Part II Women’s Mentoring Program for Valuing Diversity: Formative Evaluation, FY02

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WBI Evaluation Studies
No. EG03-66

Evaluation Group
The World Bank Institute
November, 2002
Acknowledgements

This report was prepared for the World Bank Diversity Office under the overall guidance of Marlaine Lockheed, Manager, World Bank Institute Evaluation Group. WBI Evaluation studies are produced by the WBI Evaluation Group (WBIEG) to report evaluations results for staff, client, and joing learning events. An objective of the studies is to get the findings out quickly, even if the presentations are less than fully polished. The papers carry the names of the authors and should be cited accordingly. The findings, interpretations and conclusions expressed in this paper are entirely those of the authors and do not necessarily represent the view of the World Bank Group. The authors would like to thank Diana Arango for coordinating data collection and Meredith Stone for extensive editorial advice. Useful comments on an earlier draft were provided by Swinitha Osuri and Sheila Reines. Expert document production was provided by Humberto Diaz and Jay Moses. Support for this study was provided by the Learning Board.

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<td>Ms. Frannie Léautier</td>
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EXECUTIVE SUMMARY

This new Part II Women’s Mentoring Program was designed to pick up where the 1997 pilot program ended, to expand to include the entire target group of Part II women at levels 22+ (or GF) Bank-wide. While some Part II women have been able to take advantage of programs in their VPU or Network, many do not have access to mentors. The design was based on the best practices from the Asia pilot and lessons learned from other programs in the Bank. Unlike the pilot, this program is on-going; mentees have the possibility to access different mentors as their needs change over time. Components include: recruitment, training of mentors and mentees, one-on-one mentoring, group training on selected topics, periodic social and networking gatherings, and recognition of mentors.

The purposes of this evaluation study were (a) to develop baseline information on the performance of the Part II Women’s Mentoring Program five months after launch, (b) to provide guidance on how to enhance the program’s quality and effectiveness, and (c) to suggest how to improve the program’s impact relative to the Bank’s corporate goals for Part II Women. The information provided is based on structured interviews conducted with 27 program mentees (59 percent of total) and 16 program mentors (35 percent of total). A summary of the major findings follows.

Principal results

Mentee objectives are aligned with program objectives. Mentee goals and objectives are strongly aligned with those of the program, and the program is not building unmanaged expectations for promotion or job entry beyond what the program could offer to the Part II women. While the ultimate goal of most participants is to enhance career development and mobility, the objectives and strategies identified by mentees are very realistic:

- develop networking skills or engage in networking to increase career opportunities
- develop knowledge of how to navigate the institution
- change personal behaviors that hinder the demonstration of excellence and the attainment of success in the Bank.

The program is effective in achieving program and individual mentee objectives. The analysis shows that the program met a high degree of success in achieving its initial objectives and in meeting the specific objectives of the mentees based on average, above average and high ratings of program performance. There is a 97% success level in achieving its objectives of strengthening organizational culture, enhancing interpersonal behaviors and skills and assisting in guiding career guidance and planning. There is an 80% success level based on ratings across all program components (inclusive of the one-to-one mentoring and the separate training workshops). Most significant among the findings is that the success level acquired is highly correlated with level of involvement in the program. Making time
to be involved is the major obstacle to participation; the timing of these offerings was reported to be a major factor.

Participants value aspects of the mentoring relationship. The most valuable aspects for mentees is that mentors provide a sounding board to get fresh or alternative perspectives on personal and professional issues and career directions in a more strategic or realistic fashion. The fact that this is done informally and without pressure is significant. The process has helped mentees develop a better understanding of themselves; develop greater confidence and feel more assured of what they are doing; solve a wide range of work situations and develop better planning and strategies for reaching their career goals. Mentors likewise have developed a better understanding of the issues affecting Pat II women and of their talent base. They also developed fresh perspectives and enhanced their listening and communications skills.

Recommendations for increasing program effectiveness and impact

Both mentees and mentors suggest that program effectiveness would improve when:

- The program plays a more active role in all stages of the mentoring relationship – initiation, maintenance and exit points;
- Mentors are provided with necessary skills and good practices;
- Extensive opportunities are provided for learning together and sharing of experiences and good practices among mentors and mentees and within mentors and mentees. These opportunities are also significant for solidifying the group and expanding networking for both mentees and mentors. They also provide a forum to resolve what is not working in the program.
- Workshops offered are of shorter duration and are done with increased frequency throughout the year.

A wide range of recommendations, especially from the mentors focus on ways to enhance program impact:

The corporate goals of the Bank are to value, harness, and treat with equity all human resources and make maximum use of the benefits associated with human resource diversity and differences for international development and poverty alleviation. The longer term goals of the diversity program (including the Part II Women’s Mentoring Program) are to support the Bank’s goal to: increase equity at entry (grade, pay, and assignment) into the Bank; to reduce the gap in pay and grade between Part II Women and other groups in the Bank; to improve career mobility; increase the number of Part II Women in the talent pool of the Bank; increase the rates of promotion from GE to GG to GH; improve the quality of work opportunities. As noted above, the intermediate objective of the Part II Women’s Mentoring program is to enhance excellence, this being perceived as a one critical step towards the attainment of these ultimate goals.

According to Bank senior staff who served as mentors, as it currently operates the program is too laissez-faire to have the impact it should on the Bank’s corporate
goals for Part II women. Major restructuring of the program’s institutional linkages to other career development and support programs is needed to increase its value for the Bank. The following recommendations for restructuring the program should be considered by the Diversity Unit and the Bank. They are based on recommendations from both mentors and mentees, and include recommendations by WBIEG based on this formative evaluation.

- Managers of mentee staff should be involved in the process. Only one third of the mentees had informed their managers of their involvement in the program, even though over two thirds noted that their manager’s support is important. Increased involvement of mentee managers, when deemed important and desirable by the mentee and mentor is likely to ensure time availability for participation in mentoring activities including workshops. Most importantly, it would also engage managers of the Bank in a more active way in addressing the Bank’s diversity goals.

- The program should be more institutionalized as part of the mentors real work program and results agreement. This would provide the incentive needed to make people feel more committed to the mentor-mentee relationship. A better understanding of the ultimate value of efforts directed at mentoring from a corporate point is very important for the investment of time and effort by mentors.

- In this regard, it is important that the program’s goals and objectives be clearly articulated for regular staff, new staff and consultants all with different types of needs.

- Increased efforts at matching mentors and mentees with due regard to the specific objectives of the mentees is most important. Thus mentees who need information on how to best leverage their technical skills are better matched with mentors from their work program area.

- Equally important is the fact that the program needs to be strategically linked with other institutional initiatives such as batch recruitment, learning programs to enhance untapped talent. HRVP needs to recognize the talent pool among the Part II Women, should inventory the skills on hand and match those skills with available opportunities and institutional needs, taking into consideration the importance of diversity in the Bank’s workforce and the need for full and proper use of untapped talent in the Bank.

It is recommended that the program team meet with the mentors and other senior staff of the Bank to address the above recommendations and develop a plan for re-aligning the Part II mentoring program with other HR programs to increase its impact for the corporate good.
1. PART II WOMEN’S MENTORING PROGRAM

1.1 The competitive edge of the World Bank as an international development agency is greatly enhanced by the excellence, diversity, and professionalism of its staff. However, internal studies on gender and diversity suggest that the Bank is not making maximum use of the range of human capacities and capabilities of Part II women employed either as regular staff or as consultants. This fact is troubling for an organization with a high level of commitment to diversity and one that espouses “zero tolerance for racism”.

1.2 To address this, the Bank has revised its training programs to better focus on valuing, harnessing and treating with equity all of its human resources. To make maximum use of the benefits associated with its human resource diversity, it has established the Diversity Unit to assist with the goal to build a diverse and inclusive organization. The Diversity Unit supports the Bank’s goals to: increase equity at entry with regard to grade, pay, and assignment quality; reduce the gap in pay and grade among groups; improve career mobility among Part II nationals.

1.3 The Part II Women’s Mentoring Program is being conducted by the Diversity Unit in support of these equity goals, and specifically to value diversity in the World Bank. As part of the overall diversity agenda of the HRVP, the long term goal of the mentoring program is to increase the competitiveness of Part II women with respect to equity in grade, pay and assignment, and career mobility in the Bank.

PROGRAM OBJECTIVES

1.4 As an intermediate goal for FY02 and FY03, the mentoring program seeks to enhance the excellence and value of Part II women as Bank staff. It focuses on increasing the technical, organizational, and social knowledge, skills and competencies of these staff members. More specifically, the program objectives are to:

- increase knowledge and understanding of institutional operations, the Bank’s organization and culture and how staff fit in this context
- enhance effectiveness in communication and networking skills and how best to leverage these skills as a Part II woman
- develop interpersonal and leadership skills
- develop more targeted and realistic career development plans optimize knowledge of how best to use one’s technical knowledge for the benefit of the Bank and for oneself.

1.5 A secondary goal of the program is to increase the coaching, social-emotive intelligence, and “generatively” among senior staff in the Bank who serve as mentors of Part II women. The specific areas of focus are to:
• enhance one’s sense of “generatively” or the capacity to willingly and selflessly help others grow and develop in the Bank or professionally
• develop coaching and counseling skills
• transfer coaching knowledge and skills to one’s own work team
• increase learning about oneself, or about issues in the Bank, and to consider how to address such issues at a systemic level

These mentors have the potential to not only assist Part II women and to develop mentoring skills, but to transfer such skills to their work contexts as well as highlight issues about Part II women that require systemic attention.

PROGRAM COMPONENTS

1.6 The Part II women’s mentoring program for FY02 combined a highly individualized one-on-one mentoring program based on goals and objectives identified by Part II women mentees, with four one-day training courses and workshops on topics better covered in a group setting:

• Orientation for Mentors and Mentees
• Making the Most of Your Overall Performance Evaluation (OPE) Discussion
• Achieving Success Through Excellence – Self Awareness
• Achieving Success Through Excellence - Tools for Success

Both formative and impact evaluations are part of the program design.
2. FY02 EVALUATION DESIGN, DATA AND PARTICIPANTS

2.1 This study was conducted in June FY2002, five months after the program was launched and sought to provide: (a) baseline information on the initial performance of the program; and (b) formative information that could be used to guide the improvement or the strategic development of the program in FY03.

FORMATIVE EVALUATION OBJECTIVES

2.2 The key questions for evaluation are described in detail in Appendix C. Questions broadly cover:

- Goals and objectives of mentees and alignment with program goals
- Doing Things Right: Program effectiveness and success
- Doing the Right Things: Quality of program interventions
- Ensuring sustainability

DATA COLLECTION AND DESIGN FOR ANALYSIS

2.3 The primary focus of the data collection effort was on mentees and their involvement in the mentoring process. Data were also collected from mentors to develop information on what works for mentors and on their perceptions of what is needed to enhance the effectiveness and impact of the program. Data were collected to draw or highlight parallels or discrepancies in perceptions of mentors and mentees on key program dimensions.

Sample

2.4 Data for the study was collected via structured interviews conducted with 27 mentees and 16 mentors. This represents 59 percent of the mentees of the program and 35 percent of FY02 pool of mentors. The number of interviewees represents those who were available to be interviewed within a 2-week period of time (June 15-30, 2002). This was an extremely short period of time to permit any form of comprehensive data collection. There is no match between mentors and mentees in the current data set. An initial plan to ensure a matching system was aborted and replaced by a plan to interview anyone available within the short period of time available for data collection before the end of FY02.
Data Instruments and Analysis

2.5 Appendix B provides the interview protocol used with mentees. Appendix C provides the protocol used with mentors. Subsequent to an initial phase of pilot testing of the interview protocols by four experts, all interviews were conducted by one interviewer.

2.6 Quantitative data analysis was primarily descriptive using means and percentages. Qualitative responses were content analyzed and major categories of responses or themes were highlighted.

2.7 The purpose of formative evaluation was to examine what is working and what is not, so that changes can be made to ensure the success of the program long term. Respondents rated aspects of the program on a 5-point scale, with 1 as low and 5 as high. Components of the program rated as average or below (between 1 and 3) are those that need to be changed in order to make the program more successful. Since the evaluation is of a new program with fewer than six months of implementation, results are reported for both the more stringent cut at 4 and 5 and the less stringent cut of 3, 4, or 5 on the ratings collected.

Respondents

2.8 Mentees. The 27 mentees who participated in the study had been in the program an average of 3.4 months, and had worked at the Bank for an average of 6.7 years. The age of the respondents ranged from 23 to 52 with a mean of 40.6. The mentees were nationals of 14 countries in all regions. Twenty-nine percent were Indian, 12.5 percent were Chinese. No other nationality comprised more than 10 percent of the sample, although 12.5 percent were from Sub-Saharan African countries and another 12.5 percent were from Latin American countries. The grade levels represented in the respondents included: 11 GF, 9 GG, and 6 Consultants.

2.9 Mentors. Structured interviews were conducted with 16 of the 46 mentors in the FY02 program. Since this represented only a little more than a third (35 per cent) of the mentor population, it was not possible to work with paired data as this would have significantly reduced the number of participants. Thus there will be discrepancies noted in the responses of mentees and mentors in the study as they do not represent matched pairs. The mentors interviewed were primarily senior staff and managers in the World Bank.
3. MAIN EVALUATION FINDINGS

3.1 This chapter presents results relative to each of the four main evaluation questions.

WERE THE GOALS OF MENTEES ALIGNED WITH PROGRAM OBJECTIVES?

3.2 Mentees were asked about their specific goals, objectives and strategies for achieving their goals and objectives. The mentee goals for participation in the program are highly consistent with the program objectives.

Goals of mentees were related to career guidance

3.3 The most frequently mentioned goal for participation in the program was to enhance career development and mobility. Mentees sought career guidance in regard to new assignments (52 percent) and in general (48 percent). Other goals were to enhance networking opportunities (52 percent) and to develop knowledge and understanding of the organization culture so as to be better able to navigate the organization (44 percent). Logically, these are important intermediate steps for success for professional and career development. One program goal, increasing technical skill, was shared by only one of the mentees. Tabulation of all responses is given under Question 4 in Appendix A.

Mentees identified strategies for achieving their goals and objectives

3.4 Part II women plan to achieve their goals and objectives via a variety of strategies. Most significant of the strategies is the engagement of their mentors in knowledge sharing and exchange (70 percent), and getting guidance on emergent work related issues (70 percent). Mentors are also considered significant for the role they could play in exposure to fresh perspective (52 per cent), to give practical guidance for personal development (52 percent) and on how to better prepare oneself for success in the organization (52 percent). Strategies are tabulated in Question 5, Appendix A.

Mentees encountered three challenges for achieving mentoring goals

3.5 The respondents identified three institutional and individual challenges. Mentees report that the most significant constraint to achieving ones goals and objectives lies in institutional barriers present in the Bank (74 percent), including lack of senior level advocacy, lack of career and operational opportunities, lack of objective selection process and disconnect between what is said and actions taken. Second, at the work program level, mentees report making time for engaging in the mentoring process is an obstacle (59 per cent). Unless these constraints are addressed, the success of the mentoring program will be limited.
3.6 The third challenge reflects a need on the part of the mentees to change some of their own behaviors (56 percent). The overall pattern of the responses to the question of challenges point to a group of professional women that is fully aware but not daunted by institutional barriers, that is inner directed and operates with a cognition of personal attributes that also need to change. See Question 6 in Appendix A for the complete tabulation of challenges and listing of individual responses.

Mentees identified ways of addressing challenges and identifying opportunities

3.7 Participants noted several measures and actions they would take to address these challenges, the most significant one being to learn from other’s experience on how to succeed in the organization (78 percent), to get help identifying and preparing for career opportunities (67 percent) and to take initiative in networking (67 percent). The other types of measures identified by the mentees concern changes in the mentee’s mode of operation such as keeping an open mind, improving performance, and gaining self-confidence. Question 7 in Appendix A provides a list of all responses.

3.8 Participants expressed a lot of confidence in being able to address these measures via the mentoring program, primarily so with mentors, and less so with the training program. Eighty-five percent of the mentees planned on addressing their objectives via a more intensive interaction with their mentors or by initiating contact with their mentor. Mentees report that 39 percent have met with their mentors three or more times, 42 percent have met 1 or 2 times, while 19 percent have not met at all. The majority of this final group plans to meet in the near future.

Mentors identified key drivers of mentoring success

3.9 With so much faith placed on individualized mentoring by the mentees, the level of readiness and commitment of the mentors is critical. Seven of 16 mentors who participated in this evaluation responded that they have previously participated in a mentoring program – two as mentees and five as mentors. Among the key lessons that they reported as significant success drivers are the following:

- Provide generous time for mentee, give good practical advice, and it helps if mentor and mentee are in the same network or doing related work
- The fact that one can see the difference it makes for people and the institution
- Know that you get out of it what you put into it
- Mentoring gives you a fresh perspective and opportunity to do something which helps someone else and is outside your regular work
- Mentor must like the opportunity to help others succeed, to share one’s own experiences and help mentee better navigate their work and their careers within unwritten rules

3.10 These lessons provided the ground rules for mentors as they operated in the mentoring program. Those with experience suggest that such lessons and success stories needed to be shared among all mentors to help them initiate the program. This would have been particularly helpful to the few mentors who mentioned being “unprepared for the job”.
**Mentors seek training**

3.11 The responses also indicate that 50 percent of the mentors would have liked additional training (beyond the orientation session of the program) to help them in their role as mentor. A program of training and learning relative to the mentoring role is a significant addition that must be considered in the FY03 program. An alignment with ongoing workshops on coaching and mentoring skills would be an efficient way of addressing this need.

3.12 Besides having mentoring skills, two other important factors that are significant for effective mentoring are a good understanding of the program goals and objectives,

3.13 Mentors reported informal or add hoc arrangements to meet with mentees (69 percent) rather than regular scheduled meetings. Eighty-eight per cent thought they had a clear understanding of the mentees’ personal objectives and challenges. Responses appear in Appendix B.

3.14 Mentors, however, also expressed a need for more information on the institutional goals for Part II women, specifically on how the mentoring program could be linked to other support systems/programs. Clarity in this area would allow the mentors to provide more significant and targeted assistance to their mentees and enhance the role that mentors can play at the institutional level. The specific recommendations for measures that are needed to enhance the value and effectiveness of mentors are highlighted in the section below on recommendations.

**DOING THINGS RIGHT -- PROGRAM EFFECTIVENESS AND SUCCESS**

3.15 What is the level of participation? Has the program made a difference?, Which program components worked best? What changes would enhance overall program success? The responses to these questions are presented for both the individual mentoring program and for the four training workshops offered by the program along with recommendations for changes.

**Participation in Program components could improve**

3.16 While 21 of the 27 mentees (78 percent) had met with their mentors at least once, only about one-third (31 percent) had met more than three times. And while 19 mentees (70 percent) had attended the Orientation to Mentoring Program, attendance at the three other day-long workshops was much lower, with attendance dropping to 10 or fewer per session: Making the Most of your OPE (10 for 37 percent), Achieving Success through Excellence-Self Awareness (7 for 26 percent), Achieving Success through Excellence-Tools for Success (9 for 33 percent). One of the biggest obstacles to participation was making time to participate. Many mentees mentioned that full-day programs were not possible given their work load at the time of year the workshops were offered.

3.17 Level of participation is a problem that needs to be addressed. by the program sponsors. Ways of initiating meetings between the mentor and the mentee need to be created to improve participation. Schedule and time commitment issues, such as
scheduling earlier in the fiscal year and shortening workshops to half-days (perhaps providing pre-work ahead of time and/or on the web) should be considered.

3.18 Managers of mentee staff should be involved in the process. Only one third of the mentees had informed their managers of their involvement in the program (Question 29 in Appendix A), even though over two thirds noted that their manager’s support is important (Question 30 in Appendix A). Increased involvement of mentee managers is likely to ensure time availability for participation in mentoring activities including workshops. Most importantly, it would also engage managers of the Bank in a more active way in addressing the Bank’s diversity goals.

**The Program was successful in meeting its objectives for mentees**

3.19 It was established that for evaluation purposes, the percentage of participants rating the program as average or above average on the five point scaled questionnaire (3, 4, or 5) would be reported. This is valid for a pilot effort or the early stages of program implementation. The Bank benchmark (85 percent of participants give ratings of 4 or 5) is applicable for projects or activities that have reached a routine or advanced stage of development.

3.20 The evidence, although preliminary and based on a small sample, indicates that the program is successful in achieving its objectives for FY02 and in meeting the specific goals of the mentees who participated. In complementary fashion, 80 percent of the mentors reported that it is worthwhile use of their time and 76 percent reported having benefited from being a mentor.

3.21 Figure 1 shows an average 80 percent success level on ratings on the three program objectives shared by mentees: strengthening understanding of organizational culture, enhancing interpersonal behaviors and skills, and assisting in career planning. Only one of the study participants indicated that increasing technical skills was an objective. The greatest impact of the program is in enhancing interpersonal and behavior skills and strengthening understanding of organizational culture (91 percent success). The program appears to be less successful (76 percent success) in assisting in career planning, which was the highest need listed by mentees. The emerging difference between program goals and one of the key goals of the participants needs to be further analyzed for appropriate action.
DOING THE RIGHT THINGS: QUALITY OF PROGRAM INTERVENTIONS

3.22 This section discusses specific program components and makes recommendations for improvement based on comments of mentees and mentors.

Program components are successful

3.23 There is a 80 percent success level based on ratings across all program components (individual mentoring and workshops). (See Table 1)

<table>
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<tr>
<th>Workshops</th>
<th>Individual Mentoring</th>
<th>All Workshops</th>
<th>Orientation to Mentoring Program Workshop</th>
<th>Making the Most of Your OPE Workshop</th>
<th>Achieving Success Through Excellence – Self Awareness Workshop</th>
<th>Achieving Success Through Excellence – Tools for Success Workshop</th>
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<td>92</td>
<td>90</td>
<td>100</td>
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The individual mentoring program is positively rated

3.24 Approximately two-thirds of mentees (64 percent) rated the individual mentoring program rated “average”, “above average”, or “high” in the attainment of their goals. But higher success levels (87 percent) are indicated by those with higher levels of participation (Table 2). Further analysis reveals a positive and significant correlation (Spearman rho = .64, \( p < .05 \)) between frequency of meetings with mentor and ratings of success in attaining objectives. Those who met once or twice with their mentors (41%) reported limited use of information from the mentoring. However, the mentees who connected with their mentors three or more times (38%) responded much more favorably in terms of use of information acquired and gave higher ratings to how much the mentor helped them achieve their objectives. This is a significant finding: the more interaction, the higher the success rating.

<table>
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<th>Table 2. Success Levels of Grouped Program Components</th>
<th>% of Respondents rating Components on a 5 point scale</th>
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<td>Program Components</td>
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<td></td>
<td>Mentoring</td>
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<tr>
<td>% rating 3, 4 or 5 (Average, or Above Average or High)</td>
<td>64%</td>
</tr>
<tr>
<td>% rating 4 or 5</td>
<td>41%</td>
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<tr>
<td>Mentees Who met 3 or more Times</td>
<td>87%</td>
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</table>

3.25 Moreover, mentees who had met with their mentor more than once identified three types of learning acquired from their mentor: about one-self (e.g. how I impact others), approaches to work situations (e.g. how to better prepare), and career guidance (e.g. importance of establishing my goals and following through). A listing of all responses is given in Appendix A, Question 13.

3.26 Mentees also reported that they have applied what they have learned and that it has made a difference. They have followed-up with networking contacts, used suggestions to achieve better results, become more confident in their abilities, become more proactive. A complete list of responses can be found in Appendix A, Question 14.

3.27 The challenge for the mentoring program as it moves forward in FY03 is to use these findings to increase the success level of a program perceived to have great value by its clients – Part II women. The paragraphs below highlight these success drivers and gives recommendations for improving the program.

3.28 Mentees identified the most valuable aspects of the mentoring relationship as the availability of unbiased, fresh and alternative perspectives. These included:

- The availability of a sounding board to get fresh or alternative perspectives on personal and professional issues and career direction in a more strategic manner
• The advice, guidance, support mechanism, and valuable insights provided by mentor, done informally and without pressure
• Practical suggestions and advice on how best to do things (e.g. how to handle work overload, how to manage the OPE process)
• The fact that mentor is outside of mentee’s unit makes it less threatening

3.29 Less useful aspects of mentoring relationship were also mentioned, including:
• Mentor is new to the Bank and thus not able to provide career development advice or help in understanding the culture of the Bank (yet still valuable for discussion on common issues or as a sounding board)
• Mentor is in a different part of the Bank (yet still valuable because of broad and extensive career)

Mentee’s suggestions for improving the Program
3.30 When asked what would make the learning process or relationship more worthwhile and effective, mentees consistently mentioned two items:
• to have a different type of mentor, who meets the criteria listed below, and
• to hold more frequent meetings with one’s assigned mentor and to engage in more interactions with other mentors and mentees.

3.31 Many mentees (45 per cent) felt that they were not matched well with their mentor and that a different mentor might be more helpful. They suggested that the criteria for a mentor should include:
• Mentor who is open to interaction and really interested in being a mentor
• Mentor who accepts responsibility for the relationship equal to the mentee
• Make sure mentor-mentee match fits the mentee’s specific needs
• Mentor needs to be higher level than mentee, “corporate and strategic”

3.32 Some mentees (26%) also requested more frequent, scheduled meetings with their own mentor and/or with the group of mentors and mentees. All responses are listed in Appendix A in Question 15.

Both mentors and mentees learned or benefited from mentoring
3.33 The benefits for mentors and mentees were mutual. Mentors reported that they learned about the work environment and issues of Part II women and the talent base of the Bank (88 percent), got a fresh perspective (31 percent), and obtained an opportunity to help others (25 percent). As noted above, 85% indicated that this was a worthwhile use of their time. They also responded with many suggestions for improvement which are covered below. The complete list is in Appendix B in Question 5.
The Workshops were rated positively, but could be improved

3.34 The workshops have an overall quality rating of 92 percent as indicated in Table 2. (based on ratings of “average”, “above average” or “high”). However, the small number of participants (N < 10 per workshop) limits the generalizability of these findings. Participants noted several aspects of the workshops deemed most significant or valuable

3.35 For the Orientation to mentoring, the mentees reported that it was most important to have both the mentor and mentee participating together. This created an excellent basis for starting the mentoring relationship. This is a significant lesson considering that some of the mentees are having difficulty in initiating the mentoring process. This was the only workshop in FY02 that involved mentors. Most of the mentor respondents (50%) did not attend the workshop. For the rest and those for whom mentoring was a first time activity, they found the workshop important in clarifying program objectives and the roles and responsibilities of mentors and mentees. The workshop could however be enhanced by facilitating greater interaction among the participants and allowing for a sharing of information of successful mentoring behaviors experiences and the impact mentoring can have on peoples’ career or personal growth.

3.36 For “Making the Most of your OPE”, those who attended reported that holding the workshop before the OPE process made it very practical and useful. It provided useful information on how to use the OPE as a planning, development and communication tool, and how to articulate ones accomplishment and achievements comfortably. Better preparation yielded better results. In other cases however, participants recommended that the workshop be “grounded on the reality” in the work place: the training is useful and will have impact if the manager is fully engaged in the OPE process.

3.37 The Self-Awareness Workshop provided very important learning tools for self knowledge. Most participants said they gained a better understanding of their strengths and weaknesses, working style, personality style and leadership style. About one third of those who did not attend pointed to the timing and the length of the workshop as prohibitive to their attendance.

3.38 The least useful of all the workshops appears to be Achieving Success Through Excellence – Tools for Success. Participants felt the workshop was too general and there was too much talking by the facilitator which limited interaction with the participants. A complete re-structuring of this workshop is appropriate. This should take into consideration the feedback from the respondents who could not participate due to the full-day length of the workshop and the timing within the fiscal calendar year.

ENSURING SUCCESS AND SUSTAINABILITY

3.39 The last area of focus of this study was a preliminary assessment and analysis of what would:
• enhance effectiveness in achieving program-specific objectives for both mentees and mentors;
• increase impact in achieving the intermediate goals of enhancing the “excellence, value, and competitiveness of Part II women”; and
• Ensure the longevity and sustainability of the program: the factors that are critical for enhancing the institutional value of the program.

The study developed answers to questions in these areas drawing extensively from the comments and recommendations made by the mentors and mentees.

3.40 Mentors reported that the goal the Bank is trying to achieve with this program is a very serious one - **mentoring is very important and should be taken more seriously.** Their recommendations focus on the need for institutional alignment. This program needs to be closely aligned with the other support systems or career oriented and professional development programs if it is to have real impact in using and enhancing human capital.

3.41 Mentor and Mentee recommendations are summarized below. Given the rich nature of the responses, Appendices F and G provide the original comments and recommendations made by mentees and mentors, respectively.

**Improving program effectiveness**

3.42 Mentors recommended that the program should do the following to increase its effectiveness:

• Provide mentors with the necessary learning and skills about mentoring for them to do a better job
• Play a more active role in all stages of the mentoring process – initiation, maintenance and exit.
• Provide a better match of mentors and mentees
• Convene periodic informal gatherings and sharing of lessons

3.43 Mentees also recommended that the program should:

• Play a more proactive role of program in all stages of mentoring process
• Continue learning workshops, make them shorter, and hold them with greater frequency throughout the year.
• Convene informal sessions for sharing lessons

**Ensuring impact and sustainability**

3.44 The overall message is that the program is too “liberal”, too “laissez-faire” and timid in its objectives and how it operates. It needs to follow-up to address institutional actions that should be taken relative to the mentees. Currently, it is not clear how proactive the program is going to be in taking action necessary to align the mentoring
with existing support systems or opportunities that could be used to support human capital use and the success of part II women. It is also not clear on the extent to which it could use the pool of mentors to help to address systemic issues affecting the success of Part II women for career mobility, equity in grade and pay, and other institutional goals. The following highlight the mentor comments and recommendations for improving the institutional alignment of the program include the following. Details of the comments can be found in Appendix G, Question 17.

- The institutional objectives of the program should be clearly aligned with the problem the Bank is trying to address and be action oriented.

- Integration with other support systems and recruitment and career development programs should be enhanced in very concrete ways.

- Mentoring should be institutionalized so that it seems less like lip service and more a real part of people’s work program.

3.45 Mentees also recommended that:

- The program should be linked to other HR initiatives and support systems in the Bank.

- It should provide incentives for mentors to enhance their commitment to the program and mentoring.
4. CONCLUSION

4.1 WBIEG concludes that the Part II Women’s Mentoring Program is a very important program with potentially great benefits to both mentees and mentors. Its benefits to the Bank could be greatly enhanced when the program is restructured taking into consideration the changes proposed by mentors and mentees outlined above and the findings of this formative evaluation.

4.2 Both mentees and mentors suggest that program effectiveness would improve when:

- The program plays a more active role in all stages of the mentoring relationship – initiation, maintenance and exit points;
- Mentors are provided with necessary skills and good practices;
- Extensive opportunities are provided for learning together and sharing of experiences and good practices among mentors and mentees and within mentors and mentees. These opportunities are also significant for solidifying the group and expanding networking for both mentees and mentors. They also provide a forum to resolve what is not working in the program.
- Workshops offered are of shorter duration and are done with increased frequency throughout the year.

4.3 A wide range of recommendations, especially from the mentors focus on ways to enhance program impact.

4.4 The corporate goals of the Bank are to value, harness, and treat with equity all human resources and make maximum use of the benefits associated with human resource diversity and differences for international development and poverty alleviation. The longer term goals of the diversity program (including the Part II Women’s Mentoring Program) are to support the Bank’s goal to: increase equity at entry (grade, pay, and assignment) into the Bank; to reduce the gap in pay and grade between Part II Women and other groups in the Bank; to improve career mobility; increase the number of Part II Women in the talent pool of the Bank; increase the rates of promotion from GE to GG to GH; improve the quality of work opportunities. As noted above, the intermediate objective of the Part II Women’s Mentoring program is to enhance excellence, this being perceived as a one critical step towards the attainment of these ultimate goals.

4.5 According to Bank senior staff who served as mentors, as it currently operates the program is too laissez-faire to have the impact it should on the Bank’s corporate goals for Part II women. Major restructuring of the program’s institutional linkages to other career development and support programs is needed to increase its value for the Bank. The following recommendations for restructuring the program should be considered by the
Diversity Unit and the Bank. They are based on recommendations from both mentors and mentees, and include recommendations by WBIEG based on this formative evaluation.

- Managers of mentee staff should be involved in the process. Only one third of the mentees had informed their managers of their involvement in the program, even though over two thirds noted that their manager’s support is important. Increased involvement of mentee managers, when deemed important and desirable by the mentee and mentor is likely to ensure time availability for participation in mentoring activities including workshops. Most importantly, it would also engage managers of the Bank in a more active way in addressing the Bank’s diversity goals.
- The program should be more institutionalized as part of the mentors real work program and results agreement. This would provide the incentive needed to make people feel more committed to the mentor-mentee relationship. A better understanding of the ultimate value of efforts directed at mentoring from a corporate point is very important for the investment of time and effort by mentors.
- In this regard, it is important that the program’s goals and objectives be clearly articulated for regular staff, new staff and consultants all with different types of needs.
- Increased efforts at matching mentors and mentees with due regard to the specific objectives of the mentees is most important. Thus mentees who need information on how to best leverage their technical skills are better matched with mentors from their work program area.
- Equally important is the fact that the program needs to be strategically linked with other institutional initiatives such as batch recruitment, learning programs to enhance untapped talent. HRVP needs to recognize the talent pool among the Part II Women, should inventory the skills on hand and match those skills with available opportunities and institutional needs, taking into consideration the importance of diversity in the Bank’s workforce and the need for full and proper use of untapped talent in the Bank.

It is recommended that the program team meet with the mentors and other senior staff of the Bank to address the above recommendations and develop a plan for re-aligning the Part II mentoring program with other HR programs to increase its impact for the corporate good.
APPENDIX A

Summary Analysis – Formative Mentee Evaluation
## Mentee Interviews for Formative Evaluations

### Part 1. Demographics

<table>
<thead>
<tr>
<th>1) Please tell us about yourself:</th>
<th>Statistics</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of years at Bank:</td>
<td>Min: 1</td>
<td>Max: 18</td>
</tr>
<tr>
<td></td>
<td>Mean: 6.73</td>
<td>Std. Error: 0.93</td>
</tr>
<tr>
<td>Age:</td>
<td>Min: 23</td>
<td>Max: 52</td>
</tr>
<tr>
<td></td>
<td>Max: 52</td>
<td>Mean: 40.58</td>
</tr>
<tr>
<td>Number of months you have been participating in this mentoring program:</td>
<td>Min: 0.5</td>
<td>Max: 5</td>
</tr>
</tbody>
</table>

### 2) Please tell us about your role in the organization:

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>GF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>ACTCO</td>
</tr>
<tr>
<td>Position/Title:</td>
<td>Accounting Officer</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>GG</td>
</tr>
<tr>
<td>Department:</td>
<td>SASRD</td>
</tr>
<tr>
<td>Position/Title:</td>
<td>Sr Economist</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>GG</td>
</tr>
<tr>
<td>Department:</td>
<td>PSAS</td>
</tr>
<tr>
<td>Position/Title:</td>
<td>Sr Investment Policy Officer</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>UC</td>
</tr>
<tr>
<td>Department:</td>
<td>OPCOS</td>
</tr>
<tr>
<td>Position/Title:</td>
<td>Consultant</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>GG</td>
</tr>
<tr>
<td>Department:</td>
<td>TUDTR</td>
</tr>
<tr>
<td>Position/Title:</td>
<td>Sr Economist</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>GG</td>
</tr>
<tr>
<td>Department:</td>
<td>FINCR</td>
</tr>
<tr>
<td>Position/Title</td>
<td>Grade Level</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Sr Economist</td>
<td>GF</td>
</tr>
<tr>
<td>Resource Manager Officer</td>
<td>GF</td>
</tr>
<tr>
<td>Information Officer</td>
<td>UC</td>
</tr>
<tr>
<td>Consultant</td>
<td>GG</td>
</tr>
<tr>
<td>Consultant</td>
<td>GF</td>
</tr>
<tr>
<td>Consultant</td>
<td>GF</td>
</tr>
<tr>
<td>Consultant</td>
<td>GG</td>
</tr>
<tr>
<td>Consultant</td>
<td>UC</td>
</tr>
</tbody>
</table>

Grade Level: GF, UC, GG
Department: WBIRO, DECDG, ECSSD, RDV, PSAPT, EXTC, TROPC, LEGOP, WBIKL, HDNED, SECPS, AFTQK, UC
### What is your nationality?

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>12.50%</td>
</tr>
<tr>
<td>Colombian</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Dominican</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Georgian</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Ghanaian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Indian</td>
<td>7</td>
<td>29.17%</td>
</tr>
<tr>
<td>Korean</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Lebanese</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Malawian</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Nationality</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Nigerian</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td>Peruvian</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Pole:</strong></td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td><strong>Salvadoran:</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Sri-Linkan:</strong></td>
<td>2</td>
<td>8.33%</td>
</tr>
<tr>
<td><strong>Sudanese:</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Trinidadian:</strong></td>
<td>2</td>
<td>8.33%</td>
</tr>
<tr>
<td><strong>Tunisian:</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Turk:</strong></td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Ugandan:</strong></td>
<td>1</td>
<td>4.17%</td>
</tr>
<tr>
<td><strong>Venezuelan:</strong></td>
<td>1</td>
<td>4.17%</td>
</tr>
</tbody>
</table>

### Part II. Goals, Objectives and Strategies for Mentoring

4) When you identified your mentoring needs, what were your goals (e.g., for career development, for increased work/life balance, for learning about the organizational culture, etc.)?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career guidance in general:</td>
<td>13</td>
<td>48.15%</td>
</tr>
<tr>
<td>Develop networking skills:</td>
<td>4</td>
<td>14.81%</td>
</tr>
<tr>
<td>Improve communication skills:</td>
<td>2</td>
<td>7.41%</td>
</tr>
<tr>
<td>Improve interpersonal behaviors/skills:</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Learn how to be more assertive:</td>
<td>2</td>
<td>7.41%</td>
</tr>
<tr>
<td>Networking opportunity:</td>
<td>14</td>
<td>51.85%</td>
</tr>
<tr>
<td>Career guidance in regard to new assignment opportunities:</td>
<td>14</td>
<td>51.85%</td>
</tr>
<tr>
<td>Career guidance in regard to permanent opportunities:</td>
<td>6</td>
<td>22.22%</td>
</tr>
<tr>
<td>Strengthen technical skills:</td>
<td>1</td>
<td>3.70%</td>
</tr>
<tr>
<td>Understand organizational culture:</td>
<td>12</td>
<td>44.44%</td>
</tr>
<tr>
<td>Work/life balance:</td>
<td>6</td>
<td>22.22%</td>
</tr>
<tr>
<td>Other:</td>
<td>8</td>
<td>29.63%</td>
</tr>
</tbody>
</table>

Opportunity to improve professional performance
- Get better understanding of my competitive advantage in the organization
- Get guidance on dealing with difficult interactions with team members
- Understand Operations work better
- How to get the most out of my professional life
- Engage with someone informally on macro goals of Bank
- Understand how to navigate organization

5) What are your expectations from participation in this program? What would success look like to you?

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to improve professional performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get better understanding of my competitive advantage in the organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get guidance on dealing with difficult interactions with team members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand Operations work better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to get the most out of my professional life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage with someone informally on macro goals of Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand how to navigate organization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exposure to fresh perspectives: | 14 | 51.85%
---|---|---
Help overcome challenges for Part II women: | 5 | 18.52%
Improve confidence/empowerment: | 2 | 7.41%
Share ideas/get guidance from mentor on regular basis: | 19 | 70.37%
Strengthen technical skills: | 0 | 0.00%
Improve network to increase career opportunities: | 19 | 70.37%
Open and frank two-way sharing of ideas/perspectives: | 8 | 29.63%
Personal development/better prepared for success in organization: | 14 | 51.85%
Understand work environment better: | 13 | 48.15%
Other: | 8 | 29.63%

- Have a career plan which is aligned with the direction the institution is going
- Maintain my interests and principles, but also get what is fair in terms of career development, payment and recognition
- Learn something that benefits you or your career
- Learn how to communicate better
- Possibility for discussing some of the organizational issues which have an impact on our careers
- Learn what's happening in Operations, particularly project finance

<table>
<thead>
<tr>
<th>6) In achieving these goals and meeting these expectations, what are some of the specific challenges you have to address?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need stronger advocacy at senior levels:</td>
<td>2</td>
<td>7.41%</td>
</tr>
<tr>
<td>Time availability:</td>
<td>16</td>
<td>59.26%</td>
</tr>
<tr>
<td>Adapt personal cultural norms without changing personality:</td>
<td>3</td>
<td>11.11%</td>
</tr>
<tr>
<td>Finding right mentor/mentee fit:</td>
<td>8</td>
<td>29.63%</td>
</tr>
<tr>
<td>Innovation - what one manager supports, another may not:</td>
<td>1</td>
<td>3.70%</td>
</tr>
<tr>
<td>Lack of career opportunities:</td>
<td>3</td>
<td>11.11%</td>
</tr>
<tr>
<td>Lack operational experience:</td>
<td>3</td>
<td>11.11%</td>
</tr>
<tr>
<td>Subjective selection process for positions:</td>
<td>8</td>
<td>29.63%</td>
</tr>
<tr>
<td>Disconnect in organization between what is said and actions taken:</td>
<td>4</td>
<td>14.81%</td>
</tr>
<tr>
<td>Managing stress:</td>
<td>1</td>
<td>3.70%</td>
</tr>
<tr>
<td>Managers not willing to take risk on people:</td>
<td>2</td>
<td>7.41%</td>
</tr>
<tr>
<td>Overcome own attitudes based on past experience:</td>
<td>1</td>
<td>3.70%</td>
</tr>
<tr>
<td>Other:</td>
<td>13</td>
<td>48.15%</td>
</tr>
</tbody>
</table>

- Reskilling issue is an institutional challenge - managers must be willing to take risk on people who have good skills but not strong experience to stimulate and challenge staff and make them more productive
- Lot of networking needed in matrix management structure and this doesn't come naturally
- Batch recruitment should be linked to mentoring program to pick up talent among the mentees
- Be more flexible in my thinking
- Whether this program stays responsive to our needs
- So many factors not related to the mentoring program
- Participation in a mentoring program is seen as a minus for the mentee but a plus for the mentor
- Getting your voice heard without being seen as complaining or a troublemaker
- Knowing what the obstacles for career growth are and how to avoid them
How to get the best from people of different cultures

Getting past own nature to achieve better results

7) In achieving these goals and meeting these expectations, what are some of the specific opportunities you have identified?

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get help identifying and preparing for career opportunities:</td>
<td>18</td>
<td>66.67%</td>
</tr>
<tr>
<td>Gain self-confidence:</td>
<td>6</td>
<td>22.22%</td>
</tr>
<tr>
<td>Learn from others’ experience how to succeed in organization:</td>
<td>21</td>
<td>77.78%</td>
</tr>
<tr>
<td>Understand self better so can improve interactions with others:</td>
<td>5</td>
<td>18.52%</td>
</tr>
<tr>
<td>Open mind to fresh perspectives:</td>
<td>14</td>
<td>51.85%</td>
</tr>
<tr>
<td>Overcome hierarchical nervousness:</td>
<td>2</td>
<td>7.41%</td>
</tr>
<tr>
<td>Network opportunity:</td>
<td>18</td>
<td>66.67%</td>
</tr>
<tr>
<td>Share ideas with others in program with similar issues:</td>
<td>4</td>
<td>14.81%</td>
</tr>
<tr>
<td>Improve professional performance:</td>
<td>13</td>
<td>48.15%</td>
</tr>
<tr>
<td>Other:</td>
<td>5</td>
<td>18.52%</td>
</tr>
</tbody>
</table>

Hopefully overcome obstacles to career growth

- Just to do the best I can
- With right mentor, can add to your knowledge base about Operational work
- Others are better able to point out your weaknesses and your competitive advantage
- Organizational change provides opportunities, but there are risks involved

8) Given your goals and expectations for the mentoring program, how do you feel you can best address these challenges and take advantage of these opportunities - what is an appropriate action plan for you within the mentoring framework?

- Hook up with someone I can trust and bounce ideas off outside of those I normally work with, who has similar values and is accessible (on maternity leave in the fall so more of a long-term goal)

Still working on it; need to be able to link it with core program of my department

- Attend career guidance seminars - Network with other people - Get career advice from mentor

- Use training opportunities to enhance interpersonal skills - Become more open - Change image in your mind and other people’s perception of you

- Get perspective of mentor on how best to navigate in the system - Maintain balance between being dedicated to the work and losing sense of balance with personal life

Mentor/mentee get to know each other well and get to point where both feel they can go to each other as sounding board and to get fresh perspective

Meet with someone who is more senior and who is removed from your day-to-day work to talk with them about your job and get their perspective and advice

First need to establish contact with mentor to begin building relationship

- Haven’t been able to contact mentor or participate in training events because of travel and can’t be out of work for a whole day

- Spend time with mentor - Network more

No real action plan - just an opportunity to get advice from someone who knows the organization and with whom I can discuss substantial things that are relevant to what I need

Focus is on finding job opportunities - currently on six-month extension of fixed term contract

No formal action plan - just looking for opportunity to get to know new people and improve professional performance

- Take opportunities to practice communication skills - Practice thinking differently (When I have a view, it is okay to speak up rather than just listen politely) - get advice from mentor on how to improve communication

- Get advice from my mentor who is from Operations on broader issues, but may need to seek advice from informal mentors in my field in regard to career opportunities
- Network - Be aware of work environment
- Wanted mentor who knew the Bank and could help me navigate there, but was assigned a senior woman who was new to the Bank; while the mentoring discussions are more superficial than originally hoped for, we are at the same point in our life experiences so I am using her as a sounding board - No formal action play; just sharing common experiences
- Immediate action item was to determine my next career move, but I've been able to do that without the help of this program - Engage with mentor
- Use what I have learned in the training programs to establish action plan
- Coaching from mentor to overcome lack of hope that I can make a difference - Mentor to help me understand what I can do in certain circumstances - Learn what types of skills will make me more successful
- Meet with mentor on regular basis so relationship could continue even if there weren't this program
- Keep in touch with mentor and update them on what's happening - Get guidance from mentor
- Meet with mentor regularly and talk on the phone and through emails - Agree with mentor on what want to achieve and what need to work on - Setting up concrete short-term goals
- Discuss concerns with mentor who can give insights into organizational realities - Work with program sponsors to obtain strong corporate advocacy at senior management level to give preference to Part II women for positions when they have the skills and qualifications for those positions
- Understand institutional constraints that have to do with work programs and the impact on my career growth/plans - get mentor's advice, based on her own experience, on how to determine a career plan which is feasible and realistic given the institutional constraints and the asymmetry of work programs which makes it impossible to compare people with similar roles and skills for promotion purposes
- No formal action plan, but have a good idea of how I want to use the mentoring experience
- Need to establish contact with mentor or get a new one

**Part III. Evaluation of Program Components**

<table>
<thead>
<tr>
<th>9) How many times have you met with your mentor?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:</td>
<td>5</td>
<td>19.23%</td>
</tr>
<tr>
<td>1:</td>
<td>8</td>
<td>30.77%</td>
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</tr>
<tr>
<td>3:</td>
<td>2</td>
<td>7.69%</td>
</tr>
<tr>
<td>More than 3:</td>
<td>8</td>
<td>30.77%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10) What plans have you established for meeting over the next 6 months?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable since haven't yet met</td>
</tr>
<tr>
<td>We try to meet once a month and exchange emails regularly</td>
</tr>
<tr>
<td>- Agreed to meet as and when required - Mentor is very good but has recently moved to a new region so is very busy</td>
</tr>
<tr>
<td>- Now feel prepared to establish that contact - Hope to meet on a once-a-month basis</td>
</tr>
<tr>
<td>Meet once a month and talk in between as needed</td>
</tr>
<tr>
<td>- Have plans to meet again later this week - Would like to meet on an informal basis, as and when the need arises, to get ideas on future job prospects and how best to handle the work</td>
</tr>
<tr>
<td>Try to meet once a month</td>
</tr>
<tr>
<td>- Have plans to meet again soon - When meet will set plan for next meeting</td>
</tr>
<tr>
<td>- No specific meeting plan, but will try to set up another meeting - Has been difficult to connect</td>
</tr>
<tr>
<td>No formal plan established - we have both been lax about this</td>
</tr>
<tr>
<td>Trying to meet or at least communicate through email once a month, depending on travel schedules</td>
</tr>
<tr>
<td>None Unsure how to have interaction if don't have specific questions to ask</td>
</tr>
<tr>
<td>Informal arrangement depending on availability and need</td>
</tr>
<tr>
<td>Meet regularly but be flexible in the timing</td>
</tr>
<tr>
<td>On an as needed basis which is fine</td>
</tr>
<tr>
<td>- Workload has made it hard to find the time, but will try to meet again before summer break - Would like to meet on a regular basis, at least once a month</td>
</tr>
<tr>
<td>No formal arrangement made</td>
</tr>
</tbody>
</table>
I will be away for the next six months (teaching and consulting) but will continue to communicate with my mentor through emails because I plan to come back.

Nothing yet.

Now feeling more prepared to contact my mentor so will do so next week.

No specific plan.

At least touch base once a month and raise questions by phone or email as needed.

Nothing planned.

Since first meeting, work and family issues have taken priority, but I now plan to re-establish contact.

- No formal arrangement - Mentor recently changed jobs so there has been bit of a lull.
- Current mentor has recently become a manager in the Africa region where there hasn't been a manager for several months, so I am working with the program sponsor to identify a new mentor for me.

Every 4-6 weeks.

11) How would you rate the degree to which your mentor has helped you achieve your objectives thus far?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Low:</td>
<td>4 18.18%</td>
</tr>
<tr>
<td>2:</td>
<td>4 18.18%</td>
</tr>
<tr>
<td>3:</td>
<td>5 22.73%</td>
</tr>
<tr>
<td>4:</td>
<td>6 27.27%</td>
</tr>
<tr>
<td>5 High:</td>
<td>3 13.64%</td>
</tr>
</tbody>
</table>

12) What aspects of the mentoring relationship have you found most valuable?

- Sounding board to get fresh perspectives.
- Mentor was very direct and open - Having a sounding board and someone to provide useful advice on my career.
- Having the benefit of someone else's experience to see how I can move from the resource management family into Operations.
- Mentor has provided advice on how to achieve goals and how to use the Bank's resources - Mentor uses own experiences in the Bank which are to the point and help them provide good advice.
- Could provide valuable insights into how best to navigate the organization, if right mentor.
- Mentor has a good attitude, is responsive, encourages contact, and the feedback provided has been of good quality.
- Should be having someone senior with good knowledge of the Bank to bounce ideas off of and benefit from their advice, without feeling threatened since they are outside of your unit.
- Provided a fresh perspective on my career direction so I've been able to be more strategic in my thinking about this.
- Not applicable since we haven't met yet.
- Not applicable since haven't met yet.
- Informality; no pressure - Provides support mechanism and helpful guidance.
- Someone to share ideas with and get fresh perspectives - Always helpful to know there is someone both the mentor and mentee can call and who will make the time to talk with you.
- Since mentor is in different unit, I feel free to seek help and advice - Mentor is very good communicator (both verbal and written), so she helps me with these skills.
- Even though mentor is in a different part of the Bank and has views about how best to manage my career which are not relevant to my line of work, she is a great person to have as a mentor because of her broad and extensive career.
- Get advice on career direction and opportunities.
- She is new to the Bank and is having the same kinds of issues I did which is reassuring.
- Got some information about the region my mentor works in.
- Nothing yet.
- Use mentor in practical way for suggestions and advice - Have learned a lot from a professional point of view.
- Having someone objective to talk to who will look at issues without a predisposed bias.
- Get advice on how best to do things, particularly how to handle an overload of assignments (it's hard to say no as a consultant, but accepting too many assignments can affect quality of output.)
- Having someone to run ideas past - Get strategic advice and longer-term thinking through how to manage my career - Getting advice on day-to-day decisions about the work - Share work experiences with someone in similar work

Not applicable since haven't met yet

- Having mentor available at crucial times such as OPE time, to bounce ideas off on how I can put forward my case most effectively to position myself against institutional constraints

- Opportunity to share experiences and knowledge with another lawyer outside of the normal work - Has provided useful guidance on some difficult personal and professional issues - Relationship is two-way exchange for both our benefits, very open and responsive - Mentor intervened to have mentee included in her department's training opportunity

NA

13) What are some of the most significant things you have learned so far as a result of the mentoring?

NA

- Different approaches for dealing with difficult situations - Exchange of knowledge on legal and judicial reforms

Only one meeting which raised my awareness but was not sufficient to produce learnings

Not applicable since haven't met yet

- What my personality and style are and how I impact on others - Learned I need to be proactive, even in the less comfortable situations; I can't wait for things to happen

Trying to understand how the Bank judges you as a consultant, trying to be responsive and sometimes overcommitting as a result

- That what I was experiencing in my work environment was real and not just of my making - I got guidance from my mentor before going on mission, in regard to what to expect and what to look for

- How to process a project in the best way

Nothing yet

No significant learnings yet

It's more of a sharing of perspectives

Gave good advice on whether I should stay where I am or move

Too soon to have had

- How to prepare a better performance evaluation - How to open up my thinking - How to slow down my talking to be more clear

Have only met once to get familiar with each other

- Learned about the culture of the Bank - Now understand better the relationships between managers and staff, and that some of the issues are actually my issues

Just how helpful it is to have someone you can exchange ideas with and get feedback

- Mentor doesn't have to be in your same field to be helpful - In terms of developing my career, I should think about leaving to get additional experience and then come back

NA

Not applicable since we haven't met yet

Nothing yet

- How to apply for a job in a way that addresses the managers concerns (what to highlight that will be attractive to the hiring manager) - Better understanding of the institution and the organizational culture - How to translate specialized skills to Operations

Not applicable since haven't met yet

- the importance of establishing steps to achieve my goals, and to follow through

- My mentor has introduced me to some people so I have been able to improve her network

- Find a good manager before you look for work content

- Helped me put a framework to a process I was doing - Helps me think of other ways to approach issues

14) Have you applied what you have learned? What are the results?

NA
I've been able to use their suggestions to achieve better results
Not yet
- I have followed up with some of the people I met as a result of the new networks formed
- Not yet
Not applicable since haven't met yet
I have used my mentor's advice in completing a job application (results not yet known)
Not applicable, since haven't learned anything yet
Not applicable since we haven't met yet
NA
Mostly I've received long-term strategic advice, but I have learned from it and feel I'm now on the right track
Not applicable
Have changed my approach and attitudes to cope
Not applicable
- My OPE was much better - I'm talking more clearly and concisely - My manager is gaining more confidence in my abilities so perhaps will give me more challenging assignments - I've learned I can speak softly but with authority and confidence - I'm learning to be more proactive
NA
Based on mentor's advice, I made the right career decision
Not applicable
NA
- Helped me to have more confidence and assurance that what I'm doing is fine
- I've regained confidence in my decisions and actions - I've found new, more successful ways to interact with my team members - As a result of the guidance before going on mission, I learned a great deal
- Am speaking up more, to the benefit of both me and my unit - My manager and other colleagues have noticed the change and appreciate my inputs
Not applicable since haven't met yet
Not applicable, given only met once and that was a familiarization session
I used her advice on a difficult situation which has now been resolved
NA

15) What would make the interaction and learning process or relationship more worthwhile or effective?
- For me, I think it would be best for me to have a managerial mentor so that I can learn how to deal with my hierarchical nervousness
Nothing - it's working very well
- Making it more personal - Frankness, openness and trust so can help the mentee constructively
Not applicable since haven't met yet
- If program could have some limited funds available for Part II women who identify a growth assignment that a manager wants them to do but they don't have funds for
- Use my mentor to learn what I can do to get the best out of the work experience and how he handled his career
Nothing specific
It is open and honest and just fine the way it is
- I'm not sure I have the right mentor match - Mentor must be open to be able to provide strong interaction, and be really interested to be a mentor
Mentor doesn't seem interested
- Making sure mentor/mentee matching fits the specific needs
- Meet more often - Might benefit by having mentor with broader Bank knowledge
- I have to work at it more to keep the relationship going
- Get better at networking - continue to work on my communication skills
- For my purposes, perhaps it would have been better if my mentor was in the same department rather than having been randomly matched
- More frequent interaction - Have mentors and mentees participate together in workshops on things like empowerment and the Bank’s culture
- Establish regular contact - Profile of mentor should fit with that of the mentee, and what he can provide should match what I hope to get from the relationship
- More time with my mentor - More interaction with other mentors and mentees

-Being given a mentor and then just calling them out of the blue seems a little too much like internet dating; would expect that the first contact could be facilitated in some way, even if just to be introduced in a group event

Not applicable since we haven’t met yet

- Having time to develop a good mentor relationship - Having a mentor who is more senior me - Having the mentor accept some responsibility for the relationship rather than leaving it entirely to the mentee - Having this work be included as part of their To see my mentor more to share ideas and use as a sounding board, rather than in response to a specific need
- More time - Having the right mentor fit, and not sure she has that (needs someone who is corporate and strategic)
- Mentors and mentees to come together to learn what’s learning and what’s not and to share ideas
- Meet more regularly - Set specific goals to work toward
- Important to establish trust so can be open and frank
- It might help my mentor to help me more if she was able to get feedback from my managers and colleagues on how I work and what issues arise in my day-to-day interactions from their perspective

Mentoring Training (Orientation to Mentoring Program)

16) To what degree was this workshop helpful in getting your mentoring relationship started? | Frequency | Percent
---|---|---
1 Low: | 1 | 5.26%
2: | 1 | 5.26%
3: | 3 | 15.79%
4: | 12 | 63.16%
5 High: | 2 | 10.53%

17) In what ways did the workshop help you? - What have you used from the workshop? - What has been the effect?

Not applicable since didn’t attend

- Understand objectives and roles of mentors and mentees - Wasn’t something to use with an effect, but rather helped clarify how the program works
- Meet other mentors and mentees and understand their roles and how mentors can help - Nothing really tangible by way of something could use out of the workshop

Not applicable since didn’t participate, due to other commitments

- Helped me pinpoint what I am looking for and what my expectations should be - Inspired me in the moment - Helped me think though how I might use a mentor
- How best to take advantage of this opportunity - Learning about other mentees’ and mentors’ concerns - Being aware that I’m not alone was motivating for me - Learned how to reach out to mentor and did so
- Learned from the mix of mentors and mentees - Learned why people are mentors and mentees and various ways to use the relationship - Learned the rules of the game (the

Not applicable since didn’t participate

Not applicable since wasn’t able to participate

- I discovered I need a mentor and how I could use them - Have been working with my mentor and now feel I’m on the right track

Didn’t get anything out of it that could be used - mostly intuitive advice

- Learned how to establish and maintain the mentor/mentee relationship - Was helpful to hear from three senior staff about their experiences and how they succeeded in the Bank, especially in regard to the cultural issues for Part II women (how to be more assertive without compromising your individuality and the value you bring because of your culture) - Learned it is okay to speak up and have become more confident of my contribution

- Helpful to know there is a group of people concerned about similar issues as you and to meet with them to share experiences
- Understand mentor and mentee roles - Manage expectations (you get from the program what you put into it) - Learned how to initiate contact with mentor and have done that - Set short-term goals, not too many, and know it's okay to adjust them as needed - Have agreed with my mentor on realistic goals

- Good to have mentors participate also - Helpful to know I'm not alone with my concerns and to see that mentors also are concerned about doing well with the mentor/mentee relationship

- Helpful to meet and hear from people with similar issues (gave me courage and encouragement) - Don't believe there is anything tangible that I have put to use from the workshop

- Was good to have mentor with me, hearing the same things and sharing views about how to establish the relationship

- Facilitators were helpful in putting the program into perspective - I feel less isolated in my concerns, knowing others share them

Not applicable since wasn't able to participate

Not applicable since didn't participate

- Opportunity to meet my mentor - Learned different reasons people need mentors (many of the mentees are consultants, some are new to the Bank, some have 15 years of experience, so need different approaches to address the different issues) - Nothing specific to use; it was more of a bonding experience, but it has helped me focus on what I might address with a mentor -

- Gave overview of what can expect as a mentor and mentee (the benefits and limitations) - Was good to have both mentors and mentees participate together - Helpful to learn from others who have done it

- Having mentors and mentees in the same room, hearing the same thing and therefore being on the same page - Opportunity to bond with people who have like issues - No specific learning - just demystified the process

Not applicable since didn't participate

- Informative, but would have been helpful to have mentor there - Have used the information provided, but have not reflected on its effect

- Met mentor there which I think was a helpful beginning to our relationship - Helpful to hear others and understand what their objectives are in the program - Not really learnings you could use or which would have an effect

Not applicable since didn't participate

18) What was not useful about the workshop? Was there something you wish had been covered that wasn't?

Nothing to suggest

- Was heavily mentee participation - Would have been more useful if my and other mentors had attended - there is no incentive for them to come and that's frustrating to mentees - Mentors need to understand their involvement in this program requires an investment of their time and a commitment to the mentee -

Nothing

No - it was well done

Nothing

The room where it was held had huge pillars in it, which was not conducive to sharing

Nothing

Nothing can think of

Nothing

- My mentor wasn't there and it would have been more useful if she had been

Nothing

- Advice and guidance provided was intuitive and common sensical - We had done something similar in our own department which was much more focused and useful because they did a teamworking exercise around it

- Would have been better if my mentor had been there - Too much time commitment for what was covered

- Since most of the mentees are new to the Bank or consultants looking for a permanent assignment, much of the presentation and discussion was not relevant to my situation (perhaps should consider grouping mentees according to needs/concerns)

Nothing

Nothing

- At the workshop, I recommended that we use the informal networks which already exist to sound out ideas, but I'm not sure if this has been followed up on

Making the Most of Your OPE Discussion
19) To what degree did this workshop help you meet your stated mentoring objectives?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low:</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>2:</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>3:</td>
<td>2</td>
<td>20.00%</td>
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<tr>
<td>4:</td>
<td>6</td>
<td>60.00%</td>
</tr>
<tr>
<td>High:</td>
<td>2</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

20) In what ways did the workshop help you? What have you used? What has been the effect?

- Was useful in helping me think through what I wanted to present about my accomplishments and how best to do that
- Presenter was good and gave a lot of good suggestions for doing your OPE and getting the most out of the process, but it was too optimistic when applied to the reality
- Not applicable since didn't attend, due to it being too long to commit the time
- Not applicable since didn't participate
- Not applicable since didn't participate due to timing and length of course
- Was first time doing OPE so learned what to do and how to use it as a planning, development and communication tool with manager
- As a result of this training, I gave careful thought to what to put in my self-evaluation and what would help me in the coming year
- Because my thoughts were organized, I was able to talk to my manager in the short space of time allowed
- Not applicable since didn't participate
- Not applicable since wasn't able to participate
- Not applicable since didn't participate
- Not applicable since didn't participate - the IFC does not use the OPE
- Learned importance of being specific and concise and how to articulate my achievements - The OPE conversation with my manager was minimal, so the workshop was most helpful in knowing how to best present my accomplishments in writing
- Learned how to formulate OPE and importance of tying your accomplishments to the bigger picture - Gave tips on how to conduct yourself in the conversation with your manager and how to be less modest about your contributions to the work of the unit - The overall effect depends a lot on the manager - Was candid and fresh and hands-on
- Helped me realize its importance and how to use it effectively - I used the meeting with my manager to understand their expectations and get their feedback - I have a better OPE and refer back to it as a reminder
- Role plays were helpful (in one role play, I became very defensive and the facilitator was really helpful) - Since this was my first OPE, it was helpful to know that it's a record that stays in the Bank and is referred to when managers are considering you for vacancies in the future - Helped me have a better conversation with my manager; because I was prepared, I didn't get defensive
- Not applicable since didn't participate
- Not applicable since didn't participate
- Not applicable since wasn't able to participate
- Better prepared for OPE which had positive results for me - Manager raised issues that had nothing to do with my OPE, but I was able to deal with it
- Not applicable since didn't participate
- Not applicable since didn't participate
- Brought home how important the process is (previously just took it as a bureaucratic process) - Learned that being proactive in the process could have positive outcome and it did - Had good discussion with manager this year
- Not applicable since didn't participate
- Not applicable since didn't participate
- Not applicable since didn't participate - timing of workshop inconvenient
- Provided helpful advice on how to prepare for your OPE - Helped me understand how you can talk about the work you do without feeling like you're bragging - Role plays were very helpful - Result was OPE went well this year

21) What was not useful about the workshop? Was there something you wish had been covered that wasn't?
- Provide guidance on what to do if you and your manager simply disagree on how you've performed; what is your recourse - Be sure that advice being given is based in reality - Some things didn't apply
Nothing
Nothing - it was a good exercise and fun
Nothing
Nothing
Be realistic since each manager's skill and commitment to the process is different
Nothing
- Would be helpful to have more scenarios for the role plays (for instance, what to do when manager just asks what you think and lets you do all the talking without giving his inputs - I wasn't prepared for that)
Not applicable since didn't participate due to timing and length of course
- Problem was suggestions were not grounded in reality (they were too optimistic on the side of the managers) - Managers should be there to understand what's expected of them (the suggestions only work if both parties understand how to use the tool effectively, and I haven't had a manager yet who uses the tool the way it is intended, according to the facilitator)
- Just be sure it's grounded in reality (this year my manager paid no attention to the OPE - you can have the best training session, but if the manager doesn't engage, the impact is limited)

Achieving Success Through Excellence - Self Awareness

22) To what degree did this workshop help you meet your stated mentoring objectives?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>1 Low:</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>2:</td>
<td>0 0.00%</td>
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<tr>
<td>3:</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>4:</td>
<td>3 42.86%</td>
</tr>
<tr>
<td>5 High:</td>
<td>4 57.14%</td>
</tr>
</tbody>
</table>

23) In what ways did the workshop help you? What have you used? What has been the effect?

Not applicable since didn't participate
Not applicable since didn't participate
Not applicable since didn't participate due to timing and the length of the seminar
Not applicable since didn't attend, due to it being too long to commit the time
Not applicable since didn't participate, due to timing and length of workshop
Not applicable since didn't participate due to timing and length of course
Impossible to attend a full day training session - Not applicable since didn't participate
Not applicable since didn't participate
Not applicable since didn't participate, due to too much time commitment
- Understand myself, my strengths and weaknesses - Learned that I tend to avoid difficult situations - Awareness is first step to change - As a result, I have thought about how I approach difficult situations and am trying to change
Not applicable since didn't participate due to time availability, length of course and it covers mostly soft skills
Not applicable since didn't participate
Not applicable since didn't participate
- It was helpful to learn about my type and working style and how it has an impact on others - Increased my awareness and my openness to others' thinking (I'm more willing to accept others' views but still make decisions) - It has had an impact on how I work with others and consider their inputs
Not applicable since didn't participate
- Helped identify my strengths and weaknesses and how we perceived and are perceived by others - Gave some sense of what qualities are appreciated in the Bank and how you can achieve them - Have been trying to focus on things I should work on but it is challenging
- MBTI and Learning Style Inventory were very helpful; I gave it to people in my unit to evaluate me and it was helpful to get their feedback - Useful to understand who you are and how you impact others - Used the tool in the whole department and was able to share what I had learned in this workshop with them
- Really hands-on - Provided information I didn't have before about my personality type, the way I work and areas I might need to work on - Helped me identify an action plan and provided reading material to help - Provided good environment for peer sharing which was very helpful - I learned that I am passive and not vocal when I should be, and gave me confidence to speak up - It was a shock in a positive way; it made me feel a part of the process and included

- Got a lot out of this; learned about my style and my leadership style and how it affects others in the workplace - Learned how I make decisions and how I should be more proactive in working toward outcomes I want (I was risk averse and cautious) - Gave tips on how to be more assertive - I've been putting all of the above to use for the good of my work and the unit

- Understand myself better - Understand my leadership style better - Better able to understand how my leadership style affects others

- One mentee dominated the discussion - In completing the MBTI instrument, I answered some questions with behaviors in my personal life and some with behaviors in my professional life which are different and, as a result, the summary report was not always relevant to my professional life and not a useful learning tool

- Not all MBTI results could be evaluated for each individual, understandably - I would benefit from having a coach to help me review and understand my results

- One mentee dominated the discussion, so others were not drawn out

- One day wasn't enough to cover the material and do it justice

25) To what degree did this workshop help you meet your stated mentoring objectives?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low:</td>
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<td>22.22%</td>
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<tr>
<td>2:</td>
<td>0</td>
<td>0.00%</td>
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<td>3:</td>
<td>3</td>
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</tr>
<tr>
<td>4:</td>
<td>3</td>
<td>33.33%</td>
</tr>
<tr>
<td>High:</td>
<td>1</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

26) In what ways did the workshop help you? What have you used? What has been the effect?
27) What was not useful about the workshop? Was there something you wish had been covered that wasn't?

- Didn't feel like it was worthwhile use of time
- Course content was not clear up front, so my expectations were not met - Role plays were not pertinent to my work - Too much time spent on role plays, so didn't cover other material well - Didn't really cover
- Too much talking by facilitator; I prefer the interaction with other participants
- Was somewhat duplicative of other learnings
- Was too general - Had been told Module 2 would build on the work done in Module 1 so my expectations were different than what the workshop provided - Was good information, but not a good use of a full day

Nothing

Nothing to suggest

Nothing specific to suggest

Nothing

PART IV. Linkages/Institutional Support Systems
28) Do the things you are learning from your mentor and the training provided in the mentoring program help address performance issues which have been identified by your manager and your colleagues? In what way?

No - my manager hasn't engaged in the performance process this year yet
Not so far
No performance issues have been raised in my performance evaluation
- It has improved my interpersonal skills - It helped me think through with my manager my areas for development
- I'm trying to address my attitude issues
Not yet
No, since my manager didn't raise any performance issues. My development plan was around what I wanted to do in the coming year, not around how I do my work
No
Not applicable since haven't yet engaged in the program
Not really since as a consultant I don't do a performance evaluation, but the program has helped me strategize where I want to be and how best to get there so I now feel I'm on a career path. It's great to have a program like this.
Up to this point, I have not used the mentoring program to address performance issues
Has helped me to refocus my work and my attitude about how I can best perform
No
- I'm learning to address some of my communications issues
This was my first OPE so there really were none, but the OPE training helped me with writing the OPE and in having a more meaningful, less stressful, meeting with my manager
Not applicable since doesn't do a performance evaluation
Performance issues I thought I had did not come out when I did the LSI with my colleagues, so that was reassuring
Yes, but mostly they were things I had already identified and was aware of
I haven't yet had a performance evaluation discussion this year, but I have learned to be more engaged and am doing that
- Nothing in my OPE about performance issues - Manager raised some perception issues which I was able to deal with better with the help of the mentoring program - Program gave me confidence to deal with this better
Have not yet had a performance evaluation
As a consultant, I don't do a performance evaluation
Yes - I'm being more proactive with my thinking and my actions, speaking up and thinking out of the box
Not really, but participation in the Steering Group and the peer learning have helped give me confidence. Knowing that when I speak up I'm not just speaking for myself and that there is a commonality of concerns and solutions for a group of people helps me.
No
Mentor relationship has really helped me improve my understanding of the culture of the organization and, through that, my interactions with others
Yes - have learned that when you want something or have something to say, you need to speak up instead of just listening (it's important to give people a chance to talk and listen to what they have to say, but it's also important for you to speak up)

29) Have you let your current manager know that you are participating in the mentoring program?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes:</td>
<td>9</td>
</tr>
<tr>
<td>No:</td>
<td>18</td>
</tr>
</tbody>
</table>

30) How important is your manager's support to you?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Low:</td>
<td>4</td>
</tr>
<tr>
<td>2:</td>
<td>3</td>
</tr>
<tr>
<td>3:</td>
<td>7</td>
</tr>
<tr>
<td>4:</td>
<td>3</td>
</tr>
<tr>
<td>5 High:</td>
<td>7</td>
</tr>
</tbody>
</table>
### 31) Overall, to what degree has your participation:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengthened your technical knowledge?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Low:</td>
<td>5</td>
<td>18.52%</td>
</tr>
<tr>
<td>2:</td>
<td>2</td>
<td>7.41%</td>
</tr>
<tr>
<td>3:</td>
<td>2</td>
<td>7.41%</td>
</tr>
<tr>
<td>4:</td>
<td>1</td>
<td>3.70%</td>
</tr>
<tr>
<td>5 High:</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>N/A:</td>
<td>17</td>
<td>62.96%</td>
</tr>
</tbody>
</table>

| **Strengthened your understanding of organizational culture?** |           |         |
| 1 Low:               | 2         | 7.41%   |
| 2:                   | 0         | 0.00%   |
| 3:                   | 8         | 29.63%  |
| 4:                   | 6         | 22.22%  |
| 5 High:              | 7         | 25.93%  |
| N/A:                 | 4         | 14.81%  |

| **Enhanced your interpersonal behaviors/skills?** |           |         |
| 1 Low:               | 1         | 3.70%   |
| 2:                   | 0         | 0.00%   |
| 3:                   | 8         | 29.63%  |
| 4:                   | 7         | 25.93%  |
| 5 High:              | 4         | 14.81%  |
| N/A:                 | 7         | 25.93%  |

| **Assisted you in your career planning?** |           |         |
| 1 Low:               | 3         | 11.11%  |
| 2:                   | 2         | 7.41%   |
| 3:                   | 4         | 14.81%  |
| 4:                   | 9         | 33.33%  |
| 5 High:              | 3         | 11.11%  |
| N/A:                 | 6         | 22.22%  |

### 32) How do you think the program might be strengthened to meet your expectations?

- I know it's the mentee's responsibility to initiate the mentor relationship, but follow up is needed after assigning a mentor to see what's happening (be more sensitive to cultural issues - not enough to just advise the mentee to keep calling; sometimes an intervention is needed by someone from the program to help establish initial contact). Even this intervention being done as part of the survey is helpful, but should be done when first establishing the mentor/mentee relationship - Better to offer workshops more often and shorter sessions - Really like the program and hope it will continue (great to bring together people with similar issues to encourage each other and provide support for improving productivity)

- Shorter workshops

- More get-togethers with peers to share what's working and what's not - More get-togethers with mix of peers and mentors to work together on concrete solutions to address the institutional issues and close the gaps - More sessions giving specific pointers on career growth

- Sharing ideas with other mentors and mentees about what's working - Making sure people are aware of this program - Interact with Networks to open access and so demystify learning parts on technical side - Have small amount of funds available for mentees who identify professional growth assignments with managers who don't have funds but have good work to do (could be this is available through Networks) - Need more advance notice for training workshops and have them listed in the on-line training catalog so can plan to be there

- Hold workshops more regularly and with more advance notice - also watch timing issues (hard to attend full day sessions at certain times of the year)
- I have had to spend my time looking for another assignment so haven't been able to engage as I should - now am on a 6 month assignment so hope to take better advantage of this opportunity - Perhaps would get more from it if my mentor was in my field - Bring mentors and mentees together to see what they have learned so far - Set up website so participants could share experiences on-line

- Greater scope for changing your mentor if you need to - After mentor is assigned, should have immediate follow-up to see how things are going (6 months after is too late) - OPE training should be done at end of the CY rather than just before you have to do it, so you can give it some thought and that time of year you have more time - also should be offered 2-3 times

- Would still like to have a mentor who is experienced in the Bank for networking purposes, but I don't want to lose my current mentor - Continue learning programs and include sessions with senior women in the Bank to hear their real life situations and how they have dealt with them

- Need advance notice of course offerings - Would be helpful and easier to establish goals within the program if could know what the overall training program is so can plan attendance

- More resources to offer programs more often - One-on-one coaching might be helpful to get mentoring relationship started, and also to follow up with you after the workshops to see how you can apply what you have learned

- Should link the mentoring program with recruitment so you catch people as they join since that is when they have more time to devote and when they can get the most out of it - Timing of training workshops is important (April-June is really difficult because of workload issues and, of course, whole training during these times is impossible) - Matching of mentors must be done more carefully; my situation is great, but I hear from a number of others that theirs is not and they won't stay with it if the mentor/mentee relationship isn't working - Getting the word out of the program's existence and its benefits

Informal and shorter training opportunities

- Mentor should be in Operations, perhaps someone within your Region so meeting regularly becomes easier whose perspective you don't normally get but would be helpful in your work - Mentor should have shared responsibility for the relationship (should encourage and motivate you) rather than leaving it entirely to the mentee - Mentor match should be with someone at a level higher than you (in terms of age and professional experience) - If Bank is serious about this program, it should be budgeted time that can be charged against mentoring and reflected in the OPE as part of their work program (needs to be some incentive so that it is considered relevant to your work and your performance)

Shorter workshops which are held at least stressful times of the year

- Put same care and concern that is going into the workshops into the matching of mentors - Be more sensitive to timing issues of workshops and do them as two half-days instead of one whole day wherever possible

- Need institutional incentives for mentors (include it in their work program and as part of their OPE) - More informal networking opportunities - Web based interaction on what's working or not - Sharing experiences

- Manage the expectations both for the mentors and mentees, but also for the program sponsors (it's just an opportunity to hook up with others but will not solve your problems and move your career forward - individuals will get out of it what they put into it, and there are too many external forces over which you have no control) - Lot of the talk is negative; doors are open to women more than they have ever been but women sometimes make personal choices - a lot of people are disillusioned and think this program will turn their experience around, but it won't and that will only lead to more disillusionment - Set clear goals for the program so expectations are managed - the needs of those participating are so different that this is hard to do but important

- Diversity message isn't getting through to many of the managers - Mentors need incentive since they are so busy (their managers aren't aware they're doing this work; it's not part of their OPE or in their work program, so it's not valued) - Workshops scheduled more regularly and not full day where it's possible

Mentors and mentees get together to share ideas about what's working and what's not

- Facilitate first meeting with mentor, at least an introduction even if just in a social gathering; just being matched and then calling them out of the blue seems too much like internet dating - Shorter workshop sessions (hard to attend a whole day training session when it's not technical training you need for your job)

More time with other mentors and mentees in informal gatherings

- Better matching of mentor/mentee so that the profile of the mentor is comparable to that of the mentee and they are able to offer the kind of advice and guidance that suits the goals of the mentee in the program - Shorter workshops focused on more practical applications relative to the work rather than just on the soft skills - May wish to consider offering something like is offered by other companies in their leadership training where they deal with the practical issues of leadership for women in the workplace (GE, Johnson & Johnson, etc.)

- Know it would be hard to do, but would be great to go off for 2-3 days together and do the workshops all together - Mentors and mentees participate in workshops together - Conduct surveys like this on a regular basis to touch base and keep the program relevant - Give the mentoring program more muscle in the Bank and with managers (in the private sector, your mentor was not only a sounding board, but also had an impact on your career)

- Shorter workshops (at this point, given my workload, can't even bring myself to ask my manager for a whole day off for training which doesn't enhance my technical skills) - Brochure for registering in the program should be more specific so that it is more helpful in the assignment of appropriate mentors - Strengthen my engagement with my mentor

- Wish program had been in place from the beginning of my assignment - More networking opportunities - Mentor matching could be more personalized so you have a closer background with your mentor - Link it with batch recruiting
- More informal sessions with women leaders - Institutional support for the program - Circulate information to make managers aware of the program
- More opportunities for mentors and mentees to get together informally to discuss what's working and what's not - Make sure training is practical rather than too theoretical

### 33) What additional activities would help you most in achieving your goals and objectives?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>No specific suggestions</td>
<td></td>
</tr>
<tr>
<td>Milestone meetings with mentors and mentees to discuss and solidify goals</td>
<td></td>
</tr>
<tr>
<td>Mentors and mentees come back together to learn what is working or not</td>
<td>Learn about the culture in real practical terms/what are the motives behind people who make the decisions and bring these people in to talk to the group</td>
</tr>
<tr>
<td>Any additional activities where can network with other mentors and mentees</td>
<td></td>
</tr>
<tr>
<td>Sessions with senior women in the Bank to learn of their experiences</td>
<td></td>
</tr>
<tr>
<td>Occasional get-together of mentors and mentees in informal way to share experiences</td>
<td>More sessions like those done with senior women (should consider planned seating so people who already know each other or are from the same unit don't sit together)</td>
</tr>
<tr>
<td>Leadership skills training that addresses specific traits of Part II women</td>
<td>How to network effectively - Informal gatherings with mentors and mentees</td>
</tr>
<tr>
<td>More lunch hour discussions</td>
<td></td>
</tr>
<tr>
<td>Follow-up activities to practice what we've learned in the workshops</td>
<td>Networking activities - Informal get-together with mentors and mentees to see what's working or not</td>
</tr>
<tr>
<td>Workshops/brown bag lunches with women leaders to discuss leadership issues</td>
<td>Workshop on networking techniques (both formal and informal mentoring, etc.)</td>
</tr>
<tr>
<td>Additional networking opportunities with broader group</td>
<td></td>
</tr>
<tr>
<td>More networking activities</td>
<td></td>
</tr>
<tr>
<td>Informal meeting with mentees re. what's working and what's not (some parts should also be with mentors)</td>
<td></td>
</tr>
<tr>
<td>Specialized workshop focused on 1-2 issues (not full days)</td>
<td>Networking techniques</td>
</tr>
<tr>
<td>Training specifically on Bank culture (how does it work; what are the rules of the game; what do managers consider important; what is valued (know the techniques, but how do you apply them effectively)</td>
<td></td>
</tr>
<tr>
<td>Reschedule self-awareness and tools modules, perhaps not as full day sessions, so I can attend</td>
<td></td>
</tr>
<tr>
<td>Career and network technique workshop</td>
<td></td>
</tr>
<tr>
<td>More informal lunch sessions - Mentors and mentees come together occasionally (once every three or six months)</td>
<td></td>
</tr>
<tr>
<td>More sessions with successful women in different areas of the Bank sharing their experiences - could be brown bag lunches</td>
<td></td>
</tr>
</tbody>
</table>
Mentor Interviews for Formative Evaluation

Number of Respondents = 16

Thursday, June 27, 2002

PART I. Evaluation of Program Components

1) How many times have you met with your mentee?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>1</td>
<td>31.25%</td>
</tr>
<tr>
<td>2</td>
<td>25.00%</td>
</tr>
<tr>
<td>3</td>
<td>6.25%</td>
</tr>
<tr>
<td>More than 3</td>
<td>37.50%</td>
</tr>
</tbody>
</table>

2) What plans have you established for meeting over the next 6 months?

- Goal has been once a month with phone calls/emails as needed - mentee going on maternity leave in fall so will not meet much in next 6 months
- I've encouraged her to call whenever she has questions or needs to meet
- On as-needed basis, at request of mentee
- Once a month, with calls and emails as needed
- Offered to meet once a month but I expect it will be less frequent
- No formal arrangement - have encouraged her to call but she hasn't lately
- Informal arrangement
- No set arrangement, but open, including emails and phone calls for advice as needed
- Informal arrangement - thought we would stay in touch since we're in the same region but I haven't seen her at all
- No plan
- I've encouraged her to call me whenever she needs to talk
- Intent to meet once a month, but mentee travels a lot, and I'm in the I building so physical difference is an issue
- No formal plan
- Has been more ad hoc than would like - will work with mentee on once a month
- No formal plan, but agreed to meet again
- No formal plan - as needed by mentee

3) To what degree do you have a clear understanding of the personal objectives of your mentee in this program and the challenges they face?
### 4) Have you worked with your mentee to develop an action plan to meet their objectives?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes:</td>
<td>5</td>
</tr>
<tr>
<td>No:</td>
<td>11</td>
</tr>
</tbody>
</table>

### 5) What aspects of the mentoring relationship have you found most valuable?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping staff manage their career and family balance:</td>
<td>9</td>
</tr>
<tr>
<td>Contributing to making Bank better place to work:</td>
<td>2</td>
</tr>
<tr>
<td>Gives you different perspective than you get in your work:</td>
<td>6</td>
</tr>
<tr>
<td>Helping more junior staff/sounding board for their ideas:</td>
<td>5</td>
</tr>
<tr>
<td>Working with good people you didn't know/break in daily routine:</td>
<td>6</td>
</tr>
<tr>
<td>Understanding the issues staff face:</td>
<td>5</td>
</tr>
<tr>
<td>Providing mentees with objective support:</td>
<td>7</td>
</tr>
<tr>
<td>Other:</td>
<td>5</td>
</tr>
</tbody>
</table>

So far hasn't been of much value
Ours is more a relationship of equals so the learning is two-way
Help someone new to the Bank understand the Bank's culture
Sharing my knowledge of the Bank and how it works
Appreciating the cultural diversity of the organization

### 6) What aspects of the mentorship relationship are not working?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping consultant mentees find jobs/complicated issues involved:</td>
<td>1</td>
</tr>
<tr>
<td>Discipline required to meet regularly/time and scheduling issues:</td>
<td>3</td>
</tr>
<tr>
<td>Not hearing from mentee:</td>
<td>4</td>
</tr>
<tr>
<td>Other:</td>
<td>6</td>
</tr>
</tbody>
</table>

Diminishing return curve - not sure when you stop adding value
Haven't heard from her whether she has been successful in getting new assignment
Mentoring shouldn't just be about helping someone find a job
Mentee just wants a job
Mentee focused on one development issue raised by manager rather than the bigger picture for her career
Her needs and my value-add are not matched

### 7) What would make the interaction and learning process or relationship more worthwhile or effective?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Better matching of mentee's needs with mentor's strengths: 5 33.33%
Understanding mentor role better and specific needs of mentee: 1 6.67%
Establishing regular contact: 7 46.67%
Facilitation of initial contact: 0 0.00%
Mentoring to become second nature/all staff feel responsible for mentoring new people: 2 13.33%
Other: 5 33.33%
Nothing specific - mentee is setting the pace
Perhaps having timebound action plan
Having a specific game plan
Perhaps having two mentors who occasionally meet together with mentee to slow rate of diminishing return
Mentoring should be institutionalized and built into work programs

Mentoring Training (Orientation to Mentoring Program)

8) To what degree was this workshop helpful to you in your role as mentor?  

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Low</td>
<td>1</td>
<td>12.50%</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>50.00%</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>37.50%</td>
</tr>
<tr>
<td>5 High</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

9) In what ways did the workshop help you? What have you used from the workshop? What has been the effect?

I have been a mentor before, so I didn't take away much from it that I didn't already know in terms of what the mentor's role is
Not applicable since was not able to attend
Not applicable since wasn't able to attend
- Helped clarify what mentor should and should not be expected to do and other resources available where mentoring shouldn't be done
- Understand mentoring relationship and agreement contract - Helpful to hear what mentees expect and questions other mentors have
- Imparted a lot of information about the program and the role of the mentor and mentee - Well presented
Not applicable since wasn’t able to attend
Not applicable since didn't attend
Not applicable because didn't attend
Not really things to use
- Understand objectives of the program - Understand what can and can't be achieved under this kind of program
Not applicable since didn't attend - have attended such sessions for another mentoring program however
Clarified roles and objectives of program - mostly intuitive
Not applicable since wasn’t able to attend - would be interested to attend if it's offered again
Not applicable since was on mission and not able to attend

10) What was not useful about the workshop?
11) Was there something you wish had been covered that wasn't?

No
No
No

- Mentoring is very important and should be taken seriously, so should be more motivational and give more on the concept and the behaviors of being a mentor - Should use success stories from other mentoring programs to demonstrate what good mentoring looks like and how it can have an impact on people's careers, work/life balance, etc.

- Success stories from other mentoring efforts so could get a sense of what has worked in the past and learn from it

No

- Learnings from other mentoring initiatives and what mentoring efforts have been successful

12) Is there additional training which might be useful for you in your role as mentor?  

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: 5</td>
<td>50.00%</td>
</tr>
<tr>
<td>No: 5</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

PART II. Recommendations for Strengthening the Mentoring Program

13) Although this mentoring program has only been existence for 5 months, how would you rate your experience thus far?  

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Low: 4</td>
<td>25.00%</td>
</tr>
<tr>
<td>2: 0</td>
<td>0.00%</td>
</tr>
<tr>
<td>3: 8</td>
<td>50.00%</td>
</tr>
<tr>
<td>4: 3</td>
<td>18.75%</td>
</tr>
<tr>
<td>5 High: 1</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

14) To what degree have you benefited from being a mentor?  

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Low: 4</td>
<td>25.00%</td>
</tr>
<tr>
<td>2: 0</td>
<td>0.00%</td>
</tr>
<tr>
<td>3: 3</td>
<td>18.75%</td>
</tr>
<tr>
<td>4: 7</td>
<td>43.75%</td>
</tr>
<tr>
<td>5 High: 2</td>
<td>12.50%</td>
</tr>
</tbody>
</table>

15) What have you learned?  

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better understanding of Part II women's issues:</td>
<td>4</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>How much easier it is to advocate for others than it is for myself:</td>
<td>0</td>
</tr>
<tr>
<td>Need to understand family constraints before can offer career advice:</td>
<td>1</td>
</tr>
<tr>
<td>Enhanced my listening and communication skills:</td>
<td>2</td>
</tr>
<tr>
<td>Getting fresh perspective:</td>
<td>4</td>
</tr>
<tr>
<td>Learned about someone else's work environment/issuies:</td>
<td>9</td>
</tr>
<tr>
<td>It would have been helpful to have program like this when I joined:</td>
<td>1</td>
</tr>
<tr>
<td>Other:</td>
<td>8</td>
</tr>
</tbody>
</table>

| I feel unprepared for this role |  |
| Importance of having someone to provide objective viewpoint |  |
| Complications of helping someone find a job in the Bank |  |
| Get fresh perspective when working with newcomers |  |
| Mentee has also been able to help me |  |
| Importance of helping someone and being involved outside of work program |  |
| Lot of talent and excellence in the Bank |  |
| Useful to focus on someone else's career development |  |

**16) To what degree is the investment of your time in this program worthwhile?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Low:</td>
<td>2 13.33%</td>
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<td>2:</td>
<td>1 6.67%</td>
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<td>3:</td>
<td>0 0.00%</td>
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<tr>
<td>4:</td>
<td>8 53.33%</td>
</tr>
<tr>
<td>5 High:</td>
<td>4 26.67%</td>
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**17) How do you think the program might be strengthened?**

- **Should be more institutionalized** so that it seems less like lip service and more a real part of people's formal work program; this would provide added incentive needed to make people feel more committed to the relationship (both mentors and mentees) - All new staff need this kind of program to shorten their learning curve, but there needs to be more follow-up to be sure it's working - Needs regular follow-up (perhaps occasional meetings to share experiences) - Perhaps the organization should invest in the most successful mentors and send them to professional training to enhance their mentoring skills to build a base of learning, if the organization is serious about the importance of mentoring

- **Provide mentors with structured steps to go through in helping someone/coaching support** - Opportunity for mentors to come together to exchange experiences and learn from best practice mentors

- **Be clear about objectives of the program** (hard to measure the value of investment of your time when it's not in your work plan and you don't know what the institutional objectives of the program are) - All these types of support systems need to be better integrated (for instance, my mentee has a lot to offer in a field for which we are actively recruiting externally and yet she's in a position which doesn't utilize those skills and is finding it difficult to find an appropriate position - the institution needs to shoulder this effort more) - Human Resources broadly should inventory the skills on hand across the institution so that it knows what talent exists and be matching those skills with available opportunities and institutional needs taking into consideration the importance of diversity in our workforce (one mentoring program as a stand-alone cannot do this, nor should it be expected to, but it must be strategically linked with the other things going on institutionally, including linking it with the learning initiatives so that people needing reskilling get the support they need); we have a lot of untapped talent not being fully or properly utilized

- **Share successful mentoring stories from other mentoring initiatives** to learn what has worked and what doesn't work (build skills) - On case-by-case basis, include third party in mentor relationship where another kind of support is needed to help the mentee (not sure just encouraging them to talk to someone else is enough)
Part III. Context (those who have previously participated in mentoring programs)

18) Have you participated in a mentoring program previously? | Frequency | Percent  
--- | --- | ---  
Yes: | 7 | 46.67%  
No: | 8 | 53.33%  

19) Did you find that experience successful?
20) What made it successful - or not?

My mentor never had time to meet with me

Can see the difference it makes for people and the institution

- Important to remember you get out of it what you put into it, including from a programmatic viewpoint

- I was the mentee, and my mentor was always generous with their time when in town, gave good practical advice, and was within my Network so our work was related

- Gives you fresh perspective and opportunity to do something which helps someone else and is outside of your regular work, but doesn't require a lot of your time

- Like having the opportunity to help others succeed

- Helps me understand the challenges the mentees are facing, where their frustrations and struggles are - Gives me opportunity to share my experiences and help them understand and navigate better their work, their careers

21) What did you learn from that experience that you have brought to the part II mentoring program?

- The importance of having someone to help new people understand the unwritten rules of the Bank

- Skill of giving people advice and putting them at ease - Importance of helping people understand the organization so they feel like they fit in

What's expected from a mentoring relationship

- The value of just being available - The importance of having a shared responsibility for keeping in touch

The individual and institutional value of mentoring when done well

The importance of making time for the mentee
APPENDIX C

EVALUATION OBJECTIVES

Goals and Objectives of Mentees and Alignment with Program Goals
What are the specific goals, objectives and strategies of the Part II women mentees? How well are these aligned with the objectives of the program? What do the mentees identify as the challenges in achieving their specific objectives? What are their plans for addressing these challenges? In what ways do they perceive the mentoring program as a significant factor in addressing the challenges? What is the level of commitment and readiness among mentors in helping mentees achieve their goals and objectives.

Doing Things Right - Program Effectiveness and Success
Does the program at this initial stage of development make a difference or add value for the mentees and mentors? In what ways does it make a difference? What works best about the program? What does not work or should be changed?

Doing The Right Things - Quality of Program Interventions
What is the nature of participation in the key components of the mentoring program? What are the key success factors from participation in the two key program components: (a) Individual Mentoring, and (b) Training/Learning Workshops? What are the key lessons and recommendations for improving program intervention?

Ensuring Sustainability
What factors would ensure the longevity and sustainability of the program? What factor are critical for enhancing the institutional value of the program? What is needed for going forward in addressing the excellence and success of Part II Women in the Bank?
APPENDIX D

INTERVIEW PROTOCOL FOR MENTEE

Part I. Demographics

1. Please tell us about yourself:
   - Number of Years at the World Bank: _________
   - Age: __________
   - Number of Months you have been participating in this mentoring program: _________

2. Please tell us about your role in the Organization:
   - Grade Level: __________
   - Department: __________
   - Position / Title: ___________________________________

3. What is your nationality?__________________________

Part II. Goals, Objectives and Strategies for Mentoring

4. When you identified your mentoring needs, what were your goals (e.g., for career development, for increased work / life balance, for learning about the organizational culture, etc.)?
   - Career Guidance In General
   - Develop Networking Skills
   - Improve Communication Skills
   - Improve interpersonal behaviors / skills
   - Learn how to be more assertive
   - Networking opportunity
   - Career guidance in regard to new assignment opportunities
   - Career guidance in regard to permanent opportunities
   - Strengthen Technical skills
   - Understand Organizational Culture
   - Work / life balance
   - Other: _________________________________________

5. What are your expectations from participating in this program? What would success look like to you?
   - Exposure to fresh perspectives
   - Help overcome challenges for Part II women
   - Improve confidence / empowerment
   - Share ideas / get guidance from mentor on regular basis
   - Strengthen Technical skills
   - Improve network to increase career opportunities
   - Open a frank two – way sharing of ideas / perspectives
   - Personal development / better prepared for success in organization
6. In achieving these goals and expectations, what are some of the specific challenges you have to address?
   - Need stronger advocacy at senior levels
   - Time availability
   - Adapt personal cultural norms without changing personality
   - Finding right mentor / mentee fit
   - Innovation – what one manager supports, another may not
   - Lack of career opportunities
   - Subjective selection process for position
   - Disconnect in organization between what is said and actions taken
   - Managing Stress
   - Managers not willing to take risks on people
   - Overcome own attitudes based on past experience
   - Other: ____________________________________________

7. In achieving these goals and meeting these specific expectations, what are some of the specific opportunities you have identified?
   - Get help identifying and preparing for career opportunities
   - Gain self – confidence
   - Learn from others’ experience how to succeed in the organization
   - Understand self better to improve interactions with others
   - Open mind to fresh perspectives
   - Overcome hierarchical nervousness
   - Network Opportunity
   - Share ideas with others in program with similar issues
   - Improve professional performance
   - Other: ____________________________________________

8. Given your goals and expectations for the mentoring program, how do you feel you can best address these challenges and take advantage of these opportunities – what is an appropriate action plan for you within the mentoring framework?

Part III. Evaluation of Program Components

9. How many times have you met with your Mentor?
   - 0
   - 1
   - 2
   - 3
   - More than 3

10. What plans have you established for meeting over the next six months?

11. How would you rate the degree to which your Mentor has helped you achieve your objectives thus far?
    
    1. Low 2. 3. 4. 5. High
12. What aspects of the mentoring relationship have you found most valuable?

13. What are some of the most significant things you have learned so far as a result of the mentoring?

14. Have you applied what you have learned? What are the results?

15. What would make the interaction and learning process or relationship more worthwhile or effective?

**Mentoring Training (Orientation to Mentoring Program)**

16. To what degree was this workshop helpful in getting your mentoring relationship started?
   - 1. Low
   - 3.
   - 4. 5. High

17. In what ways did the workshop help you? - What have you used from the workshop? - What has been the effect?

18. What was not useful about the workshop?

**Making the Most of Your OPE Discussion**

19. To what degree did this workshop help you meet your stated mentoring objectives?
   - 1. Low
   - 3. 4. 5. High

20. In what ways did the workshop help you? What have you used? What has been the effect?

21. What was not useful about the workshop? Was there something you wish had been covered that wasn’t?

**Achieving Success Through Excellence – Self Awareness**

22. To what degree did this workshop help you meet your stated mentoring objectives?
   - 1. Low
   - 3. 4. 5. High

23. In what ways did the workshop help you? What have you used? What has been the effect?

24. What was not useful about the workshop? Was there something you wish had been covered that wasn’t?

**Achieving Success Through Excellence – Tools for Success**

25. To what degree did this workshop help you meet your stated mentoring objectives?
   - 1. Low
   - 3. 4. 5. High

26. In what ways did the workshop help you? What have you used? What has been the effect?
27. What was not useful about the workshop? Was there something you wish had been covered that wasn’t?

**Part IV. Linkages / Institutional Support Systems**

28. Do the things you are learning from your Mentor and the training provided in the mentoring program help address performance issues which have been identified by your manager and your colleagues? In what way?

29. Have you let your current manager know that you are participating in the mentoring program?
   - [ ] Yes
   - [ ] No

30. How important is your manager’s support to you?
   - 1. Low  2. 3. 4. 5. High

31. Overall to what degree has your participation:

<table>
<thead>
<tr>
<th></th>
<th>1. Low</th>
<th>2. 3. 4. 5. High</th>
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<tr>
<td>Strengthened your technical knowledge?</td>
<td></td>
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<tr>
<td>Strengthened your understanding of organizational culture?</td>
<td></td>
<td></td>
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<tr>
<td>Enhanced your interpersonal behaviors / skills?</td>
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<td></td>
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<td>Assisted in your career planning?</td>
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32. How do you think the program might be strengthened to meet your expectations?

33. What additional Activities would help you most in achieving your goals and objectives?
APPENDIX E

INTERVIEW PROTOCOL FOR MENTOR

Part I. Evaluation of Program Components

1. How many times have you met with your Mentee?
   - 0
   - 1
   - 2
   - 3
   - More than 3

2. What plans have you established for meeting over the next six months?

3. To what degree do you have a clear understanding of the personal objectives of your Mentee in this program and challenges they face?
   1. Low 2. 3. 4. 5. High

4. Have you worked with your Mentee to develop an action plan to meet their objectives?
   - Yes
   - No

5. What aspects of the mentoring program have you found most valuable?
   - Helping Staff manage their career and family balance
   - Contributing to making the Bank a better place to work
   - Gives you different perspectives than you get in your work
   - Helping more junior staff / sounding board for their ideas
   - Working with good people you didn’t know / break in daily routine
   - Understanding the issues staff face
   - Providing Mentees with objective support
   - Other: __________________________________________________

6. What aspects of the mentoring relationship are not working?
   - Helping consultant mentees find jobs / complicated issues involved
   - Discipline required to meet regularity / time and scheduling issues
   - Not hearing from Mentee
   - Other: __________________________________________________

7. What would make the interaction and learning process or relationship more worthwhile or effective?
   - Better matching of Mentee’s needs with mentor’s strengths
Understanding Mentor role better and specific needs of Mentee
Establishing regular contact
Facilitation of initial contact
Mentoring to become second nature / all staff feel responsible for mentoring new people
Other: _________________________________________________________

Mentoring Training (Orientation to Mentoring Program)

8. To what degree was the workshop helpful to you in your role as a Mentor?
   1. Low 2. 3. 4. 5. High

9. In what ways did the workshop help you? What have you used from the workshop? What has been the effect?

10. What was not useful about the workshop?

11. Was there something you wish had been covered that wasn’t?

12. Is there additional training that might be useful for you in your role as Mentor?
   ☐ Yes  ☐ No

Part II. Recommendations for Strengthening the Mentoring Program

13. Although this mentoring program has only been in existence for five months, how would you rate your experience thus far?
   1. Low 2. 3. 4. 5. High

14. To what degree have you benefited from being a Mentor?
   1. Low 2. 3. 4. 5. High

15. What have you learned?

16. To what degree is the investment of your time in this program worthwhile?
   1. Low 2. 3. 4. 5. High

17. How do you think the program might be strengthened?

Part III. Context (those who have previously participated in mentoring programs)

18. Have you previously participated in a mentoring program?
   ☐ Yes  ☐ No

19. Did you find that experience successful?
20. What made it successful - or not?

21. What did you learn from that experience that you have brought to the Part II mentoring program?
APPENDIX F

DETAILED RECOMMENDATIONS FOR PROGRAM BY MENTEES

32) How do you think the program might be strengthened to meet your expectations?

- I know it's the mentee's responsibility to initiate the mentor relationship, but follow up is needed after assigning a mentor to see what's happening (be more sensitive to cultural issues - not enough to just advise the mentee to keep calling; sometimes an intervention is needed by someone from the program to help establish initial contact). Even this intervention being done as part of the survey is helpful, but should be done when first establishing the mentor/mentee relationship - Better to offer workshops more often and shorter sessions - Really like the program and hope it will continue (great to bring together people with similar issues to encourage each other and provide support for improving productivity)

**Shorter workshops**

- More get-togethers with peers to share what's working and what's not - More get-togethers with mix of peers and mentors to work together on concrete solutions to address the institutional issues and close the gaps - More sessions giving specific pointers on career growth

- Sharing ideas with other mentors and mentees about what's working - Making sure people are aware of this program - Interact with Networks to open access and so demystify learning parts on technical side - Have small amount of funds available for mentees who identify professional growth assignments with managers who don't have funds but have good work to do (could be this is available through Networks) - Need more advance notice for training workshops and have them listed in the on-line training catalog so can plan to be there

- Hold workshops more regularly and with more advance notice - also watch timing issues (hard to attend full day sessions at certain times of the year)

- I have had to spend my time looking for another assignment so haven't been able to engage as I should - now am on a 6 month assignment so hope to take better advantage of this opportunity - Perhaps would get more from it if my mentor was in my field - Bring mentors and mentees together to see what they have learned so far - Set up website so participants could share experiences on-line

- Greater scope for changing your mentor if you need to - After mentor is assigned, should have immediate follow-up to see how things are going (6 months after is too late)
- OPE training should be done at end of the CY rather than just before you have to do it,
so you can give it some thought and that time of year you have more time - also should be offered 2-3 times

- Would still like to have a mentor who is experienced in the Bank for networking purposes, but I don't want to lose my current mentor - Continue learning programs and include sessions with senior women in the Bank to hear their real life situations and how they have dealt with them

- Need advance notice of course offerings - Would be helpful and easier to establish goals within the program if could know what the overall training program is so can plan attendance

- More resources to offer programs more often - One-on-one coaching might be helpful to get mentoring relationship started, and also to follow up with you after the workshops to see how you can apply what you have learned

- Should link the mentoring program with recruitment so you catch people as they join since that is when they have more time to devote and when they can get the most out of it
- Timing of training workshops is important (April-June is really difficult because of workload issues and, of course, whole training during these times is impossible) - Matching of mentors must be done more carefully; my situation is great, but I hear from a number of others that theirs is not and they won't stay with it if the mentor/mentee relationship isn't working - Getting the word out of the program's existence and its benefits

**Informal and shorter training opportunities**

- Mentor should be in Operations, perhaps someone within your Region so meeting regularly becomes easier whose perspective you don't normally get but would be helpful in your work - Mentor should have shared responsibility for the relationship (should encourage and motivate you) rather than leaving it entirely to the mentee - Mentor match should be with someone at a level higher than you (in terms of age and professional experience) - If Bank is serious about this program, it should be budgeted time that can be charged against mentoring and reflected in the OPE as part of their work program (needs to be some incentive so that it is considered relevant to your work and your performance)

**Shorter workshops which are held at least stressful times of the year**

- Put same care and concern that is going into the workshops into the matching of mentors - Be more sensitive to timing issues of workshops and do them as two half-days instead of one whole day wherever possible

- Need institutional incentives for mentors (include it in their work program and as part of their OPE) - More informal networking opportunities - Web based interaction on what's working or not - Sharing experiences
- Manage the expectations both for the mentors and mentees, but also for the program sponsors (it's just an opportunity to hook up with others but will not solve your problems and move your career forward - individuals will get out of it what they put into it, and there are too many external forces over which you have no control) - Lot of the talk is negative; doors are open to women more than they have ever been but women sometimes make personal choices - a lot of people are disillusioned and think this program will turn their experience around, but it won't and that will only lead to more disillusionment - Set clear goals for the program so expectations are managed - the needs of those participating are so different that this is hard to do but important

- Diversity message isn't getting through to many of the managers - Mentors need incentive since they are so busy (their managers aren't aware they're doing this work; it's not part of their OPE or in their work program, so it's not valued) - Workshops scheduled more regularly and not full day where it's possible

**Mentors and mentees get together to share ideas about what's working and what's not**

- Facilitate first meeting with mentor, at least an introduction even if just in a social gathering; just being matched and then calling them out of the blue seems too much like internet dating - Shorter workshop sessions (hard to attend a whole day training session when it's not technical training you need for your job

More time with other mentors an mentees in informal gatherings
- Better matching of mentor/mentee so that the profile of the mentor is comparable to that of the mentee and they are able to offer the kind of advice and guidance that suits the goals of the mentee in the program - Shorter workshops focused on more practical applications relative to the work rather than just on the soft skills - May wish to consider offering something like is offered by other companies in their leadership training where they deal with the practical issues of leadership for women in the workplace (GE, Johnson & Johnson, etc.)

- Know it would be hard to do, but would be great to go off for 2-3 days together and do the workshops all together - Mentors and mentees participate in workshops together - Conduct surveys like this on a regular basis to touch base and keep the program relevant - Give the mentoring program more muscle in the Bank and with managers (in the private sector, your mentor was not only a sounding board, but also had an impact on your career)

- Shorter workshops (at this point, given my workload, can't even bring myself to ask my manager for a whole day off for training which doesn't enhance my technical skills) - Brochure for registering in the program should be more specific so that it is more helpful in the assignment of appropriate mentors - Strengthen my engagement with my mentor

- Wish program had been in place from the beginning of my assignment - More networking opportunities - Mentor matching could be more personalized so you have a closer background with your mentor - Link it with batch recruiting
- More informal sessions with women leaders - Institutional support for the program - Circulate information to make managers aware of the program

- More opportunities for mentors and mentees to get together informally to discuss what's working and what's not - Make sure training is practical rather than too theoretical
APPENDIX G

DETAILED RECOMMENDATIONS BY MENTORS

17) How do you think the program might be strengthened?

- Should be more institutionalized so that it seems less like lip service and more a real part of people's formal work program; this would provide added incentive needed to make people feel more committed to the relationship (both mentors and mentees) - All new staff need this kind of program to shorten their learning curve, but there needs to be more follow-up to be sure it's working - Needs regular follow-up (perhaps occasional meetings to share experiences) - Perhaps the organization should invest in the most successful mentors and send them to professional training to enhance their mentoring skills to build a base of learning, if the organization is serious about the importance of mentoring

- Provide mentors with structured steps to go through in helping someone/coaching support - Opportunity for mentors to come together to exchange experiences and learn from best practice mentors

- Be clear about objectives of the program (hard to measure the value of investment of your time when it's not in your work plan and you don't know what the institutional objectives of the program are) - All these types of support systems need to be better integrated (for instance, my mentee has a lot to offer in a field for which we are actively recruiting externally and yet she's in a position which doesn't utilize those skills and is finding it difficult to find an appropriate position - the institution needs to shoulder this effort more) - Human Resources broadly should inventory the skills on hand across the institution so that it knows what talent exists and be matching those skills with available opportunities and institutional needs taking into consideration the importance of diversity in our workforce (one mentoring program as a stand-alone cannot do this, nor should it be expected to, but it must be strategically linked with the other things going on institutionally, including linking it with the learning initiatives so that people needing reskilling get the support they need); we have a lot of untapped talent not being fully or properly utilized

- Share successful mentoring stories from other mentoring initiatives to learn what has worked and what doesn't work (build skills) - On case-by-case basis, include third party in mentor relationship where another kind of support is needed to help the mentee (not sure just encouraging them to talk to someone else is enough)

- Already there's too much process (for instance, form to fill out to be a mentor or mentee - email or phone conversation should suffice as long as it's specific in terms of what the specific needs/goals and preferences of the mentee are and what the specific value-add
and preferences the mentor has) - Institutionalize mentoring so everyone knows it's expected from them (incentive should be the opportunity to help someone and give back to the organization) - Actively use success stories from other mentoring initiatives and this one to demonstrate how mentoring works well and the benefits it brings so people start thinking of it as the natural thing to do

- Program intervention needed to help deal with problems, especially where help is really needed and mentor is willing but mentee is reluctant - may have to be done on regular basis, but certainly soon after it starts - Wish these kinds of programs had been available when I started

- Skill building in mentoring techniques - Sharing of successful mentoring efforts/what works and what doesn't - Providing information about training available to build mentoring skills - Bring mentors and mentees back together for experience sharing to solidify group, expand network for mentees and exchange best practice (could be done partially together with some parts of the learning done separately with mentors and mentees)

- Program is too liberal in terms of its objectives and how it operates (needs to be clear about objectives -- is it a true mentoring program for staff or an advocacy program for people looking for employment; are there deadlines, targets, something we're trying to implement) - Too hands-off on the approach; assumes people know what to do and how to do it without facilitation (leaves too much to the individual, particularly when the target audience has cultural issues which make it hard for them to step up) - for the program to be successful, you must facilitate more especially in the early stages

- Better mentor/mentee matching in accordance with specific goals/needs of the mentee (for instance, for someone whose goal it is to find a job in Environment, it might be better for them to have a mentor within that Network; not so much an issue for someone who just wants broader career advice and to understand the system better)

- Provide more informal networking opportunities for mentees - Lunches where mentees can share experiences and ideas and expand their outreach

- Better matching of mentors and mentees (I like my mentee as a person and I've tried to be helpful in providing advice for her job search, but my preference would be to mentor someone new in the Bank about the culture and how to navigate or someone in the Bank wanting career advice - I'm sure there are other mentors who might like helping someone become a staff member)

- Occasional intervention to check status and encouraging mentors and mentees to stay in touch - Good to bring program participants together on occasion to share experiences - May be useful to speak with mentee's manager or see their OPEs to learn more about the mentee and understand the issues that mentor might be helpful with, understanding that this could only be done with the agreement of the mentee -
- Additional training for mentors on the kinds of issues facing this group, what's most frustrating for them in terms of information gaps, what are they struggling with - Better matching of mentee's specific needs with mentor's particular strengths (there can be huge benefit on both sides if the match is right) - Be clear about program objectives; is the mentoring program a true mentoring program in which case it should be for staff on board (particularly new staff who need advice on the unwritten rules/methods of operation of the Bank and how to navigate and direct their career, but also existing staff who want and need career guidance), especially since we have so many existing staff who need this kind of support - staff not on board (consultants and temps) need a different kind of support (more an advocacy program) - Informal gatherings to share ideas and experiences - Occasional interventions to help resolve what's not working

- Matching of mentors and mentees is really important (must be sure you understand the real need of the mentee and who is best placed to meet that need - for instance, while I really like working with my mentee, she could really benefit from a champion in the social sector) - Draw upon the experience of other mentoring programs and use those successful experiences to build mentoring skills - Informal gathering once every 6 months or so to share ideas about what's working and what's not (important that some of the time used be where mentors and mentees are separated so there can be a candid discussion) - Important to have men as mentors too, especially for this group

- Perhaps if we were working on similar things, the relationship would have developed (my mentee now has another job and has not been in contact since then) - Even if mentors cannot attend the orientation (sometimes for very good reasons), they need to understand their roles and the kinds of help they can provide to the mentees, especially if they've never mentored before