

GLLP Mentorship Guide

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Purpose

The purpose of this document is to define the role of mentors and mentees in the context of the Global Laboratory Leadership Programme (GLLP) and provide mentors and mentees with the guidance, information and tools that will enable them to build and maintain fruitful mentoring relationships.

Introduction

Laboratory directors, mid-level and senior laboratory managers and supervisors worldwide need specialized training in leadership and management. This is to help ensure laboratories can effectively play their critical role in the detection, prevention and control of diseases. With this goal in mind, six leading organizations [the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the World Organisation for Animal Health (WOAH), the European Centre for Disease Prevention and Control (ECDC), the United States Centers for Disease Control and Prevention (U.S. CDC) and the Association of Public Health Laboratories (APHL)] partnered to develop a Global Laboratory Leadership Programme (GLLP). The GLLP targets human and animal health laboratories, as well as laboratories with health impact (e.g. environmental, agricultural, food or chemical laboratories). The GLLP is based on a Laboratory Leadership Competency Framework¹ that aims to harmonize and build global consensus on critical laboratory leadership competencies across human, animal, environmental, and other health-related sectors.

The GLLP is a learning and mentoring programme based on nine critical competencies that are fundamental to laboratory leadership and are outlined in the Laboratory Leadership Competency Framework:

1. Laboratory system
2. Leadership
3. Management
4. Communication
5. Quality Management System
6. Biosafety and Biosecurity
7. Disease Surveillance and Outbreak Investigation
8. Emergency Preparedness, Response and Recovery
9. Research

The GLLP may combine pre-training work with face-to-face learning and on-the-job assignments and projects supported by mentoring. It is a flexible programme, as the duration and design may vary and can be adapted to meet country-specific workforce needs. The GLLP target audience is mid to upper-level career laboratory professionals from various backgrounds and fields (human, animal, environment, etc.) with a minimum of two years of managerial and decision-making experience within their respective laboratories. Participants in the GLLP may include, but are not limited to, laboratory

¹ World Health Organization. Laboratory leadership competency framework. Geneva: World Health Organization. 2019.
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services managers, supervisory laboratory scientists, laboratory directors, and non-bench program personnel in multidisciplinary private and public-sector laboratories.

The goal of the GLLP is to foster and mentor current and emerging laboratory leaders to build, strengthen and sustain national laboratory systems. A laboratory leader is defined in the GLLP Laboratory Leadership Competency Framework as an “individual laboratory science subject matter expert responsible for managing finances, motivating staff, advocating for the laboratory, building relationships with external partners and navigating legislative processes.”

What is a mentor?

A mentor is an active partner in an ongoing relationship, who provides support to a mentee, in reaching their professional goals. Mentors provide individuals with guidance, advice, and expertise to help them advance their careers, enhance their education and skills, and build their networks.

An ideal mentorship is an engaged relationship structured within an informal and non-judgmental communication style and using a one-on-one approach. Within the mentoring relationship, mentees should have access to a mentor who acts as a valuable advisor with whom they can share successes and discuss challenges as well as new ideas. The mentor should provide unbiased guidance, timely support, and constructive criticism. For the mentoring program to be successful, mentors and mentees must be active, committed participants who feel engaged and accountable for their mutually established project and goals. The mentoring relationship must be entirely confidential.¹

Purpose of mentoring in the context of the GLLP

Mentoring allows for skills development through a mutual exchange of experience between a skilled or experienced person and a person seeking to enhance their skills.² The role of the mentor is to help an individual create a realistic picture of the future and devise a path to get there.

In the context of the GLLP, the mentoring component aims at providing support to participants by developing their personal goals within the programme and aligning them with their career development/enhancement goals. Mentors will play a critical role in supporting mentees in the development and implementation of individual projects. Mentors may also play an important role in supporting participants to further develop their professional networks.

¹ WHO MENTOR-VIP Programme, available at:

<https://www.who.int/teams/social-determinants-of-health/mentor-vip>

² SKILLS FOR SUCCESSFUL MENTORING: Competencies of Outstanding Mentors and Mentees, available at:

<https://mentoringgroup.com/books/skills-for-successful-mentoring.pdf>

Pairing mentors with mentees

There are many possible ways to pair mentors with mentees. GLLP implementers should decide how to pair them based on their environment and resources.

Key factors to be considered during the pairing process are included below.

Criteria for pairing mentors and mentees are based on:

- The match between a mentor's skills and a mentee's gaps/needs.
- The ability and added value of having both mentor and mentee working in the same sector (i.e. human, animal, environmental health) or not.
- Mentor and mentee possessing similar or complementary areas of expertise.
 - Depending on context and resources, it may not be suitable that a prospective mentor supervises a prospective mentee in the workplace. It might be better to have a mentor from a different discipline rather than a supervisor.
 - Availability of qualified professionals in certain countries to mentor may be limited. In that case, a twinning system (i.e. acquiring mentors from other countries) or another approach could be considered.
 - Prior to GLLP involvement, GLLP graduates could also be considered to act as mentors of GLLP trainees (irrespective of the location where the programme is being delivered).
- Added value of mentor/mentee having the same function (i.e. supervisor or manager) or not.

Modalities for pairing mentors and mentees:

- Mentees may be provided with a list of potential mentors to choose from.
 - Mentors could be assigned to mentees, i.e., by a Technical Working Group or committee.
- Whatever modality for pairing mentors and mentees is used, it is best that mentors and mentees are paired by people who know them.

Number of mentees per mentor:

- The country may limit the number of mentees per mentor (i.e., 1 or 2 mentees per mentor).
- If there is a limitation of qualified mentors in the country, identifying mentors from other countries or GLLP graduates could be considered.

Modalities for addressing issues between mentors and mentees (such as mentor and mentee not matching well):

- An initial mentor/mentee meeting can be scheduled to assess whether to proceed with the pairing and allow for a structured exit if the match is not right.
 - Any mentor/mentee issues need to be addressed quickly and fully, for the benefit of both the mentor and mentee.

- There is a designated person (i.e. within the GLLP implementers team) to whom either the mentor or mentee can turn to if conflict or other mentorship-related issues arise.
- There is a process to address and rectify mentorship-related issues.

Expectations and benefits

Expectations from mentees

The mentee is expected to:

- Initiate and drive the relationship (i.e. initiate meetings, suggest meeting agendas, ask for specific advice, etc.)
- Identify initial learning goals/career development plan
- Be proactive and take ownership of mentor/mentee relationship
- Seek feedback
- Allocate time and energy
- Take an active role in their own learning
- Be able to take criticism
- Show respect
- Follow through on commitments

And NOT to:

- Know the answers to all the questions
- Get things right the first time
- Be submissive in the relationship
- Develop a friendship

Expectations from mentors

The mentor is expected to:

- Commit to the full duration of the programme
- Be an unbiased resource
- Provide constructive feedback and orientation
- Be available regularly (as per Mentoring Agreement)
- Be patient and allow the mentee to take risks/make their own mistakes
- Help develop a learning plan and career development plan

And NOT to:

- Lead the relationship
- Do most of the talking at meetings
- Complete mentee's assignments/project
- Be an expert in all areas of development
- Direct the mentee
- Tell the mentee what to do
- Make judgements

- Provide guidance on project development and implementation
- Follow through on commitments
- Have high ethical standards
- Be open to new ideas
- Show mutual respect
- Keep confidentiality
- Build trust
- Listen actively
- Ask open questions
- Help network/provide contacts

Benefits of the mentor-mentee relationship

In the mentor-mentee relationship, everybody benefits, and everybody learns.

Benefits for the mentee:

- Build upon leadership skills
- Gain greater clarity about personal development and career goals
- Access expert knowledge and advice: mentoring provides a place to discuss concerns/challenges
- Learn from experience: accelerated learning through working with a mentor and role model
- Improve communication skills
- Improve networking techniques to build effective relationships
- Increase engagement, confidence and motivation
- Practice in an environment dedicated to their development
- Receive constructive feedback, without judgment, that challenges them

Benefits for the mentor:

- Develop personal growth, specifically in leadership and managerial skills
- Increase in their own knowledge/learning; transfer of skills/experience from mentee to mentor is also a potential outcome
- Obtain satisfaction from helping others
- Open conversations that build new ideas
- Share knowledge, skills and experience
- Engage in the development of mentees and their futures
- Advance their mentoring skills

- Develop a connection to the next generation of laboratorians
- Receive recognition

Benefits for the laboratory system:

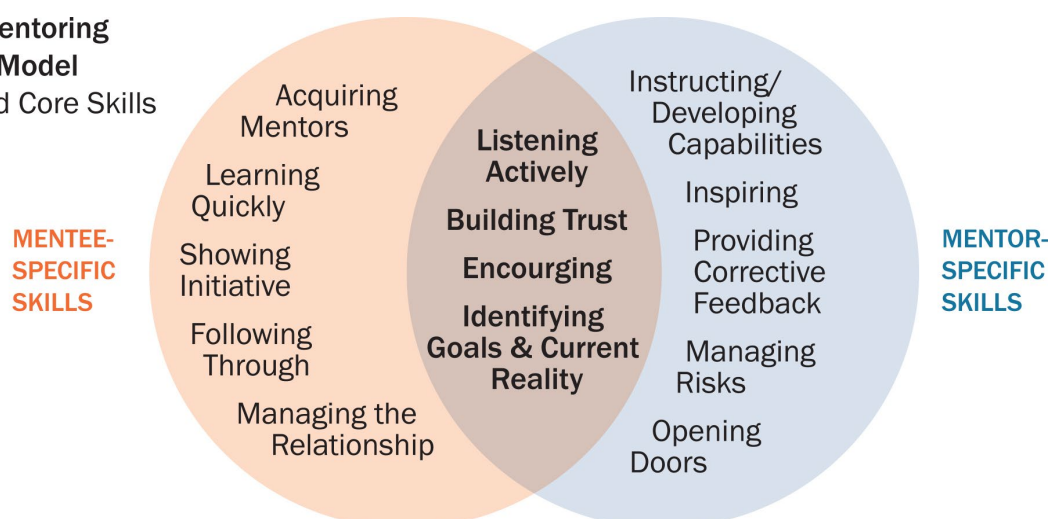
- Cross-sectoral networking and relationship building
- Intra-sectoral networking and relationship building
- Enhancements to the laboratory system via the Capstone Project
- An experienced pool of national personnel for GLLP sustainability (instructors and mentors)

Mentoring practice

Mentoring skills

A skill is a learned, observable behaviour you perform that indicates (to someone else) how well you can do something. The model³ below illustrates the shared core skills used by both mentors and mentees and the unique skills needed by each group. This set of skills constitutes the overall ability to mentor and be mentored.

The Mentoring Skills Model



Source: *SKILLS FOR SUCCESSFUL MENTORING: Competencies of Outstanding Mentors and Mentees*
<https://mentoringgroup.com/books/skills-for-successful-mentoring.pdf>

³ Phillips-Jones, L. The Mentor's Guide: how to be the kind of mentor you once had or wish you'd had, website: <https://mentoringgroup.com/books/the-mentors-guide.pdf>, accessed July 8, 2021.

Tips and recommendations for mentoring

Recommendations and tips for building trust:

- Commit to total confidentiality.
- Maintain professional boundaries.
- Reveal personal experiences such as mistakes you have made and learned from
- Share your genuine feelings in the best interest of your mentee
- Document meetings and conversations with your mentee.
- Provide feedback through constructive criticism
- Keep your promises to your mentee
- Provide honest feedback in each session. For example, ask the following questions:
 - How are we progressing?
 - What could we do better?
 - Is this the best way for us to do X?
- Be clear on what you do and do not want to be communicated to others
- Commit to upholding moral, ethical and legal endeavors
- Support the mentee's management of the project
- Find the right "distance": not too friendly, but the mentee should still feel free to ask questions and seek advice
- Be fully present and free of distraction
- Listen actively to the mentee
- Communicate in an effective and timely manner if any issues arise on your end such as inability to meet face-to-face

Recommendations and tips to show appreciation to your mentee:

- Be considerate with your mentee's time; start and end meetings on time
- Compliment your mentee on accomplishments and character traits
- Keep the mentee motivated
- Ask for and carefully consider their advice, viewpoints and reactions
- Highlight what you are gaining from this experience by assuring them that mentorship is a two-way street

Common challenges that may arise and troubleshooting options:

Lack of time and energy for personal contact between mentor and mentee.

- If you or your mentee are too busy, postpone the meeting until later. Both mentor and mentee must commit sufficient time. Create a standing meeting schedule and expectations early in the relationship.

Difficulties in defining mentee learning goals.

- Be kind yet firm, and when needed provide examples of learning goals.

Mentors who push their views and ways.

- Understand the differences between advice and pushing specific thought processes. Encourage exploration and be open to the mentee's thought processes.

Overdependence on partner (mentor/mentee).

- Effective, dedicated mentors can easily fatigue when they put more effort into the programme than the mentee. Be honest about your needs and set boundaries. When appropriate, prepare to end the formal part of your relationship. Ask for help as needed from the GLLP implementer or others.

Conflict between mentee and their immediate manager.

- Urge your mentee to involve their manager by periodically updating them on overall goals and progress towards those goals.

Obvious differences between mentor/mentee.

- Partnerships can work despite or even because of differences. Meet at least three times before approaching the GLLP implementer for a potential re-match.

Programme schedule and corresponding mentoring tasks

The GLLP schedule will vary with each specific country or regional programme. The mentorship component of the GLLP is designed to be implemented throughout the duration of the programme. The role and tasks of the mentor will evolve throughout the programme; this section outlines the main steps of the programme and corresponding tasks in which mentoring will be focused. All forms are linked below and available in the Tools and Templates section at the end of this document.

Step 1 Preparing for mentoring

Before the first mentor-mentee meeting (be it in-person or virtually):

Mentees should:

- Complete the [Laboratory Leadership Competency Self-Assessment](#), identify learning gaps and draft learning goals to fill in these gaps.
- Share their Laboratory Leadership Competency Self-Assessment and draft learning goals with their mentor one week prior to the first meeting.

Mentors should:

- Review the mentee's Laboratory Leadership Competency Self-Assessment completed and learning goals drafted.
- Consider as a reference for their work the ethical guidelines and professional standards for mentoring, such as:
<https://coachingfederation.org/insights-considerations-for-ethics>

In addition, both mentors and mentees should:

- Prepare and share information about themselves, including their experiences, areas of interests, hobbies, etc. that may positively influence the relationship by completing and exchanging the [Mentor and Mentee Information Sharing Template](#).
- Carefully read the [Terms of Reference for Mentors](#).
- Carefully read the [Template for Mentoring Agreement](#) and use it to facilitate the discussion during the 1st meeting.

Step 2 Initiating the relationship

It is recommended that mentors and mentees formally initiate the relationship as the programme starts, ideally during the GLLP introductory session (be it in person or virtually). However, the mentor-mentee relationship may be initiated at a later stage, depending on programme schedule and constraints. As they start their relationship, mentors and mentees will:

Complete and sign the Mentoring Agreement. The mentor and the mentee should discuss and agree upon key aspects of their relationship and formalize details through a Mentoring Agreement (see the [Template for Mentoring Agreement](#)). Key aspects of the agreement include:

- Description of work and objectives
- Description of institutional involvement
- Mentee skills development objectives
- Description of mentoring schedule
- Description of any planned virtual or face-to-face meetings including logistics and related costs
- Commitments that will be made to each other
- Expectations of each other
- Confidentiality
- Outputs
- Termination

Review the Laboratory Leadership Competency Self-Assessment completed by the mentee prior to starting the programme. Together, they will identify the mentee's strengths and the skills to be developed; these will be the basis for defining individual learning goals for the mentee. The mentee will develop a plan to achieve these goals with the support of his/her mentor (using the [Template for Mentee Learning Plan](#)).

Mentors and mentees may use the [Meeting Agenda and Minutes Template](#) to plan and document meetings. Effective meeting planning and documentation can accelerate progress and improve the relationship.

Step 3 Developing the relationship

Didactic component (in-person or virtual)

Throughout the didactic component of the programme, mentors and mentees should have dedicated timeframes to discuss challenges the mentee might be facing, learn about laboratory concepts, and hear about the mentor's experiences. During in-person sessions, mentors and mentees may discuss mentee small and Capstone project ideas. Mentors will attend the presentation of mentee projects.

On-the-job learning, project development and implementation

During the on-the-job learning periods, mentors will support mentees for the development and implementation of their small and/or Capstone projects. Mentors and mentees will agree on modalities and dates for their communications. However, the minimum requirements are:

- One face-to-face meeting per on-the-job learning period (if unfeasible, then this could be replaced by a virtual meeting) including written meeting minutes.
- Email communication: a minimum of one contact per month.
- Phone communication: a minimum of one phone call per month.
- Written feedback on mentee project/assignment: a minimum of one comprehensive review with recommendations for improvement.
- Mentors and mentees will agree on a mentoring schedule. The mentoring schedule may be specified in point 4 of the [Mentoring Agreement](#).

Step 4 Evaluating mentoring – midway review

A midway review will take place close to the mid-point of the programme duration. This review will enable mentees and mentors to take stock of objectives reached so far, express and address any issues experienced by both parties, and discuss arising questions. The midway review will provide an opportunity to review and update the mentoring agreement, learning goals and objectives if needed.

The midway review will be done as a face-to-face discussion. Both mentors and mentees will prepare for the discussion by separately completing the [Mentoring Midway Review Form](#).

During the face-to-face meeting they will review and discuss the statements in the form. Upon completion of the meeting the mentee will prepare a consolidated version of the Midway Review Form, share it with her/his mentor and the GLLP implementer.

A regular or impromptu review meeting can also be useful as a check on how mentoring is progressing. These checks can be accomplished by asking the following questions at the end of each session:

- How are we doing?
- What are we doing well?
- What could we do better?
- What will we have achieved for the next meeting?

These questions contribute to increased engagement and accountability, as well as awareness.

Step 5 Evaluating mentoring – final review

At the end of the programme, mentors and mentees will meet and review the [Laboratory Leadership Competency Self-Assessment](#) that the mentee completed when the programme started, and take stock of achievements through the review of the [Mentee Learning Plan](#).

A final review will occur at the end of the programme. This review will enable mentees and mentors to reflect on objectives reached throughout the programme.

The final review would be done, ideally, as a face-to-face discussion. Both mentors and mentees will prepare for the discussion by completing the corresponding [Mentoring Final Review form](#). At their final review meeting, they will review and discuss the various statements in the form. Upon completion of the discussion, the mentee will prepare a consolidated version of the Mentoring Final Review form. The mentee will then proceed to share it with her/his mentor and with the GLLP implementer.

This meeting is an opportunity to discuss the end of the relationship or the potential continuation of the mentoring relationship upon completion of the GLLP.

Step 6 Ending the relationship

At the end of the programme, the formal mentor-mentee relationship in the context of the GLLP will come to an end. However, graduate GLLP mentees may also want to initiate a career development plan with the support of their mentors (i.e. for the next three to five years) and discuss potential continuation of the relationship beyond the official GLLP mentorship. They may also develop a mentorship plan focusing on how they can be mentors within their own laboratories.

Tools and templates

1 Laboratory Leadership Competency Self-Assessment

The Laboratory Leadership Competency Self-Assessment was developed based on the [Laboratory Leadership Competency Framework](#), that describes nine competencies required by laboratory leaders. This tool helps mentees identify their competency strengths and those that need to be reinforced.

The self-assessment should be completed by mentees prior to starting the programme using an Excel tool.

(GLLP_Mentorship_tool_1_Laboratory_Leadership_Self_Assessment.xls)

2 Mentor and mentee Information Sharing Template

Dear Mentor/Mentee, you have been selected as part of the Global Laboratory Leadership Programme in **XX (country)**. Please, complete the following questions to help us familiarize ourselves with your skills set. Thank you.

First Name:

Last Name:

Title:

Organization:

Email:

Tel #:

Do you have access to a stable internet connection?

Do you have access to a computer which you will use to access course material and sessions?

1. Your professional experience

Specialty:

Highest diploma and year obtained:

Total number of years of laboratory experience:

Total number of years of laboratory management experience:

Total number of years of laboratory quality management systems experience (please specify):

Total number of years of laboratory biosafety and biosecurity experience:

Total number of years of disease surveillance and outbreak investigation experience:

Total number of years of emergency preparedness, response, and recovery experience:

Total number of years of research experience as of today:

2. Relevant training programmes attended

Did you attend any of the training programs listed below? If yes please, mention the year of the most recent training.

Competencies targeted by the Training Programme	Yes	No	Year
Laboratory System (Policy development, Legal framework, Information systems, Infrastructure design, Workforce)	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership (Strategic planning, Organizational leadership, Critical thinking, Decision making, Problem solving, Partnership/coalition building, Ethics & integrity)	<input type="checkbox"/>	<input type="checkbox"/>	
Management (General management, Budgeting and financial management, People management)	<input type="checkbox"/>	<input type="checkbox"/>	
Communication (General communication skills, Proposal writing, Media relations, Risk communication, Scientific communication)	<input type="checkbox"/>	<input type="checkbox"/>	
Quality Management System	<input type="checkbox"/>	<input type="checkbox"/>	
Biosafety and Biosecurity	<input type="checkbox"/>	<input type="checkbox"/>	
Disease surveillance and outbreak investigation	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency preparedness, response and recovery	<input type="checkbox"/>	<input type="checkbox"/>	
Research	<input type="checkbox"/>	<input type="checkbox"/>	

Other trainings please specify title and year:

3. Your areas of interest and knowledge improvement

During the programme mentees will implement small and/or Capstone projects or activities based on the needs of the mentees' their country, laboratory and/or institution.

Please propose at least three topics or areas that may be of interest or value that you would like to work on for improvement of your knowledge and skills.

1.

2.

3.

General notes:

4. Attach a copy of your CV or resume

3 Terms of Reference for Mentors

Global Laboratory Leadership Programme

City, country, dates

Terms of Reference for Mentors

Context

Laboratory directors, mid-level and senior laboratory managers and supervisors worldwide need specialized training in leadership and management. Such training will help ensure that laboratories can effectively perform their critical role in detecting, preventing, and controlling diseases. With this goal in mind, six leading organizations [the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the World Organisation for Animal Health (WOAH), the European Centre for Disease Prevention and Control (ECDC), the United States Centers for Disease Control and Prevention (U.S. CDC), and the Association of Public Health Laboratories (APHL)] have partnered to develop the Global Laboratory Leadership Programme (GLLP). The GLLP targets human, animal, environmental health and other laboratories with health impact (e.g., agricultural, food or chemical laboratories).

The GLLP is a learning and mentoring programme based on the [Laboratory Leadership Competency Framework](#). The programme aims at harmonizing and building global consensus on critical laboratory leadership competencies across human, animal, environmental and other health-related sectors, including:

1. Laboratory System
2. Leadership
3. Management
4. Communication
5. Quality Management System
6. Biosafety and Biosecurity
7. Disease Surveillance and Outbreak Investigation
8. Emergency Preparedness, Response, and Recovery
9. Research

The implementation of the GLLP in **insert country** will focus on strengthening the following competencies:

- Insert competency
- Insert competency
- Insert competency
- Insert competency
- Insert competency
- Insert competency
- Insert competency
- Insert competency
- Insert competency

The programme will take place over **XX year/months** from **day/month/year** to **day/month/year**, combining pre-training work with face-to-face learning, on-the-job assignments and projects supported by mentoring.

Objectives of mentoring under the GLLP

In the context of the GLLP, the mentorship component provides formal support to participants for developing their personal goals within the programme and aligning them with their career development goals.

Mentors play an important role not only in supporting mentees to develop and implement individual projects, but also in helping them to further develop their leadership and management skills and expand their professional networks.

Role of the mentor

In collaboration with the mentees, the mentor will identify their strengths and skills and their gaps and define specific learning objectives for the mentorship.

1. Support mentees in defining personal development and career development objectives, including:

- supporting mentees to develop a plan for achieving their goals using the Laboratory Leadership Competency Self-Assessment, available in the GLLP Implementation Toolbox;
- supporting mentees to strengthen the gaps identified through the Laboratory Leadership Competency Self-Assessment, available in the GLLP Implementation Toolbox.

2. Assist mentees in the development of individual projects:

- Individual project objectives include:
 - putting learning into practice;
 - supporting the mentee laboratory and/or country laboratory system strengthening.
- Support and communication modalities include:
 - periodic face-to-face and/or virtual meetings;
 - email and/or telephone conversations;
 - written feedback from the mentor on mentees' output/writings, particularly the draft of their individual project and the pre-final version of their project.
- Practical organization:
 - Mentors and mentees agree on a mentoring programme, including key milestones and day, time, and frequency for meetings.

Mentor selection criteria

[Mentor selection criteria may be defined by each implementing country or region. The criteria below may be modified and are provided as a starting point.]

Education/qualifications:

- four-year degree or equivalent certificate in a relevant laboratory science field (e.g., biology, microbiology)
- higher education in the field of health (e.g. veterinarian, medical doctor, PhD) and/or health care management (e.g., public health) AND specialization in laboratory diagnosis (e.g., microbiology, hematology, biochemistry, blood bank)

Experience:

- at least 10 years of work experience in the laboratory
- management experience involving supervision of personnel (laboratory programme managers, laboratory scientists, laboratory directors)
- experience teaching, conducting training or mentoring laboratory employees or students

Mentor commitments

Mentors need to:

- be available as soon as they are selected for the entire duration of the programme (from **day/month/year** to **day/month/year**)
- dedicate one to two hours/week to support their mentee(s) throughout the duration of the programme
- attend the mentor induction session
- attend program learning sessions as possible
- support participants in the development and implementation of individual projects
- create a safe space
- provide nonjudgmental supervision
- seek and accept support from organization or programme staff as needed
- collaborate with other mentors as appropriate

Reference

Laboratory leadership competency framework. Geneva: World Health Organization; 2019 (<https://www.who.int/publications/i/item/9789241515108>)

4 Template for Mentoring Agreement

This agreement will cover the period from _____ to _____

(Important note: this Agreement could be modified after a Midway review if needed)

Mentor's name	
Mentor's phone number	
Mentor's email	

Mentee's name	
Mentee's phone number	
Mentee's email	

- 1. Describe the work that will be the focus of the mentoring and the objectives of that work.** Briefly describe the work around which mentoring will occur and state its objectives. Do not be overly ambitious - think carefully about a realistic scope of work that fits with the time and resources available to both mentor and mentee. Be aware that government approvals or other external factors may impact the feasibility of the project.
- 2. Describe institutional involvement.** Clarify whether there is institutional involvement for each member of the pair and briefly describe the nature of this involvement, e.g., the institution is simply aware of the mentoring; aware and officially approves; aware and actively supporting through resources such as personnel time, library resources, etc.
- 3. Define skills development objectives for the mentee.** Describe the skills that will be emphasized during the mentoring. If possible, try to express these in the form of the competencies as defined in the Laboratory Leadership Competency Framework (available in section Information and Training Resources for Mentors of the GLLP Mentorship Guide). Provide realistic objectives that should be achieved during the duration of the programme.
- 4. Provide the mentoring schedule.** Clearly articulate the expectations for contact and exchange during the mentorship. Avoid ambiguous terms and specify the mutual expectations in terms of frequency, duration, and method. Clarify responsibilities for coverage of costs associated with this exchange. Recognize that communication planning is fundamental to the success of mentoring.

5. **Describe planned meetings.** Briefly describe where and when meetings will occur during the mentorship and clarify who will cover the costs associated with these meetings. Meetings can occur face to face, virtually, or a combination of the two depending on the respective situations of the mentor and mentee.
6. **Commitments.** List the commitments that will be made to each other to fulfil the objective of skills development to meet the mentee's learning plan.
7. **Expectations.** List the types of expectations for mentor and the mentee during the mentorship period. Keep expectations brief and at a general level. For example: expectations of mentor - review of project plans; guidance on overall strategy of project implementation; review of project and capstone project presentations and reports. Expectations of mentee - preparation of all assignments; preparation of project plans; project implementation; securing necessary approvals.
8. **Confidentiality.** List any sensitive issues/data that should be kept confidential.
10. **Outputs.** List the outputs the mentorship is expected to deliver and indicate the time it is expected for these to be finalized. Try to be as specific as possible - this will be an aid to both of you to determine that the mentorship is proceeding as planned. Ideally, specify outputs expected after 6, 12, and 24 months of mentorship.
9. **Resolution of conflict.** This section should specify the procedures and contact person for resolving conflict between mentors and mentees.
10. **Termination of mentorship agreement.** This section should specify the following: official GLLP mentorship is limited to the length of the programme, however individual mentorship can continue if desired by the mentor and the mentee. If either party finds the mentoring relationship unproductive, they may request the relationship be terminated without prejudice.

Place:	Date:
Signature of mentor:	Signature of mentee:

5 Template for Mentee Learning Plan

Mentee Learning Plan

Mentee _____ Mentor _____ Date _____

This plan will cover the period from _____ to _____

Learning goal 1:				
Objective	Measures/indicators	Activities	Timeline	Resources/Support
1.				
2.				
3.				
4.				
Midway review of goal 1:				Date: _____
Final review of goal 1:				Date: _____

Learning goal 2:				
Objective	Measures	Activities	Timeline	Resources/Support
1.				
2.				
3.				
4.				
Midway review of goal 2:				Date: _____
Final review of goal 2:				Date: _____

6 Meeting Agenda and Minutes Templates

Template for Meeting Agenda

Meeting date:		Location:	
Time start:		Time end:	
Participants:			
Meeting objectives:			
Agenda items:			
Preparatory work required:			

Template for Meeting Minutes

Meeting overview

Meeting date:		Location:	
Time start:		Time end:	
Participants:			
Meeting objectives:			
Agenda items:			
Preparatory work required:			

Content of discussions:

Agenda item 1:	
Agenda item 2:	
Agenda Item 3:	

Actions/follow-up points

Actions/follow-up points	Responsible person	Due Date

Date for next meeting: _____

7 Mentoring Midway Review Form

This review covers the period from _____ to _____

Name of mentor:	Date:
Name of mentee:	Date

Instructions: in preparation for the midway review meeting, the mentor and mentee will individually complete table 1 below, indicating to what extent they agree with the various statements, using the following scale:

- Strongly Disagree (SD)
- Disagree (D)
- Agree (A)
- Strongly Agree (SA).

Comments should be provided for clarification of their rating.

During this meeting, mentor and mentee will share their views, discuss, and negotiate as needed. Upon completion of the discussion, mentee will prepare a final consolidated version, including suggested modifications to the Mentoring Agreement (table 2), any additional decisions made (table 3), any other comments (table 4) and share it with their mentor and with programme organizer.

Table 1. Midway review based on Mentoring Agreement

Statements	SD	D	A	SA	Comments
Achievement of objectives as defined in the mentee personal development plan is on track					
Statements from “Mentoring Agreement”					
Development of mentee skills is on track					
The mentoring schedule is adapted to mentee’s needs					
The mentoring schedule is adapted to mentee and mentor availability					
Face-to-face/virtual meetings were held					

Statements	SD	D	A	SA	Comments
Face-to-face/virtual meetings had fruitful outcome					
Logistics for face-to-face/virtual meetings were convenient					
Expectations of each other are being fulfilled					
Commitments made to each other are being respected					
Confidentiality of sensitive information is maintained					
Outputs are being delivered					
Overall, the mentor-mentee relationship is beneficial to both parties and should continue					

Table 2. Suggested modifications to Mentoring Agreement

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Table 3. Additional decisions made to enhance the mentoring process and its outcomes

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Table 4. Any other comments

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8 Mentoring Final Review Form

Important note: The Mentoring Final Review Form should be shared with mentors and mentees at the beginning of the programme for information purposes and should be used to keep track of any details, stories, or anecdotes, that occurred during the mentoring period.

This review covers the period from _____ to _____

Name of mentor:	Date:
Name of mentee:	Date:

Instructions: To prepare for the final review, mentor and mentee each answer the questions below. During the final review, mentor and mentee should discuss each of their responses. Upon completion of the discussion, the mentee will prepare a final consolidated version, and share it with their mentor and programme organizer.

- List the goals we sought to accomplish and describe how effectively each of these were met, not met, or exceeded expectations.
- Describe the most important topics we discussed. Why were these topics of importance? What changed as a result of these discussions?
- What were the stories, anecdotes or examples we brought to our discussions that stand out as great points of communication between us? Why were these instructive or important?
- Were there enough mentoring sessions? Were they well-planned? Were the sessions of appropriate duration?
- Of the areas identified in the beginning that needed strengthening, what were the most beneficial to me?
- What was the greatest benefit to me in our relationship?
- What was the most important learning experience for me as a mentee/mentor?
- What contact will the two of us have in the future?

Information and training resources for mentors

Laboratory Leadership Competency Framework

<https://www.who.int/publications/i/item/9789241515108>

WHO MENTOR-VIP Programme

<https://www.who.int/teams/social-determinants-of-health/mentor-vip>

The Mentor's Guide: how to be the kind of mentor you once had or wish you'd had

<https://mentoringgroup.com/books/the-mentors-guide.pdf>

University of the People Mentorship Program - Mentor's Guide

<https://www.uopeople.edu/wp-content/uploads/2017/02/UoPeople-Mentorship-Program-Mentor-Guide-V0.pdf>

SKILLS FOR SUCCESSFUL MENTORING: Competencies of Outstanding Mentors and Mentees,

<https://mentoringgroup.com/books/skills-for-successful-mentoring.pdf>

APHL Electronic Lab Employee Enrichment Toolkit, e-LEET Mentoring Program

https://www.aphl.org/professional_development/Pages/Electronic-Laboratory-Employee-Enrichment-Toolkit.aspx

International Coaching Federation Core Competencies

<https://coachingfederation.org/credentials-and-standards/core-competencies>

Other resources for mentors:

<https://mentoringgroup.com/free-books.html>