual Development Plan-Annex 1*: which is a format whereby the mentee, being mindful of the capacity available, will set the goal and targets that she/he has in mind and outlines the approaches how they could be achieved; (ii) *Mentor-Mentee Agreement-Annex 2*: outlines key elements of duties and responsibilities that the mentee and the mentor will sign for including the terms of ownership and proprietary rights over information and/or products that may come out as a result of the program, and method of resolving if in case unforeseeable disagreements emerge; and (iii) *Action plan-Annex 3*: providing the list of major activities with the time-period at which each activity is planned to be implemented. Details of these three agreements to be signed up by the mentor and mentee and endorsed by EIAR are given in the respective Annex.

10.5. Providing Budgetary and Technical Support

Financial and material inputs necessary to run the mentorship program will be availed by EIAR. It may be assumed that at the moment such a program can only be financed by a special fund to be obtained from external source in the form of a project. However, EIAR should

incorporate mentoring programs into its work culture and make it an integral part of its human development plan to foster the development of mentorship relationships in their own employees. That means, mentoring will have to be planned and executed like any one of the regular research activities carried out using public fund and whenever possible by supporting it with project funds. The program will be sustainable if and only if it is run as a regular program to be implemented based on regular annual budget allotments.

The mentor and mentee need to work out an item-by-item estimate of the budget, as part of their planning exercise, necessary to successfully implement the mentorship program. It is common sense that the budget should include consideration of items that are necessary to be directly used for the mentoring program; services that should be acquired; overhead cost items necessary to run the program including honoraria or any other form of remuneration; and other costs directly related to and necessary for the implementation of the program.

Sometimes, there could be specific areas of mentorship that must be addressed urgently to advance the careers of the organization's young researchers and address their knowledge or skill deficits. However, there could be lack of expertise in the existing group of mentors at EIAR who can fill this gap. In such cases, a mentor-for-hire should be

considered as a short-term solution until EIAR is able to identify a member of its own to do that specific job of mentoring. Thus, based on the plan jointly developed by the mentor and the mentee, the actual mentorship may require to pool in some technical support of an expert or experts from within or outside EIAR. But this will incur extra costs. Thus, expenses associated with mobilizing such experts, with prior consent of EIAR, invited by the mentor to render support in specific skill learning of the mentee for a specific time, have to be worked out at planning stage and incorporated into the program budget.

10.6. Exiting the Mentorship Program

The key indicator of success in the mentor-mentee relationship is the achievement of the goal and targets as initially set and planned. Most importantly, the ultimate feat of the relationship is when the mentee becomes self-assured that she/he can independently undertake similar research activities and related scientific work such as publication with same or better level of accuracy and precision.

The technical outputs of the mentoring relationship need to be made publicly available through various channels in order to increase visibility of its significance. This includes, but is not limited to, publishing research findings in reputable, international and peer-reviewed publication

channels such as conference proceedings, journals, book chapters and the like. In order to achieve this, it may be necessary that the mentor-mentee relationship continues after the program ends. Therefore, EIAR will facilitate the condition essential to materialize it.

An important tip for the partners before ending the program is to keep records of lessons learnt at each step of their planning, implementation, monitoring and reporting stages of their joint engagement. Sharing these lessons and their personal experiences to their fellow researchers as well as the EIAR management will be instrumental not only for a smooth exit of the program but also to entrench the continuity of a mentorship program as an integral part of EIAR's regular activities.

It is also important to make a high note on the exit of the program that maintaining the collegial relationships and networks established during the course of mentorship is vital for career growth even after the program ends. Since networking is about sharing, forming trust and helping one another toward achieving goals, both the mentor as well as the mentee need to maintain their contacts to use the opportunity to share the results and experiences they have gained from the program to a wider audience. Some of the members of their networks could directly benefit from these results and experiences to grow their own career or achieve their goals.

11. CHALLENGES PORTENDED IN A MENTORSHIP PROGRAM

There could arise a number of challenges associated with a mentorship program; among which the following represent the main ones:

- If the mentor her/him-self is inexperienced, the mentor-mentee relationship may be stranded with dilemmas;
- There may be a mismatch between mentor and mentee expectations in the process of working together particularly if the mentor or the mentee lacks enthusiasm;
- The scientists to be identified as mentors could already be overloaded with their own regular duties that are annually planned and endorsed at institution level; and thus, may not have sufficient time to spare for the mentoring program;
- Continuity of the program or positive outcomes attained from the program may be jeopardized if the mentees are compelled to discontinue for reasons such as long-term training opportunities or transfer to other centers. If such unforeseeable circumstances come into play, then junior researchers who has already started the mentorship program may drop out in the middle of the program;
- People's negative reactions or gossips are commonplace with cross-gender mentoring; and it is essential to: keep the relationship professional; avoid perception of personal relationship by for example meeting in public

places, during working hours, in the presence of other staff, and the like; and

- Mentoring is often time-consuming particularly when the mentees are over-zealous to engage and the mentors, as senior researchers, have extra duties as managers or leaders. In such and similar cases, the two could easily fall out.

It is, therefore, very important to design a coping mechanism if any of these challenges is encountered in the process of implementing the mentorship program.

For example, group mentoring is a good coping mechanism for a mentor who is an overloaded executive at the EIAR that is extremely busy or is in high demand by many potential protégés. The mentor can set a group, schedule to meet on a regular basis, and provide guidance to a group of people simultaneously, thus maximizing his or her time and reach. Secondly, peer mentoring can also be used as a coping mechanism for such a problem. Peers are close to one's own age and career level, and a more experienced mentor from among them could counsel more than one individual at the same time, because they will all be sharing similar experiences and can either commiserate about problems or enjoy one another's success.

12. PROGRAM MONITORING, EVALUATION AND DOCUMENTATION

The monitoring and evaluation (M & E) system for the mentoring program should aim at: promoting reflective practices strengthening the program; and identifying problems at early stage of implementation so that corrective measures could be taken timely. The results of the monitoring process will indicate whether or not targets have been achieved in the right quantity, quality and within the time frame set as expected. The EIAR will monitor the performance and progress of the mentorship program against expected deliverables specified in the agreement jointly endorsed and signed by the EIAR, mentor and mentee (Annex 1-3). For the overall M & E of progress, the main tools to be employed include, but not limited to, the following:

- **Monthly reports:** The mentor and mentee will prepare and submit monthly reports to the EIAR or to an entity that would be assigned by EIAR for the purpose of implementation of the program. In addition to the physical progress and achievements, the reports are expected to give highlights of financial expenditures associated with the program.
- **Quarterly reports:** Depending on the length of time the program runs, quarterly reports will be prepared

by the mentor and mentee and submitted to the EIAR or to an entity that would be assigned by EIAR for the purpose of implementation of the program. The quarterly reports will partly be the result of an aggregation of the monthly reports with broader emphasis on outputs and key lessons learned. The reports will elaborate whether or not the outputs produced properly reflect the objectives of the program and how they are moving towards achieving the overall goal of the program. The reports will also provide information on financial expenditures for the respective quarter. Activities planned for the next quarter will also be presented.

- **Annual reports:** If the program runs for one or more years, preparation of annual reports will be mandatory. Both the mentor and mentee will be obliged to prepare and submit the annual reports to the EIAR or to an entity that would be assigned by EIAR for the purpose of implementation of the program. Since these are the major reports that will provide an in-depth insight into the overall performance and achievements of the program, they could serve as dual-purpose documents also meeting the purpose of evaluating the overall end-point-performance of the program at outcome level, if the program is a one-year program.
- **Visits:** The EIAR or someone assigned for the purpose by EIAR, will undertake scheduled as well as

impromptu site visits in order to track progress of implementation of the mentorship program.

As an integral part of the M. & E. process, important lessons learned in due course will be well documented. Digital audio and/or video records of best practices and experiences that could be of value to other similar programs will be prepared, documented and submitted to EIAR's Knowledge Management unit for further utilization.

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14. ANNEXES

Annex 1. Mentee Individual Development Plan

A mentee identified and selected by EIAR for a particular mentoring program will have the opportunity to select or consent to a potential and willing-for-the job mentor to be assigned for her/him. Once the mentor-mentee matching is officially made, they need to discuss and set the goal and targets they would like to achieve and the approach they need to follow to implement the program. The mentee together with the mentor shall work on detailed descriptions of each and every item specified below and submit to EIAR for official endorsement. From the day of endorsement by EIAR, the program commences officially.

Part 1: Personal information

- Name of the Mentee
- Name of the Mentor
- Current Research Directorate
- Current Research Center
- Current Research Program
- Current Research Discipline
- Any other necessary particulars (specify)

Part 2: Current distribution of effort:

By your best estimate, how much (in percent) of your working hour do you allocate for?

- Research
- Development
- Administrative duties
- Other duties (specify)

Part 3: Setting professional goals

What would you like to achieve as a researcher in the?

- Long-term career goals?
- Immediate or short-term goals?

Part 4: Professional readiness to achieve goals

What professional potential talents and strengths do you think will help you achieve your goals?

- Long-term career goals?
- Immediate or short-term goals?

What professional limitations of your own do you think will hinder you to achieve your goals?

- Long-term career goals?
- Immediate or short-term goals?

What opportunities do you think exist in EIAR that you can make use of to overcome your professional limitations?

Part 5: Expectations from the mentorship program

How will the EIAR's mentorship program help fulfil your expectations?

Part 6: Specific area of the mentorship program

Give sufficiently detailed but succinct descriptions of the intended mentorship program with respect to the following items:

- Title (not more than 15 words)
- Rationale (not more than two paragraphs)
- Objectives (general and/or specific)
- Methodology (as detailed as possible)
- Expected results and outputs

Part 7: Planned use of results from the mentorship

Describe your plans for what and how you may use the results and experiences you will gain from the mentorship.

Part 8: Comments from Mentor

Please give your views as to

- The importance of the topic the program intends to address and undertake;
- The likelihood of achieving the goal and targets based on your brief assessment of the mentee's technical aptitude;
- Any other comments and reflections you think are relevant to consider

Part 9: Detailed budget and action plan

- The budget should be indicated by activity and /or category

- EIAR will divulge the rate and modality of budget disbursement
- The mentee together with the mentor shall chart out the action plan using Gant Chart (Annex 3)

Part 10: Duration of the program

- Starting date
- Ending date

Note that the starting date of the program is the date of endorsement of this agreement by EIAR.

Part 11: Signature

On behalf of	Name	Signature	Date
Mentee			
Mentor			
EIAR			

Annex 2. Mentor-Mentee Agreement and EIAR's Endorsement

This agreement outlines the key elements of the mentorship relationship between the mentee, the mentor and EIAR. The purpose of this agreement is to clearly set expectations from the partners implementing the mentorship program. The agreement has to be jointly signed by the partners.

For the execution of the mentorship program bound by this agreement the **mentor** shall have the following obligations and responsibilities:

1. Mentors and guides the mentee on the topic and subject approved by EIAR in accordance with the technical and ethical standards stipulated in the guidelines and expectations of EIAR;
2. Plan, implement, develop the process and execute agreed-upon activities, solve problems, and develop and submit program and financial reports;
3. document lessons learned; and generally ensure proper execution of the mentorship relationship and the outputs and targets are achieved as planned;
4. ensure that the program funds are used in accordance with the approved work plans and budget as described in the agreement (Annex 1);
5. depending on the length of the program's lifetime, provide monthly, quarterly, annual and final progress reports to EIAR with the formats and contents acceptable

- to EIAR's standard. The financial report should be signed by the auditor and director of the center hosting the mentee, including an updated list of fixed assets used by the program;
6. ensure genuine participation of all relevant stakeholders and beneficiaries in each activity being undertaken under the program;
 7. return to the EIAR any unspent funds and durable goods and other properties borrowed from EIAR for the purpose of execution of the program unless otherwise already agreed with the latter for retaining the items after the program exists;
 8. ensure that any changes to the work proposed under Annex 1 will be made only after consultation and mutual agreement with the EIAR;
 9. undertake the appropriate closure actions in consultation with the EIAR upon completion of the program as detailed in Annex 1.

For the execution of the mentorship program bound by this agreement the **mentee** shall have the following obligations and responsibilities:

10. Plan, implement, develop the process, and execute agreed-upon activities, solve problems, and develop and submit program and financial reports;
11. document lessons learned; and generally ensure proper execution of the mentorship program;
12. diligently work on the topic and subject approved by EIAR in accordance with the technical and ethical standards stipulated in the guidelines and expectations of

- EIAR and ensure the outputs and targets are achieved as planned;
13. ensure that the program funds are used in accordance with the approved work plans and budget as described in the agreement (Annex 1);
 14. depending on the length of the program's lifetime, provide monthly, quarterly, annual and final progress reports to EIAR with the formats and contents acceptable to EIAR's standard. The financial report should be signed by the auditor and director of the center hosting the mentee, including an updated list of fixed assets used by the program;
 15. ensure genuine participation of all relevant stakeholders and beneficiaries in each activity being undertaken under the program;
 16. maintain updated inventories of all fixed assets obtained from EIAR for the purpose of the program;
 17. return to the EIAR any unspent funds and durable goods and other properties borrowed from EIAR for the purpose of execution of the program unless otherwise already agreed with the latter for retaining the items after the program exists;
 18. document and disseminate best practices from the project through print and online media and participation in workshops, conferences, and other regional and national fora by fulfilling EIAR's rules and requirements including the regulations on intellectual rights

19. ensure that any changes to the work proposed under Annex 1 will be made only after consultation and mutual agreement with the EIAR;
20. undertake the appropriate closure actions in consultation with the EIAR upon completion of the program as detailed in Annex 1.

Ownership and proprietary right

Any results or products from the mentorship program including, but not limited to, knowledge, publications and other information products, databases, improved germplasm, technologies, inventions, know-how, processes, software, etc. will be owned by EIAR and thus protected by the law governing Intellectual Property Rights and valuable assets. The conditions for continued use of such assets after the mentorship program is completed are to be negotiated with EIAR prior to further use to ensure that the benefits of goods/services generated by the program can fairly be shared between the EIAR, the public, the mentee, and the mentor.

Resolution of disagreements

Any dispute between the mentor and mentee shall, as far as possible, be settled amicably through dialogue and discussion. If the partners fail to settle any disagreement amicably through dialogue and discussion, then a request for such an amicable settlement of the disagreement shall be referred to the Director General (DG) of the EIAR. The

DG will arbitrate both parties and shall make the final decision if the arbitration for an amicable solution does not succeed.

On behalf of	Name	Signature	Date
Mentee			
Mentor			
EIAR			

Annex 3. Mentorship action plan

All major activities from planning to ending the mentorship program should be indicated in the Gant Chart below as a Mentorship Action Plan. If the mentorship is financed by a specific project, indicate the name of the project and year the mentorship is undertaken. For the agreement to be complete, the action plan has to be endorsed by the EIAR.

Table 1. Mentorship action plan

No	Activity	Year											
		Month											
		1	2	3	4	6	7	8	9	10	11	12	
1													
2													
3													
4													
5													
6													
Etc.													

On behalf of	Name	Signature	Date
Mentee			
Mentor			
EIAR			

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