MEANZ and NSTP Mentoring Pilot Programme Evaluation

Final Report

Sally Robertson
New Zealand Council for Educational Research

Acknowledgements

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Executive summary

The Museum Education Association of New Zealand (MEANZ) and the National Services Te Paerangi (NSTP) set up a pilot mentoring programme for museum educators in New Zealand. The overall goals for the programme were to:

- facilitate professional relationships between museum educators who are in need of information and assistance and those who can offer knowledge and support
- build the capacity of the museum education sector by capturing and sharing the exchange of knowledge and expertise that occurs between mentors and mentees.

Three pairs of mentors/mentees took part in the pilot programme. The programme took place over six weeks (from mid-November until Christmas 2010). The programme was shorter than initially planned due to some unexpected delays. The evaluation was completed in January 2011.

The project comprised three phases of data collection: a focus group with the people involved in the setting up and overseeing of the programme; an online survey for the three mentors and three mentees prior to the programme; and follow-up phone interviews with the mentors and mentees after the completion of the programme.

All of the mentors had been working in the field for at least six years. All of the mentees were relatively new to museum education.

The mentors and mentees were matched up by the programme's organisers (MEANZ and NSTP). The mentees set their own personal goals for the programme. The participants communicated with one another at least twice a week and met once in person.

All of the participants spoke very positively about the programme and felt that their goals had been met. Many of the participants felt that the programme had an impact on how they felt about their roles and helped them to identify the professional development they needed. However, the programme did not have a big impact on how supported they felt by their organisation or by MEANZ. This is likely to be because of the short time frame and because many of the mentees were new to their roles and to MEANZ.

Almost all of the participants thought that the programme could be improved by extending the time frame. The pilot was delayed and there were some changes to the mentor/mentee partnerships, meaning that some pairs had even less time. Extending the timeframe could allow participants to form deeper relationships. Mentors and mentees would be able to arrange face-to-face visits with plenty of notice which would help the visits best meet the needs of the participants and make them more economical. The longer time frame could also allow for reciprocal visits and

give participants more time to process what they had learnt. Some participants also suggested that the programme would be best run at the start of the year.

The participants made a number of other suggestions about how the programme could be improved in the future. These included practical suggestions such as: pairing up mentors and mentees who were close to each other to encourage more face-to-face contact; offering participants a financial grant; allowing participants to book their own transport and giving them more transport options; and providing participants with petty cash. One participant thought it would be useful to have more guidance about the reporting document.

Other suggestions included those to do with the mentor/mentee relationship. Suggestions included: better matching of the mentors and mentees; giving participants a choice about who they are paired with; allowing more time to meet face to face, including allowing for two visits; replacing the terms *mentor* and *mentee* with a more neutral and non-hierarchical term such as *buddy*; and encouraging mentors to further develop their own objectives and document their learnings.

There was strong support for continuing the programme. All participants would consider being mentors/mentees in the future. It is clear that despite the short time frame there were still many positive outcomes for all who took part.

1. Introduction

In 2010 the Museum Education Association of New Zealand (MEANZ) and the National Services Te Paerangi (NSTP) set up a pilot mentoring programme for museum educators in New Zealand. They invited museum educators to apply as either workplace mentors or mentees. The overall goals for the programme were to:

- facilitate professional relationships between museum educators who are in need of information and assistance and those who can offer knowledge and support
- build the capacity of the museum education sector by capturing and sharing the exchange of knowledge and expertise that occurs between mentors and mentees.

Three pairs of mentors/mentees took part in the pilot programme. The programme took place over six weeks (from mid-November until Christmas 2010). The programme was shorter than initially planned due to some unexpected delays. The evaluation was completed in January 2011.

MEANZ was interested in finding out about the success of the mentoring programme, the actual and potential longer term impact of the programme and wanted recommendations for improving the programme.

Data gathered in relation to these objectives have been synthesised in order to provide an insight and make recommendations for MEANZ regarding their mentoring programme. The next chapter describes the methodology used to collect and analyse the data.

2. Methodology

The project comprised three phases of data collection: a focus group with three staff from MEANZ and NSTP involved in setting up and overseeing the programme; an online survey for the mentors and mentees prior to the programme; and follow-up phone interviews with the mentors and mentees after the completion of the programme.

Phase one: Focus group

The first step involved conducting a focus group with three people who were involved in the set up and/or oversight of the pilot programme (see Appendix A). This focus group enabled me to gain a better understanding of the programme's goals and processes.

Phase two: Online survey

At the beginning of the mentoring programme (before any visits between mentors and mentees had occurred) the three mentors and three mentees completed an online survey (see Appendix B).[1] The online survey asked the mentors and mentees for background information (for example, about their position, qualifications and training, career opportunities and professional memberships) and their personal motivations and goals for the programme.

Phase three: Phone interviews

Individual phone interviews were carried out with the three mentors and three mentees after the completion of the programme in January 2011 (see Appendix C). The phone interviews asked what the mentors and mentees did during the programme, its perceived impacts and outcomes, and participants' feedback and suggestions. Some questions from the online survey were repeated in the phone interview to establish whether there had been any changes over time.

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[1] One person completed their survey at the end of the programme due to time constraints.

Data analysis

The data from the focus group, surveys and interviews were analysed for their themes. The participants' responses from their initial online survey and final interview were matched to see if there had been any changes over time. Sometimes the data for the mentors and mentees are combined because of the small number of participants.

This report includes findings from all three phases, organised into four chapters: characteristics of the mentors and mentees; planning for the programme; impacts and outcomes; and suggestions.

3. Characteristics of the mentors and mentees

This chapter provides information about the characteristics of the three mentors and mentees.

Qualifications

Four of the participants described themselves as educators, one as an education and media intern and one as an education programme leader. Almost all of the mentors/mentees were trained teachers (five out of six people) (see Table 1). Two participants had qualifications in museum studies and two in art history.

Table 1   **Mentors' and mentees' qualification areas**

Qualification area	Mentors' and mentees' survey responses (N = 6) n
Trained teacher	5
Museum studies	2
Art history	2
Fine arts	0
Other	1

Note: Numbers do not add up to six as multiple responses were possible.

Career choice and progression

When asked why they decided to work in the field of museum education the most common reason given by the mentors/mentees was that it was a good match with their skills and/or qualifications (four participants). Other common reasons were because they had an interest in museum education (three participants) or they needed a break from what they were previously doing (two participants).

Three participants said that they planned on continuing working as a museum educator in the short term only (i.e., a few years). Two participants said they had no plans to leave the field and one participant was unsure if they would continue as a museum educator.

Some of the reasons given for continuing to work as a museum educator were: the stimulating work environment; the large scope of the role; and the advantages over classroom teachers (such as no student discipline or individual student reports). Some of the reasons cited for leaving were: the lack of job security and lack of career progression; wanting to return to classroom teaching; the lower pay and fewer holidays than classroom teachers; and the public's lack of knowledge about educators' roles and responsibilities.

Almost all of the mentors/mentees (five out of six people) felt that there were very limited or somewhat limited opportunities for career progression for museum educators (see Table 2). The sixth person thought that there were very good opportunities for career progression.

Table 2 **Mentors' and mentees' views about career progression opportunities for museum educators**

Views about career progression	Mentors' and mentees' survey responses (N = 6) n
Very limited opportunities for career progression	3
Somewhat limited opportunities for career progression	2
Very good opportunities for career progression	1
Good opportunities for career progression	0

Professional development and networks

All of the mentors/mentees had attended workshops and conferences as part of their previous professional development (see Table 3). Half had previously had in-house training and been part of a MEANZ cluster group. One participant had previously been involved in mentoring.

Table 3 **Mentors' and mentees' professional development**

Professional development	Mentors' and mentees' survey responses (N = 6) n
Attended workshops	6
Attended conferences	6
In-house training	3
MEANZ cluster group	3
Previous mentoring	1
Other	2

Note: Numbers do not add up to six as multiple responses were possible.

All of the mentors/mentees were members of MEANZ. The three mentors had been members for between six and nine years and the three mentees had been members for 18 months or less. Two participants were members of Interpretation New Zealand and two had localised professional memberships.

All of the mentors/mentees had attended a MEANZ conference/workshop (see Table 4). Two had presented at a MEANZ conference/workshop and two had hosted a cluster meeting.

Table 4   **Mentors' and mentees' involvement in MEANZ**

Involvement in MEANZ	Mentors' and mentees' survey responses (N = 6) n
Attended MEANZ conference/workshop	6
Presented at a MEANZ conference/workshop	2
Hosted a cluster meeting	2
Been a council member	1
Other	1

Note: Numbers do not add up to six as multiple responses were possible.

The next chapter looks at the set up and the overall goals for the mentoring programme. It then discusses why the participants signed up to the programme and their personal goals.

4. Planning for the programme

This chapter looks at the set up of the programme—how mentors and mentees were paired and the information they received. It then reports on the overall goals MEANZ and NSTP had for the mentoring programme. Finally, it looks at the reasons the mentors/mentees joined the programme and their goals.

Matching of mentors and mentees

The mentoring programme was organised and managed by three people, Helen Lloyd and Margaret Tolland from MEANZ and Victoria Esson from NSTP. These three organisers matched up the mentor/mentee partnerships. They thought about things such as: how long the participants had worked in the sector; the type of organisation they worked at; the career development that would be most useful; the scope of their work; their personalities; and what they had to offer.

The participants self-nominated whether they wanted to be mentors or mentees. No partnerships took place within an organisation.

Expectations of mentors and mentees

MEANZ sent the mentors and mentees information on mentoring at the beginning of the programme (see Appendix D). This included information about their roles as well as the details of how often they were to meet.

Mentors and mentees were expected to communicate at least twice a week during the six-week programme which ran from mid-November until Christmas 2010. The programme was shorter than initially planned due to some unexpected hold ups. There were also some changes to mentors and mentees at the beginning of the programme. Participants were also expected to meet for between one and five days during this period. At the end of the programme the participants wrote a report for MEANZ (see Appendix E).

Overall goals from NSTP and MEANZ

NSTP and MEANZ identified a number of goals (including both short-term and long-term goals) for the programme. These were to:

- encourage people to feel enthusiastic about the programme
- help retain people in the profession
- help those new to the profession to see what a museum educator career really is
- support those who have made a commitment to museum education as a career
- help people to feel confident about the knowledge they have as well as work out what they would further like to learn and develop
- encourage innovative practice by challenging perceptions of what museum education is
- help people to network and encourage lasting relationships so they do not feel that they are working in isolation.

Mentors' and mentees' goals

Some of the reasons mentors said that they signed up to the programme included: having skills/knowledge that could help others; wanting to encourage less isolation and less staff turnover amongst museum educators; wanting to give back to the museum educator field; and wanting to support new educators.

Some of the reasons mentors signed up for the programme were to:

- pass on their knowledge to their mentee
- encourage their mentee
- learn from their mentee.

One person wanted to help MEANZ become an organisation that is helping its members.

Mentees signed up for the programme because they wanted to:

- gain professional development
- talk to and see someone with a different experience
- think about some big picture issues
- feel less isolated
- share their experience
- find out what a museum educator role is about
- develop skills in an area specific to their work (for example, working out ways to target and interact with new audiences; working out what is best practice; how to best use resources; how to run a dynamic education programme; and discussing arts education).

Mentees were expected to think of their own goals and tell their mentor. Sometimes the mentee and mentor discussed these goals; however, it was primarily up to the mentee to set their own goals.

The next chapter talks about the impacts and outcomes of the programme.

5. Impacts and outcomes

This chapter looks at the mentors' and mentees' communication during the programme and its impacts.

Contact between mentors and mentees

The mentors and mentees were expected to be in contact (via email, phone or Skype) at least twice a week. Most mentors and mentees communicated this frequently. Most of this initial communication involved introductions, finding out about each other's workplaces, discussing the mentee's objectives and arranging the visits. Many participants felt like they had little guidance or structure to guide their work but they felt confident figuring this out for themselves and were pleased that they had this flexibility.

It was up to the mentors and mentees to decide who visited whose workplace. All of the participants decided that the mentee would visit the mentor's workplace. Most commented that they felt this would create the most effective learning opportunities. Participants also considered practical issues (for example, the size and location of the workplaces).

The mentees visited their mentors for between three and five days. Some of the activities that took place during these visits included: talking to different staff members; observing/co-teaching during an education visit; talking about and seeing collections and exhibits; discussions between the mentors and mentees in relation to their learning objectives; sharing resources and contacts; and visiting other workplaces.

While all of the pairs learnt a lot from one another, some felt that there could have been improvements made to the matching-up process. Some participants found ways to work around this by involving other people from their workplace who they felt were better suited to the mentee. One participant felt that it was an asset working with someone from such a different organisation as it helped provoke interesting discussions.

Almost all of the mentors and mentees expected to continue to stay in contact with one another. One person felt it was too early to tell how long they would maintain contact. A few participants plan to organise a reciprocal visit to the mentee's workplace (one participant's organisation is funding this).

Impact of the programme

All of the participants spoke very positively about the programme. Almost everyone felt that their goals had been met. One person felt that their goals had only been superficially met because the programme was short. However, this person still felt that the programme had been beneficial.

Some of the common benefits mentioned were: having a fresh perspective and new insights; being able to see how things worked in a different organisation with different resources; and gaining a broader perspective.

Some participants felt that the programme had also had an impact on how they felt about their job. Comments around this included feeling more connected to others in the field, having a renewed appreciation for one's own workplace and feeling more confident about one's own skills.

Participants were asked before and after the programme how supported they felt by their organisation (see Table 5). Most participants began feeling very well supported by their organisation (four people). After the programme, one participant went from feeling not very well supported to very well supported. There were no other changes.

Table 5 **Feeling of support from organisation**

Organisation support	Mentors and mentees before programme (N = 6) n	Mentors and mentees after programme (N = 6) n
Not supported at all	0	0
Not very well supported	2	1
Quite supported	0	0
Very well supported	4	5

The participants were also asked before and after the programme how supported they felt by MEANZ (see Table 6). After the programme, one participant went from feeling not very well supported to very well supported by MEANZ. This was the same participant who felt more supported by their organisation at the conclusion of the programme. No other participants changed their view over the six weeks. However, some commented that they have not been members of MEANZ for long. Many said they were thankful that MEANZ had offered the programme.

Table 6   **Feeling of support from MEANZ**

MEANZ support	Mentors and mentees before programme (N = 6) n	Mentors and mentees after programme (N = 6) n
Not supported at all	0	0
Not very well supported	2	1
Quite supported	2	2
Very well supported	2	3

Some participants felt that the programme had helped them to clarify their future professional development needs. This tended to be professional development that was very specific to their workplace (for example, learning to work with live animals or learning te reo Mäori).

All of the participants stated that they would consider being a mentor/mentee in the future. Some would be interested in seeing what it was like in a different role (i.e., changing from a mentor to a mentee in the future).

The next chapter outlines some suggestions from the participants that could help to improve the programme.

6.   Suggestions and conclusion

The participants made a number of suggestions for improving the programme including changing the timeline and financial and logistical issues. Participants were also asked for their ideas about how to disseminate the key learnings from this programme.

Improving the programme

The main issue raised by the mentors and mentees was the short length and end-of-year timing of the programme. Many felt that the programme would be greatly improved if it ran for a longer length of time (some even suggested over 12 months). The benefits suggested were it would: encourage more productive and deeper relationships to develop; allow time to process the information; and ensure time to arrange visits. Many thought that it would be better to run the programme at the start of the year.

Some participants found it particularly hard to arrange visits at short notice. There were also some last minute changes to the mentor/mentee partnerships which created further delays. This also resulted in flights being expensive and/or at inconvenient times.

Other suggestions for improving the programme included:

- providing more time to meet face to face
- allowing for two visits—the first for the mentee to visit the mentor, and the second for the mentor to visit the mentee
- pairing up mentors and mentees who were near each other as this could encourage more face-to-face contact
- allowing participants to choose from a selection of people who they would like to work with
- MEANZ offering participants a financial grant up to a certain value and that they could then choose how this was spent
- booking own flights (as opposed to MEANZ booking them) so that participants could have a say about the times of these
- giving participants the option of hiring a car so they could travel to more organisations easily
- providing participants with petty cash for entry fees and donations when visiting other organisations
- having more guidance about who the participants were reporting to, the purpose of the reporting and how much detail they should include in their report

- replacing the terms *mentor* and *mentee* with a more neutral and non hierarchical term such as *buddy*
- encouraging the MEANZ regional clusters to set up widespread mentor/mentee relationships
- encouraging mentors to think about their objectives and take more time to reflect on their learnings. There was an emphasis on mentees choosing their goals and documenting their professional development. It appeared that mentors got a lot out of the programme and there were often unexpected outcomes (for example, some mentors were surprised at how much they learnt from their mentees).

There was support for continuing the mentoring as many believed the programme was useful for both new and more experienced educators. In the future, one possibility could be to allow a range partnerships to be included in the programme (for example, two experienced educators or two new educators could be paired together).

Sharing key learnings

MEANZ wanted to know how participants thought it would be best to share the key learnings with other MEANZ members. There was support for online communication; however, some participants commented that they do not always have time or do not enjoy discussion-based websites. Having visuals and personal stories online was suggested. One person also suggested publishing the key learnings in *Museums Aotearoa* as this is widely disseminated.

There was also support for sharing the findings and stories through conferences and workshops. Many participants felt that this would help to create enthusiasm and the interactive nature of this would be beneficial.

Conclusion

All participants felt they had learnt a lot from the mentoring programme. The participants were very complimentary about their mentors/mentees. They felt they had met their goals and there were also unexpected additional learnings.

Many of the mentors and mentees plan on continuing to stay in contact with one another and a few plan on meeting in person again. Many participants are already planning on making changes/additions to their work and sharing their learnings with others in their organisation. It may be useful for MEANZ to monitor how this pilot programme continues and what impact it has in the longer term.

Appendix A: Focus group interview schedule

1. Why was this mentoring programme set up?

2. How was this programme set up?

3. How are mentors and mentees matched up?

4. Can mentors also be mentees?

5. What do you expect the mentors and mentees to do once paired up? (e.g., do they set their own plans/goals?)

6. Are the mentoring pairs given any formal guidance or structure to guide their work or is it up to them to determine how they will work together?

7. Can the mentoring take place within an organisation?

8. What do MEANZ and NSTP hope the programme will achieve?

9. How do you feel the programme is going so far?

10. Is there anything else I should know about this programme?

11. What feedback do you have about the online survey and interview questions for the mentors and mentees?

Appendix B: Online survey for mentors and mentees

This survey should take approximately 15 minutes.

The survey asks you about your initial thoughts about the mentoring programme. We ask for your name so that the responses from your online survey can be matched to the responses from your phone interview to see if there have been any changes in your views over time. All the survey and interview data will be confidential to the evaluation team, and you will not be named, but because of the very small numbers of mentors and mentees we cannot guarantee anonymity.

Thank you for taking the time to complete this.

* Required

1. What is your full name? *

2. What is your current position? *

3. What area(s) are your relevant qualification(s) in? (Please tick all that apply) *

    - ☐ Trained teacher
    - ☐ Museum studies
    - ☐ Fine arts
    - ☐ Art history
    - ☐ Other:

4. Why did you decide to work in the field of museum education? *

5. Do you think you will continue working in the field of museum education? *

    - ○ No
    - ○ Yes, but only in the short term (i.e., a few years)
    - ○ Yes, I have no plans to leave
    - ○ Not sure
    - ○ Other:

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6. Do you have any comments on your answer above? (I.e., why do you think you will/won't continue working in this field?)

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7. To what extent do you think there are opportunities for career progression within the field of museum education? *

	1	2	3	4	
Very limited opportunities for career progression	☐	☐	☐	☐	Very good opportunities for career progression

8. What sources of professional development have you had prior to this mentoring programme? (Please tick all that apply) *

- ☐ Attended workshops
- ☐ Attended conferences
- ☐ In-house training
- ☐ Previous mentoring
- ☐ Museum Education Association of Aotearoa New Zealand (MEANZ) cluster group
- ☐ Other:

9. What professional memberships do you have? (Please tick all that apply) *

- ☐ Interpretation Network of New Zealand
- ☐ Museums Aotearoa
- ☐ MEANZ
- ☐ Other:

10. If you belong to MEANZ, how many years have you been a member for?

11. What involvement have you had in MEANZ? (Please tick all that apply) *

- ☐ None
- ☐ Attended MEANZ conference/workshop
- ☐ Presented at a MEANZ conference/workshop
- ☐ Hosted a cluster meeting
- ☐ Been a council member
- ☐ Other:

12. How well supported do you currently feel by your organisation? *

	1	2	3	4	
Not supported at all	▢	▢	▢	▢	Very well supported

13. How well supported do you currently feel by MEANZ? *

	1	2	3	4	
Not supported at all	▢	▢	▢	▢	Very well supported

14. Did you sign up to be a mentor or mentee? (Please tick all that apply) *

- ▢ Mentor
- ▢ Mentee

15. Why did you sign up to be a mentor/mentee? *

16. What do you hope to achieve from being involved in this programme? *

0	

Appendix C: Follow-up mentor and mentee interview schedule

1. How often did you meet with your mentor/mentee?
2. What did you think about the length of the programme and how frequently you met?
3. What sorts of things did you do/discuss during your meetings? How did you decide what would be most useful to do/discuss?
4. Were you given any formal guidance or structure to guide your work or was it up to you to determine how you would work together? Prompt: Was this information useful? How was it working in this way?
5. How did you decide on your goals?
6. Do you feel your goals were met?
7. Did the programme have an impact on the way you felt about your job as a museum educator?
8. Did the programme help you identify the PD you would like to do?
9. What's the main thing you have gained from this programme? Prompt: Do you think you will do anything differently as a result of this programme?
10. What was good about this experience for you?
11. What was not so good about this experience for you?
12. Do you think you will stay in contact with your mentor/mentee?
13. Do you feel that you were well matched to your mentor/mentee?
14. What changes would you make if this programme was run again?
15. Would you consider being a mentee/mentor in the future? Why/why not?
16. How well supported do you currently by your organisation?
    1 – not supported at all
    2 – not very well supported
    3 – quite supported
    4 – very well supported
17. How well supported do you currently feel by MEANZ?
    1 – not supported at all
    2 – not very well supported
    3 – quite supported
    4 – very well supported
18. How do you think the learnings from this programme could be shared with members of MEANZ? Prompts: Could this be through a newsletter/conference/online? Why don't you think the Ning website is currently used very much?
19. Are you happy for MEANZ to give me a copy of your final written report?
20. Do you have any other comments about this programme?

Appendix D: Information provided by MEANZ and NSTP about mentoring

Role definition:

What is Mentoring?

In this programme it is expected that the Mentee and Mentor will establish a constructive working relationship. Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional development of someone else. The power of Mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving. Most Mentoring programmes are designed for the benefit of mentees and they encourage participants to come into the relationship with specific goals. However the benefits extend beyond this to positively impact upon the Mentor and the museum where the mentee is based.

Mentoring is in many ways an elusive concept and an individual process. Every pair is unique because each person's experience, personality and professional development is different. Although both people involved begin the process with expectations about how the relationship will develop, it is often wise to consider establishing a review after a short time to determine whether the Mentoring relationship is working and may help minimize any misunderstandings. A firm commitment to the Mentoring process and a willingness to invest time and energy are the most important components for a successful relationship.

Taking the role of Mentor involves a great level of commitment to the Mentee, and an understanding of the role.
Within the mentoring process, a Mentor often assumes multiple roles to encourage the enhancement of the Mentee's professional and personal development.

At different times, the Mentor may be:

> A role model
> An advocate
> A resource provider
> An advisor
> A guide
> A facilitator
> The function of the effective Mentor is not far removed from what good teachers do. These include:
> Building a relationship
> Being facilitative

Providing information
Being challenging

Benefits to the Mentee:

Support, advice and constructive feedback on personal and professional
development issues
Increased understanding of how to succeed in museum education
Expanded network
Increased exposure and visibility
Accelerated skill development
Improved self-awareness and self-confidence
Meaningful learning experiences where theory and practice are closely
integrated
Opportunity to develop and apply problem solving strategies and critical
thinking skills

Benefits to the Mentor:

Exposure to emerging talent pool
Possible catching up with latest education theory and practice
Stronger competencies in Mentoring and developing talent
Chances to develop network of new colleagues
Satisfaction from imparting wisdom and experience to others in the field without
a huge time commitment
Doing their part in training the next generation of museum professionals
Adding to their leadership skills

Both parties have a responsibility to:

Be sure both the Mentor and Mentee are clear about how often they will
communicate, and how. Outline whether all communications are to be treated as
confidential or not.

Make contact frequently, especially during the first weeks to build a trusting
relationship.
Respect the Mentee's and Mentor's experience and views.
Follow up on commitments and action taken when required.
Flexibility! Unforeseen situations may arise and taking advantage of every one
will make the experience more enjoyable and beneficial for all parties.

Appendix E: MEANZ and NSTP's final report template

Museum Educators Association of New Zealand |

National Services Te Paerangi

Mentor Pilot Programme

Reporting template

Overview

Participants

Who is taking part in the exchange?

- Mentor profile:
Include a short bio:

- Mentee profile:

Include a short bio:

Objectives

Mentee identifies at least 3 measureable objectives as outcomes for the exchange:

1.

2.

3.

Reporting

Were the objectives met? Report against the objectives:

Mentee:

1.

2.

3.

Mentor report:

1.

2.

3.