**Toolkit**

**for**

**Creating a**

**Peer Mentoring Group**

****

**Peer Mentoring Groups at U-M**

This toolkit addresses Peer Mentoring Groups.

**What is a Peer Mentoring Group?**

Peer Mentoring Groups consist of 5-7 members with similar backgrounds of relevance who meet to discuss a specific topic or question of shared interest. Peer Mentoring Groups might consist of individuals in the same job title, gender/sexual orientation, race, career aspirations, e.g., to name a few.

**Why use Peer Mentoring?**

Using a group of one’s peers for mentoring purposes can be helpful. Each peer can offer subject matter expertise on a variety of topics or processes that others in the group may not possess. Additionally, it includes exchanging ideas with peers in the absence of competitiveness. Employees participating in mentoring programs have reported an increase in career satisfaction, productivity, career growth, and sense of empowerment.

**Does our group need a sponsor?**

These types of peer-mentoring groups may or may not have a senior level mentor for consulting purposes. If you choose to have a senior member, this individual might attend all meetings or a select few.

**Does our group need an expert on our common topic?**

Technical skill builders or subject matter expert guest speakers may be invited to some meetings, but do not need to be an ongoing member. The structure the group takes is completely dependent upon what the group determines; not all peer-mentoring groups look the same.

**How do I get started?**

Individuals who wish to start a Peer Mentoring Group can utilize the resources in this toolkit, beginning with Appendix A, entitled “Peer Mentoring Group Checklist.”

In this toolkit, we share the peer-mentoring model that suggests small groups of mentees (ideally 5-7) with a common goal. Examples of goals may be: 1) expanding the scope of work projects, 2) obtaining assistance with career development, 3) sharing ideas for creating work/life balance, or 4) learning a specific skill.

**Suggested Process for Peer Mentoring Committees   
to Create Peer Mentoring Groups**

**Develop Business Case**

**Conduct Kick-Off Meeting**

**Marketing Recruitment & Selection**

**Develop Infrastructure/Components**

**Evaluation: Plan, Do, Check, Act/Adjust**

Prepare/Conduct Program Meetings

Market Program

Needs Assessment

Identify and Assemble Leadership Team

Start over

Wrap Up Program/Mentoring Cohort Graduation

Recruit Participants or have them self-nominate

Design Peer Mentoring Program

Note: This toolkit was adapted and modified from the Nova/Dulles SHRM Mentoring Program, 2009, Toolkit, [www.shrm.org](http://www.shrm.org)

**Appendices**

Please note that all appendices can be tailored to your particular group or committee’s needs. Some appendices are geared towards committees while others towards groups. Additionally, some appendices were developed with the assumption that the group includes a senior mentor-facilitator but can be revised accordingly if your group doesn’t.

**Appendix A– Peer Mentoring Group Checklist**Guide for creating one’s own peer mentoring group.

**Appendix B- Peer Mentoring Group Roles and Responsibilities**Outlines roles and responsibilities of group members.

**Appendix C - Peer Mentoring Program – Role Guidelines**

**Appendix D – Suggestions/Types of Mentoring Meeting Exercises**Suggested activities for new peer mentoring groups to get to know each other.

**Appendix E– Mentee Self-Assessment Worksheet**A self-evaluation tool for peer mentors to complete prior to the first meeting in order to assess skills, abilities, strengths and weaknesses. It can also be used as baseline data to evaluate individual progress while participating in the group.

**Appendix F – Sample Flyer**Sample advertisement for recruiting volunteers for peer mentoring groups.

**Appendix G– Participation Agreement**Used once a peer mentoring group is established to gather contact information and member agreement.

**Appendix H – Meeting Standards/Norms**Discusses meeting standards and how to run effective meetings.

**Appendix I – Mentoring Do’s and Don’ts**Outlines some common faults made by new groups and items that can be done to have the best outcome possible.

**Appendix J - Kick-Off Meeting Evaluation Form**Used to evaluate the first meeting of the group.

**Appendix K - Peer Mentoring Survey**Used to evaluate the overall peer mentoring group experience at the end of the group’s time.

**APPENDIX A**

**Peer Mentoring Group Checklist**

***Please note that this template is designed as a guideline only and can be modified as necessary.***

**{Department/Group Name}**

**Mission Statement:**(Define the purpose of the program or “why” you’re doing this. Include time commitment required, ie. 6 months, 1 year.)

**Focus/Goals:** (What is your measurable outcome? See Appendix I [Mentee Application] for examples of objectives.)

**Potential Sponsor(s):** (Someone who might provide resources [if needed] for the program, a manager who endorses your participation, or a Chair who encourages faculty to join or provides educational RVUs for participation, etc.)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Structure:**

* **Suggested Coaches/Senior Level Mentors for building technical skills**:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Suggested Guest Speakers, Subject Matter Experts**:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Design Kick-Off Meeting (See Appendices for additional tools)
* Overview of Group
* Icebreaker
* Articles/Resources
* Tools for building relationships, i.e. exercise on getting to know your group (Appendix G)
* Participation Agreement (See Appendix L)
* Discuss meeting norms (See Appendix M)
* Evaluate Meeting (See Appendix O)
* Prepare content and structure for each mentoring meeting including outlining roles and responsibilities of members (e.g. minute taking, scheduling meetings, leading discussions, tasks in-between meetings, etc.) – See Appendix E
* Wrap Up Program
* Recognition
* Evaluate Program (See Appendix P) and “Plan, Do, Check, Act/Adjust”

**APPENDIX B**

**Peer Mentoring Group Roles and Responsibilities**

* + - **Project/Group Manager** – In order to run effective meetings, it is important to set ground rules and have each member be aware of their role and responsibilities. Most peer mentors are very busy, so the group might consider rotating roles from meeting to meeting. For instance, the person who facilitates today’s meeting might take minutes at the next meeting, and so on. Your group should come to consensus on the roles the members are going to take. The Project/Group Manager will also assist the group with defining the mission, focus/goals and timeline.
    - **Meeting Planner** – Arranges for space for the next meeting (might be a meeting room, someone’s home, a restaurant, etc.) and informs the group of date, time and location. Invites guest mentors or speakers, if applicable, according to what group has determined at previous meeting(s). Coordinates with the Meeting Facilitator regarding the agenda.
    - **Meeting Facilitator** – Runs the meeting, ensures everyone has a copy of the agenda ahead of time, sends reminders to the group, keeps everyone on task and following the agenda during the meeting, facilitates the discussion of what the next meeting will entail. If evaluations are taken at each meeting, the facilitator would also distribute the evaluations and compile data for the next meeting.
    - **Minute Taker** – Takes notes at meetings and disseminates to the group so everyone is aware of what needs to be done prior to the next meeting.

**APPENDIX C**

**Peer Mentoring Program – Role Guidelines**

**Responsibilities of the Senior Mentors**

* Provide framework for meetings.
* Set clear expectations from the beginning.
* Review participant pre-test self-assessment.
* Facilitate skill acquisition.
* Be readily available for peer questions/needs.
* Coordinate protected time.
* Assist peers with developing an academic career plan.
* Facilitate networking and collaboration with content experts.
* Protect the proprietary nature of ideas and manuscripts generated by the peer mentorship group.
* Commit to at least one meeting per month

**Responsibilities of the Peer Mentors**

* Set clear expectations from the beginning.
* Accept responsibility for coordinating meetings with mentor.
* Prepare for every meeting; have an agenda or list of issues for discussion.
* Respect the mentor’s time; do not give him/her anything to read with less than 48 hours’ notice.
* Maintain a positive attitude.
* Doggedly pursue goals (tenacity).
* Learn to ask for what you need.
* Focus on the task at hand.
* Maintain personal and group accountability.
* Acknowledge contribution of facilitator-mentors and do not use intellectual property without their consent.
* Agree to take on an intellectual challenge.
* Use humor whenever possible to defuse stressful situations.
* Construct a mutually-beneficial role/relationship with peers and facilitators.
* Be willing to give and receive constructive criticism.
* Work collaboratively toward stated goals.
* Keep what is discussed at meetings confidential.
* Be respectful of others’ opinions.
* Be respectful of others’ time.
* Follow through on promised tasks.
* Have the courage to try new ways of thinking.

**APPENDIX D**

**Suggestions/Types of Mentoring Meeting Exercises**

**Guest Speakers/Senior-Level Group Mentors** – Experts facilitate group discussions on key topics.

**Participant Presentations** – Participants lead 30-minute discussions on a topic of their choice that they consider themselves to be experts in. Participants are asked to present as well as facilitate a group discussion around their topics. Participant presentations provide a safe and supportive environment to practice presentation and facilitation skills and receive constructive feedback.

**Learning Exercises** – Each program includes a facilitated exercise. See below for some ideas:

* **Developing a Biography** – Ask participants to develop personal biographies to share with the group. This exercise helps participants learn more about their peers in the program and facilitates professional networking.
* **The Elevator Speech** – Ask participants to develop and deliver a “10-second” elevator speech that describes what they do for a living. This exercise trains participants on a high impact technique to introduce themselves at conferences, workshops, and networking events; and helps them learn to describe their job in a positive, results-oriented way.
* **Sharing Resources** – Ask participants to bring in resources regarding each program topic to share with the group during the meeting. One person can document the shared resources and post on a group website.
* **Self-Reflective Exercise** – Ask participants to complete a matrix of their preferences and skills to reflect on their current experience and developmental needs. Have participants categorize their skills and preferences into four categories: (1) things that I like and do well; (2) things that I don’t like and do well; (3) things that I don’t like and don’t do well; and (4) things that I like and don’t do well. Things that participants like and don’t do well can serve as the basis of actions and future developmental planning.
* **Getting to Know Your Peer Mentors** – Provide participants with a series of questions to help them get to know their peer mentors and begin to develop trust.
* **Active Listening Exercise** – Engage participants in a structured exercise to practice and demonstrate their listening skills.
  + **Speak/Listen**. Break participants up in to pairs, with one person acting as the listener and one the speaker. Ask the speakers to speak on a topic provided by the workshop facilitator until time is called and the listener to only listen (not respond/talk at all). Provide a topic and give each pair 4-5 minutes to engage in the exercise, then stop, and re-group as a larger group to debrief the experience.
  + **Debrief**. Ask speakers to report on *What was it like to be listened to? How was it different from what you’re used to? Was there anything difficult about it?* Ask listeners to report on *What was it like to listen? How was it different from what you’re used to doing? Was there anything difficult about it?*
  + **Demonstrate**. Go around to pairs and ask speakers for their permission for the listeners to repeat out loud a statement that captures the main point of what the speakers were saying. Then, validate with the speakers if the listeners captured the essence of what they were saying and ask them to offer feedback about if the statements captured both facts and emotion. Repeat for each pair.

**APPENDIX E**

**Mentee Self-Assessment Worksheet**

This self-evaluation is designed to assess your skills, abilities, strengths and weaknesses in order to manage your career development. Share this with your mentor/mentoring group and request feedback and assistance in developing and strengthening your skills in certain areas. It may be helpful to do a follow up assessment in order to evaluate progress.

***Please answer each question twice.******Rate your proficiency on scale of 1 to 5 Would you commit***

*1 = Needs improvement* ***time to develop this skill?***

*5 = Highly Proficient*

**Mentoring Relationship Skills: Circle number: Circle Y / N:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ability to identify and approach individuals for mentoring | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Ability to negotiate and maintain a mentoring relationship | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Setting and achieving goals and timelines set | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Ability to mentor less experienced employees | 1 | 2 | 3 | 4 | 5 |  | Y | N |

**Career Development Knowledge and Skills: Circle number: Circle Y / N:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Understanding of promotion criteria | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Clear direction in achieving promotion requirements | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Understanding how to capture and document your work | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Resume/CV preparation skills | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Navigating the organizational/institutional culture | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Joining professional societies | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Enhancing professional visibility (locally and nationally) | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Balancing personal and professional life (work/life balance) skills | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Other: | 1 | 2 | 3 | 4 | 5 |  | Y | N |

**Leadership/ Management/ Interpersonal Skills: Circle number: Circle Y / N:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Leading and motivating others (in teams, meetings, committees) | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Chairing a committee, task force, or small group | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Creating and managing a budget | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Managing projects and programs | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Time management skills (e.g., workload, planning, pace of career) | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Organizational skills | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Communicating clearly in writing | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Communicating clearly in conversation | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Communicating clearly in oral presentations | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Networking skills (and creating professional networks) | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Conflict resolution skills | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Receiving and using feedback from others | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Providing feedback to others | 1 | 2 | 3 | 4 | 5 |  | Y | N |
| Negotiating skills (to achieve your career goals and needs) | 1 | 2 | 3 | 4 | 5 |  | Y | N |

Adapted and modified from UCSF Faculty Mentoring Program. <http://academicaffairs.ucsf.edu/mentoring/> and

*Indiana University School of Medicine Faculty Mentoring Resource Website, Office of Faculty Affairs and Professional Development* [*http://faculty.medicine.iu.edu/mentoring*](http://faculty.medicine.iu.edu/mentoring)

**APPENDIX F**

**SAMPLE FLYER**

**Peer Mentoring Program: Seeking Participants!**

**WHAT IS IT?**

The Peer Mentoring program is a program designed to encourage academic advancement through Peer Mentoring. Peering Mentoring groups will be formed and facilitated by senior mentors in order to move you forward toward your academic goal.

**WHEN?**

List your planned half day “kick-off” date here.

**WHERE?**

List “kick-off” meeting room here.

**WHO CAN PARTICIPATE?**

Employees within the (\*list your target department/group here\*) in the role of (\*list your target job role here\*).

**WHAT DO I DO TO PARTICIPATE?**

\* Put information here to tell them how to sign-up\*

**WHAT SHOULD I DO BEFORE THE MEETING?**

Peer Mentoring requires that you work collaboratively with a group of other staff members who are of a similar rank and who have similar professional interests. We encourage you to try and identify 2-3 staff members with whom you would enjoy working prior to the meeting and bring them with you! If you cannot identify other faculty we will help you find a great group.

Don’t worry….just sign up and come….

**APPENDIX G**

**Participation Agreement**

**List of Members and Emails:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group Expectations**: (Agreed upon by all)

Purpose of Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting Frequency/Length: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Planned Duration of Group (e.g one year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who will play what role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**We, the undersigned, have discussed and agreed to a mentoring partnership with the understanding that we will maintain confidentiality. (Sign below.)**

**APPENDIX H**

**Meeting Standards/Norms**

**Meeting Norms**

1. Prepare in advance of meetings
2. Come to meetings on time
3. Be an active, engaged participant
4. Listen and encourage others to speak
5. ***Ensure Respectful Communication***
6. Keep an open mind to alternate views
7. Keep your emotions in check
8. Keep sensitive information confidential

**Four Features of Excellent Meetings**

1. Sense of accomplishment
2. Decisions of:
3. High quality
4. Importance
5. Little redundancy
6. Fun!

**Skills for Effective Meeting Leaders**

**Before the Meeting:**

1. Set meeting purpose and outcomes
2. Communicate meeting plan
3. Distribute necessary information in advance (e.g. agenda)

**During the Meeting:**

1. Come prepared with necessary information
2. Ensure Respectful Communication
3. Manage the process
4. Manage conversations
5. Manage problem behaviors
6. Allow participants to be engaged
7. Facilitate discussions, round robin, small groups, parking lot, be available to talk individually
8. Ensure good decisions
9. Provide next steps

**After the Meeting:**

1. Distribute any notes taken during the meeting
2. Follow up
3. Honor your commitments
4. Constant Communication

***Meeting Assessment:***

* Provide feedback
* Enhance team and meeting effectiveness

Ask…

* “What did we do well?”
* “What could we have done differently?”
* “What was helpful or effective?”
* “What was not helpful or effective?”
* “Provide one word to describe how you feel about today’s meeting”

**The Seven Sins of Deadly Meetings**

1. People arrive late, leave early, and spend most of their time doodling.
2. Meetings are too long.
3. People wander off the topic.
4. One or two people dominate the conversation.
5. Excessive interruptions.
6. Nothing happens once the meeting ends.
7. People don’t tell the truth.
8. Missing important information, so they postpone critical decisions.
9. Meetings never get better.

**Appendix I**

**Mentoring Do’s & Don’ts**

|  |  |
| --- | --- |
| **Do** | **Don’t** |
| * Clarify and establish what goals you will be working on during the Mentoring Program | * Set unrealistic goals that are difficult to achieve and measure |
| * Decide where meetings or will be held and allow for sufficient time | * Hold meetings where distractions are likely |
| * Listen actively and mirror your understanding by repeating what your peer mentor has said | * Interrupt except to clarify points or statements your peer mentor has made |
| * Keep the tone positive and emphasize your intention to be supportive | * Evaluate, pre-judge or cast blame |
| * Ask questions to gain more information and ensure understanding | * Be afraid to ask clarifying questions if the conversation is confusing or losing direction |
| * Create action items to be achieved by each meeting that support desired outcomes | * Create unrealistic action items that you know you won’t complete |
| * Review action items and evaluate what worked and what didn’t | * Forget to follow-up on the action item(s) your peer mentor committed to |
| * Be willing to give and receive positive and negative feedback | * Be vague and inconsistent with giving feedback |
| * Build on past achievements and give encouragement and praise | * Avoid asking what can be learned from past mistakes to problem solve obstacles |
| * Challenge what is being said and ask how it is relevant to established goals | * Miss opportunities to pinpoint achievable goals |
| * Enjoy watching your peer mentor achieve great things! |  |

**APPENDIX J**

Kick-Off Meeting Evaluation Form

*In an effort to provide feedback to our facilitators and to gather information to improve future programs, the peer mentoring committee would appreciate your feedback on this session. Please complete this evaluation form and hand it in to the mentoring committee leader prior to your departure. Thank you!*

**Choose one response for each statement:**

**Disagree Agree**

**1 2 3 4 5**

1. The communication with the mentoring committee prior to the kickoff meeting was timely.

1 2 3 4 5

2. The electronic welcome kit materials were useful.

1 2 3 4 5

3. The speed-mentoring activity helped me get to know other participants.

1 2 3 4 5

4.  I understand the role of the mentoring liaisons.

1 2 3 4 5

5.  I understand what is expected of me when I present a topic at one of the mentoring meetings.

1 2 3 4 5

6. The kickoff meeting met my expectations.

1 2 3 4 5

Comments/Suggestions:

**APPENDIX K**

**Peer Mentoring Survey**

1. Which peer mentoring group were you in?
   * \_\_\_\_\_\_\_\_\_\_\_
   * \_\_\_\_\_\_\_\_\_\_\_
2. Approximately how many peer mentoring meetings have you attended? \_\_\_\_\_\_\_\_\_
3. What were barriers to your attendance? *(check all that apply)*
   * Location
   * Time
   * Life/work balance
   * Not interested
   * Not helpful when I went
   * Leadership

Comments:

1. Which of these describes your peer mentoring experience? *(check all that apply)*
   * “I took on a new project”
   * "I found the meetings supportive”
   * “I supported someone else”
   * “I am building new relationships and broadening my network”
   * “I felt less alone, more connected”
   * “I became aware of information that will impact my satisfaction with my job”
   * “I became aware of information that will impact the roles I take on or the projects I pursue”

Comments:

1. What would you change about peer mentoring? *(check all that apply)*
   * Leadership
   * Location
   * Discussion format
   * Too formal
   * Not formal enough

Comments:

1. Would you recommend peer mentoring groups to a colleague?
   * If yes, why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * If no, why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Would you like to see peer mentoring continue?
   * Yes
   * If No, why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_