Market Facilitation Mentoring Program

groove NETWORK

ADMINISTRATOR'S GUIDE

INTRODUCTION

The **GROOVE Market Facilitation Mentoring Program** is designed to increase staff capacity to implement value chain programs that provide sustainable economic benefits to the poor and support institutional capacity building in market facilitation. The program was developed and tested by the "Growing Organizational Value Chain Excellence," or GROOVE, Learning Network. Comprised of CARE, CHF International, Conservation International and Practical Action, GROOVE was a three-year effort supported by USAID's Microenterprise Development office to help GROOVE members test an approach to provide high-touch, structured mentoring to emerging market facilitators within their organizations.

With financial support from the Knowledge-Driven Microenterprise Development Program and the FIELD Support LWA, the program began with an initial consultation among industry experts on what makes someone a good market facilitator. To initiate the process, Accenture Development Partners was engaged to conduct a series of key informant interviews both with subject matter experts and with CARE program staff. The exercise yielded a framework consisting of 10 core competencies that every market facilitator should master. That framework was augmented with a series of topical guides to provide additional information on each competency area and a capacity assessment tool. GROOVE member organizations then tested the model between July 2011 and July 2012 in 6 countries with a cadre of 8 mentees and mentors.

This Administrator's Guide provides NGOs interested in developing a market facilitation mentoring program with guidance on how to adapt and administer the program based on the lessons from the GROOVE experience. In this guide you will find the following sections:
- Overview
- The Role of the Administrator
- Selecting Mentors and Mentees
- Resource Requirements
- Managing the MFMP Process
- Supporting Materials in the MFMP Toolkit
- Case Examples from GROOVE Members
- Administrator's Check List: Implementing the MFMP in your Organization

The content in the MFMP Administrator's Guide is part of the full MFMP package, which includes a series of power point presentations targeted at different program stakeholders, an illustrative launch workshop agenda, a mentee capacity assessment tool and mentor/mentee agreement template, a promotional flyer and a series of 10 Topical Guides, one for each competency addressed in the MFMP.

1 OVERVIEW

The MFMP package consists of a set of materials and guidelines that support mentors and mentees in conducting a preliminary self-assessment and then working through specific challenge areas, each associated with the skills and capacities deemed vital to being an effective market facilitator. Ultimately, the program is intended to improve project impact by helping organizations to build staff capacity in a set of key competencies associated with effective market facilitation.

MFMP COMPONENTS

PEOPLE	PROCESS	MATERIALS
• Mentee(s) • Mentor(s) • Program administrator	• Kick off workshop • Ongoing mentee/ mentor communications • Monthly mentee/ mentor meetings • Quarterly program reviews • End-of cycle review	• A mentee assessment tool • A mentor / mentee agreement and learning plan • A set of 10 Topical Guides covering core competencies required for effective market facilitation • Presentations targeting different stakeholders • A promotional flyer

The MFMP is designed to follow a set cycle that includes: 1) advertisement of the opportunity, 2) mentee and mentor selection and pairing, 3) kick-off workshop, 4) monthly mentee/mentor exchanges for 9-12 months and 5) a closing and final evaluation.

During the kick-off workshop, mentor/mentee pairs review mentee capacity and learning priorities and define a joint learning plan. From there, mentors and mentees collaborate to reflect on and build mentee capacity in prioritized learning areas, using a monthly call or in-person meeting as a touchstone. Quarterly reviews with the program administrator and other mentor/mentee teams help maintain momentum and address any challenges and the end of cycle review presents an opportunity to reflect on overall progress of the mentee and generate input for the next cycle. Throughout this process, mentees and mentors enrich the learning process using the Topical Guides and other resources from the mentor's own experience and research.

To achieve its objectives, the MFMP applies an adult learning approach that focuses on supporting the mentee's exploration of key competency areas primarily through their day-to-day activities. In this way, the MFMP differs from other capacity building tools such as online or in-person trainings, which are important vehicles for transmitting information to learners but typically last between a few days and a few months, offering largely uniform content for all participants. By contrast, the MFMP is an ongoing process — lasting between 9-12 months — that is highly tailored to each participant's particular context, challenges and individual capacity. It is an ideal program to support managers and technical staff that have a sound knowledge of basic principles of market-based facilitation but need guidance to implement initiatives and make day-to-day decisions based on those principles.

2 THE ROLE OF THE ADMINISTRATOR

The MFMP administrator is responsible for ensuring the successful design and implementation of the MFMP initiative. The following table provides an overview of the main tasks required of the administrator. The timing and resources required for each of the tasks will vary based on the organization and the initiative approach.

TASK	DETAILS
Creating Executive Buy-in within the Organization	• Meet routinely with executives and other relevant staff to explain the mentoring program and keep them updated on progress and results. • Determine where / how the program can be aligned with established institutional priorities and processes, including HR efforts.
Designing the Program	• Determine the timing and length of the program (cycle) • Determine number of mentors and mentees • Determine how program will be launched and implemented • Develop MFMP management and monitoring plans
Selecting the Participants/Programs	• Recruit mentors • Manage mentee selection process • Pair mentors with mentees
Planning and Hosting the Launch Workshop	Plan the logistics and develop the agenda for the launch workshop. GROOVE members did this in a participating country and incorporated a field visit to the exercise to enrich the learning process and build a sense of cohesion across mentor/mentee pairs.
Hosting Quarterly Reviews	Coordinate and facilitate quarterly reviews with mentor/mentee teams and, if desired, quarterly forums among mentors and mentees for intra-program learning. GROOVE organizations each approached internal monitoring differently but hosted mentee forums each quarter to enable mentees to share their work with peers and practice communication techniques — one of the core competencies promoted by the program.
Knowledge Management	Request, collect and organize feedback from participants on the program to inform future iterations of the MFMP.
Monitoring and Evaluation	Develop and implement an M&E plan to track overall performance, capture lessons learned and generate data for key stakeholders.

3 SELECTING MENTORS AND MENTEES

Once you have decided to implement a market facilitation mentoring program in your organization and have an idea on how you will adapt the approach, the next step is to identify mentors and mentees. Through the GROOVE pilot, a number of lessons were learned about how to ensure the people engaged by the program are well positioned to succeed in their respective roles. Use the following profiles to guide your decisions.

MENTEE PROFILE

Good mentee selection hinges on three factors —capacity, motivation and support.

Capacity: The MFMP is an tailored to benefit mid-level professionals who are either managing or implementing value chain programs. Mentees should have existing knowledge of market facilitation and value chain basics and be expected to function as market facilitators on the job. Frequently mentees may be individuals with broad experience in economic development but be comparatively new to the market facilitation approach.

Motivation: When selecting mentees, it is vital that administrators pay attention to the incentives and interests of the mentees themselves as well as those of their supervisors. The level of commitment and sense of ownership held by the mentee are both keys to the success of the overall program. For this reason, MFMP administrators should consider having an open selection process that includes securing buy-in from the prospective mentee's supervisor. Beyond this, a critical factor in selecting Mentees is ensuring they have sufficient independence and/or authority to act on the lessons they learn through the MFMP capacity development process.

Support: To maximize the potential of the MFMP, administrators should pay close attention to ensuring that supervisors are well informed about the program objectives, and intended impacts, as well as the time and resource commitments associated with having one of their staff members participate. Failing to effectively address these considerations can lead to mentees either feeling under-invested in the process or anxious about their ability to participate in the MFMP while also maintaining their regular workloads.

For a quick checklist, when selecting mentee, administrators should consider whether the potential mentee:
- Actively works on a program that involves market facilitation
- Demonstrates interest and commitment to market facilitation and capacity development
- Has sufficient understanding of market facilitation basics
- Is comfortable reading and speaking English (unless you will have the materials translated)
- Is in a management or advisory position that offers potential to demonstrably impact program decisions related to value chain programming

- Is committed to staying with your organization upon completion of the program
- Has sufficient support from her/his supervisor

MENTOR PROFILE

The mentor plays an important role in the capacity development process and therefore needs to be committed to the role of guiding the learning of the mentee. Mentors should be experienced professionals with a range of resources and examples on which they can draw to enrich the mentoring process. Some key capacities to consider in identifying mentors for your program include:

- Mentor has extensive field experience and expertise in value chain development, specifically in market facilitation
- Mentor fully buys-in to the value chain approach and wants to see it implemented in practice
- Mentor buys-in to the value and purpose of the MFMP
- Mentor has experience with or an openness to learning about adult learning and mentoring
- Mentor demonstrates commitment to following the schedule agreed upon with the mentee and the administrator, while also being open to making modifications, as required, during the MFMP capacity development cycle
- Mentor has sufficient time to dedicate to the mentoring process, among other responsibilities

As you consider initiating a mentoring program it is vital that administrators identify potential mentors early in the process. The risk otherwise is that you identify a large number of interested mentees but lack the capacity to respond. Identifying mentors first allows administrators to set expectations and determine the scope of any given cycle.

4 RESOURCE REQUIREMENTS

While the actual amounts will vary based on each organization's unique MFMP design, program administrators should anticipate some or all of the following costs:

DIRECT COSTS

- **Materials**
  Provide CD and printed materials to the mentee. Having the materials in hard copy was an important issue for many mentees in the GROOVE experience.
- **Plane tickets and per diem for launch event**
  For facilitators, administrators, mentees and mentors. The GROOVE MFMP pilot launch was held over 5 days in Malawi with all mentee and mentors participating.
- **Plane tickets and per diem for trips**
  During which the mentor works with the mentee on site. GROOVE mentors and mentees conducted field visits to mentee sites early in the process to help accelerate the process and allow mentors to better understand the mentee context.
- **Communications**
  Based on the type and quality of communications resources available to link mentees and mentors in the field. See the GROOVE case studies at the end of this guide for examples of the mentee / mentor configurations tested by the network and the associated communications issues.
- **Launch event**
  Logistical costs associated with launch event (meeting room, projectors, materials, meals, transportation, etc)
- **Administrator's time**
  While it is typically presumed the mentors and mentees will embed the MFMP in their routine work, the administrator's time will need to be allocated to the program

MENTEE/MENTOR LEVELS OF EFFORT

The level of effort (LOE) required by each of the participants (mentee, mentor and administrator, and mentee's supervisor) is outlined below. The times indicated are per month, unless otherwise specified. These LOE estimates should be used as a guide in the planning of the program for your organization. Actual LOE will vary per person and per organization.

TASK	MENTEE	MENTOR
Launch Event	5 days, plus travel and preparation	5 days, plus travel and preparation
Reflection and Materials Review	2-8 hours, per month	2 hours, per month
Email communications	1-2 hours, per month	1 hour, per month

TASK	MENTEE	MENTOR
Calls	1 hour, per month	1 hour, per month
Quarterly Forums	1-2 hours per quarter	1-2 hours per quarter
Site visits	5 days, plus preparation/visit	5 days, plus travel & preparation/visit
Time Commitment/Month	9-11 hours/month	4-6 hours/month
Total Time Commitment including Launch & Site Visit	18 -20 days/ 9-month cycle	15-17days/ 9-month cycle

Mentee Supervisor Level of Effort

TASK	DETAILS	TIME COMMITMENT
Coordinate with the MFMP Administrator	Support mentee selection	2-3 hours
Meet with the mentees upon their return from the launch workshop	Discuss: • The scope of the mentoring program • Their time commitments • How to support them to be successful in this initiative	1 Hour
Meet with mentees on a quarterly basis	Discuss their progress with the program	30 Minutes/quarter
	Time Commitment at Launch	3-4 hours
	Quarterly Time Commitment	30 minutes
	Total Time Commitment	5-6 hours/ 9-month cycle

5 MANAGING THE MFMP PROCESS

The MFMP process includes three phases:
- Preparation
- Kick off and implementation
- Wrap up and evaluation

PREPARATION

The issues related to preparation are largely addressed above. Administrators will need to become familiar with the program content and approach, develop an adapted plan for their own institution and objectives, generate buy-in among key stakeholders and then recruit a cadre of mentors and mentees.

KICK OFF AND IMPLEMENTATION

During the kick off workshop, administrators should plan to introduce the overall program and objectives to mentors and mentees, facilitate the mentee and mentor completion of the mentee self-assessment and the development of a mentoring agreement and plan to guide collaboration and spend some time and effort focused on building mentor / mentee relationships and trust. One key introduction during the workshop will be an overview of the competency areas covered by the mentoring process.

The **mentoring wheel** illustrates the 10 primary topics that have been identified as critical competencies for effective market facilitators. Mentor/mentee pairs will identify which topics to dedicate time to based on the mentee's self-assessment of capacity gaps.

Mentors and mentees should leave the kick off meeting feeling comfortable with each other and with a clear and achievable plan for how they will work together.

GROOVE MFMP Mentoring Wheel

FACILITATION

COMPETENCIES

MARKET

- Thinking Strategically and Critically
- Addressing Market Opportunities
- Building Stakeholder Commitment
- Speaking a Business Language
- Developing Effective Messages
- Resolving Issues, Risks and Conflicts
- Driving Decisions through Financial Analysis
- Innovate for Impact
- Facilitating New Solutions
- Engaging with Lead Firms

During the ongoing **implementation** of the mentoring process, mentees and mentors will routinely communicate via email or phone calls (or face-to-face meetings if possible) as well as through a standing **monthly call** of 1 – 1.5 hours. These monthly calls serve as the inflection point for the mentees and mentor as they work through prioritized capacity gaps. There is a **'Mentor's Guide,'** in the MFMP toolkit that outlines how the calls should be structured but in essence each call will be centered around the following questions:

• How you feel this topic relates to your current job. Are you currently dealing with issues related to this or have you recently? Do you see issues related to this topic coming up in the future? If so, what are they?

• If this issue is new to you, what are your concerns about addressing it in the future? What do you feel might be a challenge? If you have faced similar issues in the past, how did you do so? What were the results? Would you change anything you did? If so, why and what would you change?

• As you look ahead, what do you feel you need to do to prepare for upcoming issues with this topic and/or address the issues you are already facing?

These questions will help the mentor to probe the mentee's experience and fears and help them to work toward actionable next steps. The mentor's role in this exercise is not to provide all the answers, but to help the mentee work through their own thoughts and to point them to resources or ideas that might help to accelerate the mentee's resolution of the issue.

An asset in the MFMP toolkit to support the implementation process is the series of **Topical Guides,** which align with the ten competency areas for effective market facilitators. Each Topical Guide provides definitions of key terms, an overview of the topic, a step-by-step guide to approaching the issue, links to additional resources and a professional skills introduction.

Each quarter, Administrators should organize a **review call** with each mentor/mentee pair to assess progress and address any concerns. This is also a good opportunity to gather feedback on the supporting materials, etc. Some organizations may also want to organize a quarterly **mentee's forum** where participating mentees can share experience from their own work. This is typically a highly-valued chance to learn directly from peers.

WRAP UP AND EVALUATION
At the outset of the program, administrators should develop a plan that includes the periodic collection of feedback from the participants via the quarterly forums. Sharing out key lessons on what is working or challenges mentors and mentees are facing can help the overall initiative to succeed. Beyond this, at the end of the cycle, a simple survey and feedback mechanism can help to improve the program while the reapplication of the **Mentee Capacity Assessment Tool** will give the mentees, mentors and the administrator a clear sense of the direct effect of the initiative.

6 CASE EXAMPLES FROM GROOVE MEMBERS

The GROOVE members each adapted the MFMP to their institutional objectives, cultures and structures. As a result, the MFMP has been tested in a range of settings with various design configurations. The following list illustrates the various configurations tested by GROOVE members to help inform administrator decisions on what may work best for their own institution.

Configuration	Mentee and mentor work for the same organization and are located in the same country
Where Tested	• Conservation International in Cambodia • CHF International in Rwanda

BENEFITS	CHALLENGES
• The common organizational culture means the mentor and mentee can easily 'speak' one another's organizational language. • The value of regular and frequent face-to-face interaction is high. The frequent interaction strengthens the relationship between the Mentor and Mentee and enables the mentor to reinforce and witness learning with practical applications on a regular basis. • The mentor has a strong understanding of the mentee's projects and is able to relate the learning topics to the mentee's current on the job experiences. • Finding time to have meaningful conversations is easier because mentor and mentee can coordinate simply.	• Managing expectations and relations with the mentee's supervisor (if the mentor is not also the supervisor) when/if the mentee is spending more time on the mentoring activities than on other responsibilities can be a challenge. This is perhaps heightened because the opportunity for the mentor and mentee to spend more time together is increased given their physical proximity to one another. • Having mentors within the organization can be a challenge without dedicated time and funding to support their efforts. • The internal perspective can also mean that lessons from other organizations are used less frequently to enrich the mentee's learning process.

Configuration	Mentee and mentor work for the same organization but are located in different countries
Where Tested	• CARE in Malawi and Ethiopia • CHF International in Rwanda • Practical Action in Zimbabwe

BENEFITS	CHALLENGES
• Because the Mentor does not necessarily have an in-depth understanding of the Mentee's project, the Mentee will be challenged to communicate technical information efficiently and effectively using non face-to-face methods, such as email, phone calls, and webinars. This will likely strengthen the Mentee's technical communication skills. • When the Mentee is facing a difficult challenge he / she can reach out to the remote Mentor and more easily admit the weakness or mistakes made and discuss them without fear of reprisal or looking unqualified in front of his/her immediate supervisor or office colleagues.	• Both the Mentor and Mentee may find it difficult to maintain their individual and shared commitments to the MFMP when they both of have different primary work demands and different schedules. • The relationship between the Mentor and the Mentee's Supervisor is arms length, with little regular contact, so tensions may build around the need for the Mentee to dedicate time to the MFMP. If not well managed, this may cause tension amongst all parties and may place the Mentee is an uncomfortable position of not knowing whose direction to follow. • Having mentors within the organization can be a challenge without dedicated time and funding to support their efforts. • The internal perspective can also mean that lessons from other organizations are used less frequently to enrich the mentee's learning process.

Configuration	Mentor is an outside consultant, living in a different country
Where Tested	• CARE in Ghana

BENEFITS	CHALLENGES
• Having interactions from someone outside of their organization can provide Mentees with more diverse exposure to ideas and real world examples of how to incorporate market facilitation into their own programming. • When a consultant is hired specifically to provide mentoring to the Mentee, the consultant – in the role of Mentor – is less likely to allow other demands to interfere with the agreed upon MEMP schedule. • As an outsider, Mentees can be fully honest with the consultant Mentor about the challenges they face without fear of reprisal or negative impacts on their performance records, which can lead to more open and productive dialogue.	• The consultant may not fully understand the background of the mentee's organizational realities and / or challenges. • The consultant may not have a sufficient relationship with or be trusted by other relevant stakeholders, including the Mentee's supervisor and program manager. This may weaken the commitment of these key stakeholders. • The consultant may have different theories on how to implement specific activities that are different from what the host organization desires leading to mixed messages and confusion. • The cost associated with hiring a consultant in this role can be significant. In CARE's case, the consultant worked on a 40-day contract over a period of 9 months. Financing this model at any sort of scale is therefore a challenge for most organizations.

Multiple Models Running in Parallel

In early 2010, **CARE** headquarters announced the launch of the MFMP in Africa and three countries were selected based on their level of interest and the presence of ongoing market development programs: Ethiopia, Ghana and Malawi. The country offices were asked to select mentees based on the specifications provided by the program administrator. CARE implemented two different models simultaneously. In both Malawi and Ethiopia one mentee was paired up with a mentor from CARE's Economic Development Unit. In Ghana, two mentees — one based in the main office in Accra and the other one in a project field office — were mentored by an outside consultant. In all three instances, the mentors were in different countries than the mentees.

In aggregate, CARE found that both models could be effective and that both could be executed side by side in the same organization. By adapting the model to the resources available and the interests and needs of both mentors and mentees, the program yielded promising results with all mentees reporting an increased understanding of the content, enhanced motivation and better ability to execute their jobs. Despite these achievements, both mentors and mentees felt that their initial plans were overly ambitious and needed to be adjusted. CARE's program administrator suggested that in future they might "have mentor and mentee pairs complete the full planning session and then cut their plans in half and commit to that." This, the administrator felt would give the teams more realistic plans that they could always adjust upward but that would not put so much pressure on the mentors and mentees at the outset to meet unrealistic targets.

The Impact of Turnover

To launch the MFMP pilot, **CHF** headquarters staff first identified a large Rwandan-based program with a market facilitation component and a mid-sized economic strengthening team. One person from CHF HQ volunteered to be a Mentor, and one team leader from the Rwandan program was assigned to be a Mentor. Three Rwandan mentees were selected by HQ staff and assigned to participate in the pilot program. By selected participants from the Rwandan program and by offering to host the pilot launch event in Rwanda, CHF was able to leverage existing program resources, including travel budgets, thereby reducing the overall cost of the pilot MFMP for CHF. During the pilot launch event, all participants were fully engaged, enthusiastic, and eager to learn. However, as the pilot program progressed in time, CHF experienced a significant challenge related to employee turnover. In a period of a few months, both Mentors left CHF. This was followed by additional turnover in the field, as two mentees departed. Having lost 4 out of 5 of the original participants by the mid-point of the pilot, CHF attempted to replace the Mentors, as well as the Mentees, and to re-activate the program. However, these attempts were unsuccessful and CHF decided to terminate its participation in the capacity development pilot of the MFMP. Lessons learned about managing staff turnover from this experience are threefold. First, HQ-led decision making about participants (both Mentors and Mentees) reduces field manager and participant buy-in and commitment, which is necessary in order to replace participants and reactivate training activities in a timely manner. Second, knowing that staff turnover is a reality that can occur at any time in any program, an organization should have qualified staff on call, ready to join the program in the event of a Mentor departure. Third, relying heavily on leverage to coverage the cost of the program makes it difficult to replace participants as they depart.

Working Together to Apply Learning

Conservation International selected Cambodia to launch the MFMP based on the high level of interest by country staff to incorporate the value chain approach into their ongoing programs. CI Cambodia hired a market development expert to support the increased market development programming and he was asked to serve as the mentor. The mentee self-selected, first by showing interest and commitment to the approach and then by writing a proposal for why he should be selected to take on this role. The mentee and mentor worked closely together on a day-to-day basis, allowing for the immediate application of topics into ongoing programming. By working together regularly, the mentee, despite a limited background in market facilitation, was able to constantly apply the learning on the topics into program initiatives. (In this configuration, the mentor was not their direct supervisor.)

In addition, CI provided all of the written materials for the MFMP to an individual in Madagascar. While this individual did not have a mentor to guide him through the program, he was able to use the materials to build his knowledge of the topics covered in the materials. In spite of this limitation, he became the value chain manager for Madagascar and helped share information on value chain with CI-Madagascar field implementation staff. As a result, the field implementation staff requested further support on value chain assessment at several of CI's priority sites. He followed another GROOVE resource — the CARE/MEDA eCourse on Market Facilitation and Value Chain Program Design — and helped design new training materials aimed for CI staff, partner NGOs and community members.

Since the staff at Conservation International primarily focuses on initiatives to protect natural resources, they generally do not have significant experience in or knowledge of market development programming. Therefore, the MFMP materials were challenging for the mentee as they used language and terminology that was new to him. Ultimately, however it was clear from CI's experience that both direct mentoring in the same country and unsupported use of the MFMP Topical Guides can be effective in the right context.

Mentoring a New Colleague

Practical Action launched the MFMP in the Zimbabwe regional office, selecting a mentee who recently joined the organization. By mentoring a new staff member, Practical Action chose to leverage the MFMP to build his skills, as well as to build a relationship with the International Markets and Livelihoods Coordinator, who would serve as the mentor from HQ in the UK.

In this case, the mentor took on the role of the MFMP administrator as well. The lesson in this case was that it would have been better to separate the roles of mentor and administrator. Both the mentor and mentee felt it would have been helpful to have an external person following up the process and helping the mentor and the mentee stick to the schedules and deadlines they agreed upon. The administrator role is critical when the mentor and mentee do not work in the same physical space, where formal meetings and informal encounters serve as reminders to both mentor and mentee of the pending work.

In addition, due to timing constraints, the 'intensive field week' occurred at HQ (during a visit by the mentee), rather than at the mentee's offices, as designed in the MFMP. As a result of the meeting occurring in the UK and not in Zimbabwe, the mentor and the mentee were not able to work together in the field to put the learning into practice in the project they selected. While they found the time together to cover two out of three modules and build their rapport, they focused more on ensuring that the mentee understood the concepts as compared to working through their application to his actual program initiatives in the field.

7 ADMINISTRATOR'S CHECKLIST
Implementing the MFMP in your organization

○ **SECURE BUY-IN AND RESOURCES**
    i.   At the organizational level
    ii.   At the country/project level

○ **DEVELOP GENERAL PLAN FOR PROGRAM**
    i.   Select project location(s), if applicable
    ii.   Decide on timing and duration of the program
    iii. Determine number of mentors and mentees
    iv. Determine how parties will interact and if/when they will meet in person
    v.   Develop Knowledge Management and M&IE Plans

○ **SELECT PARTICIPANTS**
    i.   Recruit mentors interested in and committed to the mentoring process
    ii.   Establish a recruitment process that is open and transparent for mentees, allowing individuals to self-select while ensuring buy-in from potential mentee supervisors and program managers
    iii. Recruit mentees interested and committed to the learning process

○ **SET UP A LAUNCH ACTIVITY FOR MENTEES AND MENTORS**
    i.   Plan for the event, including agenda, adult learning methodologies, specific events just for mentors to clarify their roles, logistics, and facilitation as well as for the mentees

○ **ONGOING ACTIVITIES**
    i.   Monthly Check-ins with mentors/mentees
    ii.   Quarterly Forums
    iii. Close out and final evaluation