IRPA Task Group on Mentoring

IRPA Guidance document on mentoring practice

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Introduction

Why a Task Group?

At the International Radiation Protection Association Executive Committee (IRPA EC) organized during the 6th European IRPA Regional Conference in Budapest 1st June 2022, Mr. Kevin Nelson brought up the idea to create a task group (TG) on mentorship and proposed that the IRPA Young Generation Network (YGN) could take the lead in the management of the TG. The Executive Committee was supportive and approved the creation of a TG. The TG was constituted at the IRPA YGN Leadership Committee (LC) meeting 5th July 2022.

The next steps included the definition of the Terms of Reference of the TG and the organization of a survey (November–December 2022) address to all IRPA Associate Societies (AS) to gain insight on their mentoring practices (for the AS which have a mentoring programme in place) and identify the barriers to establish one (for those which do not have one). The results of the survey have been presented on conference [1] and were summarized in a Task Group document [2].

Useful definitions

In the context of this initiative, "*mentoring*" can be defined as any support scheme based on a special relationship of reciprocity and good will between a senior (the mentor) and junior professional or scientist (mentee) in radiation protection and its allied field, both members of an IRPA AS), to foster the development and the career of the young one.

Mentoring generally gives an accent on the human development, acquisition of professional culture and guidance, while tutoring is more often associated with building knowledge and competence in a almost-like educational approach. The support in mentoring can take many forms, be it help for technical matters, counselling and advice, networking capacities, etc.

A "*mentoring programme*" is a framework and organizing structure provided to help connecting mentors and mentees and support the mentor to deliver the mentoring support scheme to the mentee, monitor and support the success of the relationship. In the context of this document, a mentoring programme can be proposed by an IRPA AS.

So basically, 'mentoring' refers to the concept and the intention and the 'programme' refers to the practical application.

How to use this document?

The TG sees this document as a "toolbox" to promote reflection about mentoring among IRPA AS and provide guidance on how to apply a mentoring programme. In part A, the reader will find the key elements that constitute a genuine mentoring programme applicable in AS settings, and in part B the optional elements (but still requiring at least some consideration).

The document is addressed to both AS who wish to create a mentoring programme (and provide elements and ideas to do so) and to those who already have one in place (and wishing to adapt it).

This guidance is supported by evidence-based practices in IRPA AS that have been collected through the 2022 survey, experiences of the members of the TG and research-informed and practitioner-approved guidance and best practices.

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[1] Results of the IRPA YGN survey on mentorship practices (April 2022).

[2] IRPA Task Group on Mentoring - Synthesis of a survey on mentoring practices in IRPA Associate Societies (AS) and perspectives add link when uploaded.

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Part A. Key elements on a mentoring programme

A mentoring programme does not happen like that. Conversely implementing in force a programme because it sounds trendy will, more probably than not, result in disappointment for all the parties.

Like any project, objective definition and planning are crucial to achieve the strategic mentorship success. Few IRPA AS can afford the time, the resources, and the cost to implement a mentoring programme without proper and realistic objectives and no visibility on the resources, the cost and the time it might require – or constantly in the process of readapting.

Mentoring programme can bring many benefits, but there are many factors during the design and the implementation of the programme that are critical to its success. This part addresses these key factors from a methodological standpoint with the supportof good practices from the field and examples.

Designing the programme

The TG believes that any mentoring program needs a written document called **Mentoring Plan** (or Mentoring Procedure, Strategy etc.) to justify the goals it wants to achieve, offers a structured and strategic approach to drive the programme and foster its success and sustainability. The Mentoring Plan shall contain the description of two crucial elements: the mentoring objectives and the programme to reach the objectives.

Naturally, these two elements are not independent. For example, the method to attract and select participants depends on the mentoring scheme, the matching process is related to the recruitment strategy etc. Because this step requires strategic and organizational thinking, it is best that the Mentoring Plan is elaborated in a global and thoughtful manner by a motivated group of members in the AS, ideally gathering both experienced and junior members – or members of the YGN (if existing). Some persons from the group, or maybe just one, can later act as the **mentoring programme Coordinator(s) which the TG feels it is crucial to have**. This guidance assumes that a Coordinator (either a group or a person) has been designated.

Because the goals and objectives of the mentoring programme should align with the AS overall mission and vision, it is important that the Mentoring Plan is approved the Administrative Board (or the equivalent) of the AS.

The objectives. Whilst the general purposes of mentoring programme are self-evident by reading the definition ("*facilitate the professional and professional growth of individuals by providing transfer of knowledge, guidance, support etc. from experienced mentors to mentees*", Wikipedia), the TG feels that a formal mentoring program needs specific purposes, adapted to the context of the AS and that the members can relate to. Professional mentoring companies[3] recommend setting the objectives by asking two questions: why the program exists and what are the outcomes it hopes to produce for all the participants?

Why starting a mentoring programme and what are the desired outcomes are questions that need to look on the three populations: the mentees, the mentors and also the AS it-self, and interrogate their current situation, needs, capacities, how to attract the participants, the challenges they might face in mentoring etc. When building out your mentorship program objectives, it's important to be intentional and accountable of what the AS want to achieve. Clear intention will also help to identify what data/results will point to success (or failure).

The intended objectives shall be associated with keys indicators of performance (KPI) and/or success (KSI) to connect the objectives with something that is measurable and surveyable and help determine cause-and-effect of mentoring successes (or failures). **With this association, the objectives will be SMART: Specific, Measurable,**

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[3] 5 Step Guide for Successful Mentorship Programs, Chronus, ND.

Attainable, Relevant and Time-bound. Note that one general objective can be derived with more than one indicator. Table 1 proposes examples of KPI and KSI applicable for mentoring programme implemented for IRPA AS.

Table 1. — *Examples of measurable indicators.*

Key performance indicators (KPI)	Key success indicators (KSI)
• Number of participants to the programme; and ratio vs. total pool of invitees. • Number of Commitment sheets (see step ②); and ratio vs. the number of mentoring relationships established. • Number of premature closures; and ratio vs. total number of mentoring relationships established. • Number of mentoring relationships who contribute to the follow-up (see step ④); and ratio vs. total number of mentoring relationships established. • Number of mentoring relationships who contribute to the evaluation, see step ⑤); and ratio vs. total number of mentoring relationships established. • Number of evaluation feedback analysed, …	• Publication of an Mentoring Plan validated by the Board of the AS. • Designation of mentoring programme Coordinator(s). • Propose the mentoring scheme to all young members of the AS. • Matching rate: the number of participants who get matched compared to the total number of participants eligible for matching. • Retention of participants in the AS vs. non-participants. • Achievement of the objectives of the mentees (skills, competency, academic, soft skills, …). • Overall satisfaction of the mentees; of the mentors. • Collection of good practices and areas of improvement from the participants. • Mentoring engagement over the year. • Program growth year over year, …

How to implement the programme. Based on the objectives, the implementation of the programme can be efficiently laid down. In this guidance, **the TG proposes an approach mixing structure and flexibility**, which prove the most successful[4]. The TG believes that they are 5 key unmissable steps that shall be incorporated in every mentoring programme, while flexibility lies in the concrete implementation of the key steps, to take into account individual mentoring needs, preferences, and preferred learning style and AS/Coordinators capacities.

The 5 keys steps are:

① How to recruit participants?
② How to match participants?
③ What mentoring scheme to implement?
④ How to follow-up their relationship?
⑤ How to close and evaluate their relationship?

Each of these steps will be detailed in the next parts.

Finally, a mentoring programme can be seen as a workflow (Figure 1) with the design part (in red) and the application (in blue) and involving different parties of the AS (dotted lines).

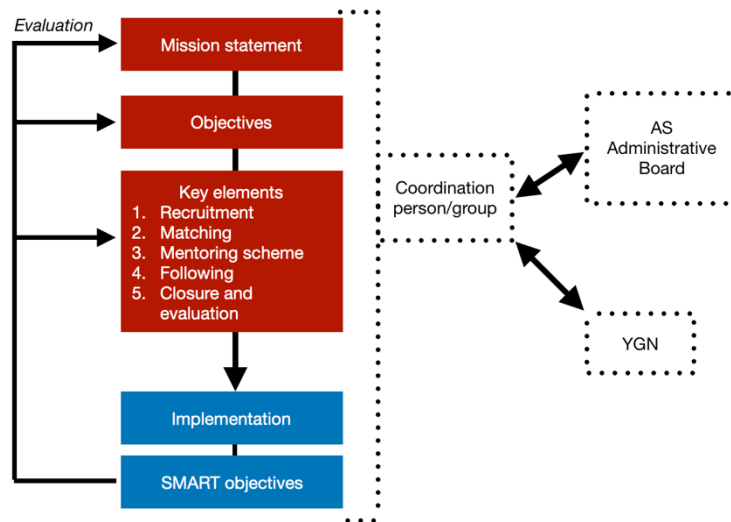[4] Ibid.

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Figure 1. — *The structure of a mentoring programme as a workflow.*

Step ① How to recruit participants?

Depending on the objectives, the mentoring programme will be open to every member of the AS or not, and, if not, selection criteria to be met by the mentors and/or the mentees should be defined in advance. Here are some suggestions for the recruitment process for consideration:

- **Define who can be a mentee:** decide if the mentoring is open only to members of the YGN (if existing), to all young members of the AS (then decide clearly what "young" member) and if students can also access the mentorship programme.
- **Define who can be a mentor:** maybe you would like to include selection criteria for the mentors based on their skills, motivation, years of experience or background.
- **Recruitment strategies for the mentee**: by application or by invitation? They can be asked to provide a CV, a motivation letter or video.
- **Recruitment strategies for the mentor**: by application or by invitation? They can be asked to provide a CV.
- **Recruitment technique**: Online platform or by email.

A mentoring programme needs to be promoted and should be associated with key messages and imagery to 'brand' the programme thorough the AS.

From the field • Possibilities to broaden the recruitment strategy
- The UK Society for Radiological Protection has a dedicated webpage on the AS website detailing the procedure[5].   - The mentoring programme can be promoted: - With the AS Newsletter.   - With specific email campaign.   - At the occasion of the AS (national) conference.   - With specific (recorded) webinar.   - The YGN (if existing) might be the most appropriate vehicle of the programme. The YGN can promote the programme on different platform (website, social media, …) and occasion/event.

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[5] https://srp-uk.org/careers-and-registration/mentoring-scheme, consulted February 2024.

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Experience show that mentees frequently report not knowing what to expect in a mentoring program and/or in a mentoring relationship[6]. Furthermore, mentoring professionals insist that programme promoters shall not assume that potential mentors and mentees understand the benefits[7]: for many, this will be their first opportunity to participate in mentoring. So, **it is important to demonstrate the benefits of programs** for the participants and to show that participating is worth the time and effort. Literature on mentoring and volunteering[8] provides many examples of benefits that can be transferred in IRPA AS settings, as presented in the Table 2 below.

Table 2. — Examples of benefits to be advocated.

Examples of benefits		
Mentee	**Mentor**	**AS**
(Technical) • Access to knowledge and experiences: technical, institutional, AS, … • Opportunity for growth, development and gain new skills. • Valuable guidance, fosters professional development, and enhances networking opportunities. • Receive help for continuous training, obtaining certification, … **(Soft-skills)** • Receive advice, wisdom, and encouragement to build soft-skills and navigate in professional/AS settings. • The knowledge-sharing in this relationship goes in both directions.	• Enabling members of AS to further their professional development in organization, knowledge sharing, and build their acumen in leadership and management. • Valued experience (CV). • The knowledge-sharing goes in both directions: e.g. mentor can access to the concerns and priorities of younger workers, look at new technology or ways of operating. • Altruistic goal in enhancing one's career and personal development and find satisfaction in helping others grow, achieve their goals, and overcome challenges. • Benefit from the AS (e.g. favorable consideration when applying for a financial support)	• Build a gratifying and meaningful activity. • Provide the mentor and the mentee technical and non-technical information on how the AS work. • Active ways to recruits new members and facilitating an easier "onboarding" process for individuals seeking to join the AS. • Improving members engagement, retention and decrease turnover. • Increasing diversity, equity and inclusion in the AS.

Step ② How to match participants?

Matching the mentor and the mentee (or mentees if one mentor follows several mentees at once) is a very important step to combine the needs of the mentee(s) with the support the mentor can provide, align the leaning style, and also benefit from shared interests or geographic proximity etc. Literature proposes self-matching or admin-matching procedures (other methods like "bulk-matching" or "software-matching" are applicable to big group, which is not expected in the case of IRPA AS)

From the field • Matching strategies

- The French SFRP is admin-matching the mentor and the mentees.
- The UK SRP is using a hybrid approach where the mentees expressed preference for a mentor (the profile are displayed on the internet) and the society approved the matching.
- [Example from Viktoria on the recruitment process].

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[6] Spencer, R. (2007). "It's not what I expected": A qualitative study of youth mentoring relationship failures. *Journal of Adolescent Research, 22*, 331–354.

[7] 5 Step Guide for Successful Mentorship Programs, Chronus, ND.

[8] Chronus (ibid); Elements of Effective Practice for Mentoring, Mentor, 4th edition, 2015 and Clary, E. G, Snyder, M., Ridge, R., Copeland, J., Stukas, A. A., Haugen, J., & Miene, R. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology*, **74** (June), 1516–30.

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The Coordinator shall define in advance if the participants shall match themselves or if the coordination shall match them. Either way, in case of mismatches or any uncertainties/problems, participants should always be able to turn to the Coordinator for assistance.

Profiling. Research is inconclusive on the best socio-demographic parameter(s) to decide on the match, and it has been suggested[9] that matching based on **common interests** should have preference over the other parameters. Obviously, the difference in professional experience in radiation protection (competences acquired, years, …) shall be large enough to make the mentoring worthwhile for the mentee, and the mentor looks 'old enough'. Synthetizing the literature, the necessary information to create an effective match include[10]:

Key elements for profiling the participants:

- (*This question is for mentee only:*) What are your needs: help and support on general/specific topics, guidance and advices, contacts and networking, …
- (*This question is for mentor only*:) Which mentor do you think you are (see Annex 1)?
- What are your realistic aims in taking part to the mentoring programme?
- Professional experience in radiation protection.
- Location.
- Mentoring scheme preference (see step ③).
- Specific topics of interest (not necessarily related to radiation protection).
- N.B. Consider the applicable data regulation (ex. EU General Data Protection Regulation) when collecting, storing and using the data for the profiles of the mentors and the mentees.

Regardless of the type of matching, potential mentors and mentees attracted by the programme should be asked to fill a form or a motivation letter with the above information. The more it is known about the potential participants, the better the chance of positive outcomes, but consider that the profile should be filled in no more than 5–10 min (consider a test to evaluate the time required to fill the form).

Commitment sheet. One best practice in successful mentoring programme is to ensure that all mentorship relationship has a commitment sheet that formalized the goals of the relationship and how to achieve them, notably with the selection of a mentoring scheme (see step ③) and the duration and the frequency of the meetings. This commitment is instrumental in the development of the relationship, with a flair of accountability. Conversely, the absence of clear expectations from the beginning has been linked to premature closure and negative outcomes for the mentee[11].

Establishing and signing a commitment sheet should be on the agenda of the first meeting between the mentor and the mentee. Although a bit burdensome, the Coordinator can consider attending to this first meeting to introduce the two parties, offer recommendation for a good start and provide assistance in establishing the commitment sheet.

[Example from Viktoria on the commitment sheet]

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[9] Research show positive outcomes for programs (address to youth)that match mentors and mentees based upon shared interests, DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How effective are mentoring programs for youth? A systematic assessment of the evidence. *Psychological Science in the Public Interest*, **12**(2), 57–91.
[10] 5 Step Guide for Successful Mentorship Programs, Chronus, ND

[11] Spencer, R. (2007). "It's not what I expected": A qualitative study of youth mentoring relationship failures. Journal of Adolescent Research, 22, 331–354.

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Step ③ What mentoring scheme to implement?

The mentoring scheme needs to articulate how the mentoring can be most effective within the mentor and the mentee contexts: what will work for one pair could not work for another. Furthermore, remember that a mentoring relationship is basically a relationship between humans, with its own chemistry and dynamics which are mostly unpredictable.

Therefore, the TG does not endorse or recommend a mentoring scheme in particular and proposes a flexible approach. The Table 3 below presents different formats of mentoring that have been identified in the AS survey or are thought to be applicable in the AS context and display the advantages and disadvantages of each. Programme Coordinator, mentors and mentees can decide which scheme they would like to follow in the Commitment sheet (see step ②) and decide on the details. The commitment sheet can be amended as long as there is some empirical evidence that adaptation of the scheme will results in positive outcomes for the mentees.

Table 3. — Different mentoring scheme.

Format	Description	Advantages	Disadvantages
Being part of the national YGN of the AS	In the 2022 survey, the creation and operation of a national YGN in the AS, with the inclusion of young members in sections of the AS and the organization of refresher courses dedicated to young professionals during AS event have been deemed as a form of mentoring programme.	• The young members are being aware on how the AS organization and work.	• YGN is beneficial but it is not a real mentoring scheme • Relations with the most experienced members of the AS are limited. • Benefits are difficult to measure
Full on-line	All mentor-mentee meetings are held on videoconference platform.	• Flexible and practical, "*very fluid*". • Open for more meetings. • Cost-effective.	• Generally regarded as less effective than in-person/hybrid meeting: "*virtual methods have not been effective*"
In-person (or blended) interactions	Mentor-mentee meetings are held either in person or with a videoconference platform.	• "*The best reponse have been achieved with face-to-face*". • Periodical in-person meetings over several months have been the most efficient • Meeting can be organized at the same time as AS meeting/event	• Effort-demanding. • Might require managerial approvement and financial support for the meeting
Shadowing	The mentee accompanies a professional through a (or several) typical workday(s). The experience may include interview at the workplace.	• Flash relationship. • Focus on career. • The mentee gains insight into whether a job is the right fit for his/her career path.	• Academic and soft-skills not covered: limited outcomes for the mentee. • Mostly applicable for students and internal to a company.

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			• Hardly any outcome for the professional.
Inter-AS mentoring	Several IRPA AS teamed up to set up a mentoring scheme. A common language shall be selected.	• Allow several small AS to set up a mentoring scheme. •	• Some topics might not be covered in the relationship (regulation, …) because of national differences. • Meetings will most certainly be virtual due to the geographical distance.
One to one relationship	The tried-and-true way of mentoring.	• Matching can be performed at best. • Personalized relationship. • Flexible and adaptable to the context. • Reverse mentoring (the senior learn from the young) possible.	• The 'alchemy' might not work. • Coordinator can find difficult to follow all the relationships if they are numerous
Group mentoring relationship	One mentor provides expert information to mentees; the mentees can also provide knowledge between each other's. Literature recommends a 3-months relationship with 1-2 meetings/month.	• More efficient in disseminating information/knowledge/expertise. • Several mentees can benefit from a skilled mentor at once. • Combat the lack of mentors. • The group-effect can amplify the outcomes for everyone	• Not all personalities work together. • More difficult to establish goals tailored to individuals. Topics shall make sense for the group. • More difficult to organize meetings. Consider blended organization. • Difficult to compare the results of the evaluation of a group relationship with one to one relationships.

All quotes in italic are taken from the answers to the IRPA AS Survey.

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Step ④ How to follow the mentoring relationship?

Following the mentoring relationship is not meant for surveillance but ensuring that everything goes as expected, that the intended outcomes will be met, and that the mentoring relationship will be satisfying for all parties. In case of drifting, the Coordinator can help put the relationship back on tracks or consider premature closure. Follow up can also be the occasion to capture live data for the evaluation of the relationship and the programme (see step ⑤).

Different strategies are available for follow-up:

- Distant: email, survey.
- In-person: the coordinator attends one meeting of the mentor-mentee or plan a specific meeting on the follow-up.
- Systematic: all relationships are followed.
- Not systematic: selected relationship or choose randomly.

Naturally in-person conversation that provides the opportunity to have an engaging, collaborative discussion about the mentoring relationship, tracking the goals achievements and provide recommendations to the mentor and the mentees etc. will be richer distant survey. But they take much more time and are not necessarily useful.

Once again, the TG promotes a **flexible approach** in monitoring the relationship between the mentor and the mentees because it can be burdensome for the Coordinator and not always relevant. It is proposed to monitor and support not in a systemic manner but selected with the following criteria:

- In consistence with the duration of the relationship and the frequency of meetings as set in the Commitment Sheet. The longer the relationship, the worthwhile it is to monitor and support it, and it is proposed to have at least 1 follow-up and coordination meeting per year of mentoring relationship.
- If the mentor and the mentee are both first-comers in the mentoring programme.
- If the mentor and/or the mentee ask for a support.

If systematic follow-up is preferred/possible, a graded two-steps approach can be useful: a survey is first addresses systematically to all mentor-mentee pair and, based on the answer provided (indication of challenges, absence of answer, …) lead the Coordinator to decide to set up an in-person meeting.

Either way, in the case of mismatches or any uncertainties/problems, participants should always be able to turn to the Coordinator for assistance.

Step ⑤ How to evaluate and close the mentoring relationship?

Closure is part of the relationship. As long as the duration of the mentoring is set in the commitment sheet, the closure can be anticipated and planned, which is recommended. Research suggests that if closure is not formally processed, even for mentoring relationships characterized as weak, this may contribute to negative emotional outcomes for the (young) mentees such as feelings of disappointment[12]. Yet it is also possible that the mentor and mentee eventually would like to continue the relationship for various reasons.

The closure is the opportunity for all parties to reflect on the relationship and to gather information that will feed the KSI (SMART objectives) as defined in the programme. In Table 1 we proposed serveral KPI and KSI that are collectable at the closure of each relationship. Other KPI/KSI and information are possible.

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[12] Spencer, R., Basualdo-Delmonico, A., Walsh, J., & Drew, A. L. (2014). Breaking up is hard to do: A qualitative interview study of how and why youth mentoring relationships end. Youth & Society, 1–23.

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The easiest way to collect information is trough post-mentoring survey or a written report and it is also possible that the Coordinator organizes a closure meeting to assess the experience, collect the information needed and formally close the relationship with agreeable terms for all parties.

From the field • Closure of the relationship
- In the 2022 survey, no AS has explicitly indicated a procedure or metrics to follow the development of the mentoring programme and "*we probably need to do more on the follow-up*".   - In the UK RGG procedure, the "*Mentors shall* […] *provide a written report and also feedback to the Society*" yet "*we tend to hear no more*".   - From the ICRP mentee webpage[13], man can read: "*At the end of the mentorship period the mentor and the mentee each submit a brief confidential report which will be used to progressively improve the mentorship programme.*"

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[13] https://www.icrp.org/page.asp?id=465

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Part B. Other elements the AS should also consider

Although optional, they are a few other elements an AS and Coordinator should be aware off and consider before implementing a mentoring programme.

Financing

In-person meetings are among the most beneficial and it is appropriate that the mentor and the mentee meet for real at least once. The AS and the Coordinator should be prepared to answer questions from the mentee and/or mentor about whether the AS can provide financial support for these meetings. If decided, the financing policy can be apparent in the recruitment process materials.

Training in mentoring

Mentor and mentee training has documented positive implication for the duration of the relationship, its perception and satisfaction but no positive relationship with the achievements and outcomes has been (although the number of research is limited) therefore a pre-mentoring training is not formally recommended by the TG.

The content of a pre-mentoring training can include:

- Presentation of the AS training mentoring programme.
- Helping understand the motivation in joining the programme and defining its goals (in relation with ②).
- Mentoring scheme and development style (in relation with ③).
- Good practices and overcoming difficulties (with the help of elements collected in ④ and ⑤).

Considering that a large part of the training comes will come from experience of former application, an AS can consider implementing a training in mentoring if the programme is expanding, gaining momentum and after a few years of experience. A (recorded) webinar can be utilized.

A training in mentoring address to the mentees can be developed by the AS YGN or a YGN network. For illustration, the Early Career Researchers (ECR) of the European project RadoNorm has developed an on-site training course on career management (flyer on Figure 2).

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Figure 2. — Example of training initiative of the ECR.

Code of conduct

The AS could have implemented an internal safeguarding policy or equivalent that shall automatically extend to the mentoring programme. Other existing guidelines, either written or spoken, for example with regard to ethical behaviour and the handling of confidential information should apply.

Depending on the AS and if deemed necessary by the Coordinator and the AS Management Board, the Coordinator can consider elaborating a specific Code of Conduct to make apparent the policies applicable to make the mentoring programme as safe and ethical place and the "red flags" to identify unsafe practice.

Resolution of conflict

Mentoring relationship remains essentially a human relationship that can also go sideways. The AS and the mentoring programme Coordinator should be prepared to receive information about problems coming from the mentoring relationship reported by the mentor and/or the mentee and to deal with them.

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A few words of conclusion

Mentoring can be impactful for the mentees and the mentors, and has great value for IRPA AS. But to do it, the AS shall consider a careful planning and commitment, incarnated in a written Mentoring Plan that details the objectives of the mentoring and the way to achieve them and by appointing a programme Coordinator (or group).

In this guidance document, the IRPA TG proposes a formal structure with elements that cannot be overlooked whilst the concrete implementation for each step is flexible, based on the needs and the capacities of the AS. The table below summarized this formal structure and the associated documents and indicated if they are required or optional.

Structure	Associated documents	Required
Designing the programme		
• Mission statement	Mission statement validated by the AS Administrative Board	X
• Define the objectives of the programme	SMART objectives	X
• Design the 5 keys steps	Mentoring Plan	X
① How to recruit participants?	Recruitment materials, notably expressing the benefits in taking part	X
② How to match participants?	Commitment sheet	X
③ What mentoring scheme to implement?	—	
④ How to follow-up their relationship?	Survey, meeting	No
⑤ How to close and evaluate their relationship	Survey, report, meeting	X
Implementing the programme		
• Assess the SMART objectives	(Annual) objectives assessment	X
• Take into account the evaluation of the implementation of the programme	Update in the above documents	X
Other elements		
• Financing	Financing policy	No
• Training	Pre-mentoring training material	No
• Code of conduct	Code of conduct align with AS policies	No
• Resolution of conflict	—	—

— not applicable

All of this can take a fair amount of time in the preparation and the implementation. If the size of the programme exceeds 10–20 participants, it can become increasingly complex and burdensome for one person. In 2023, the European Nuclear Society was considering setting up a mentoring programme with the help of a company specialized in mentoring for big groups.

But every human relationship and achievements requires time, care and follow-up and so does a mentoring programme!

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Annexe 1 — Examples of responsibilities of mentor in a mentoring programme.

At the brainstorming meeting of the TG 12 September 2022, Mr. Takahiko Kono from the Japan Health Physic Society provided JHPS reflections on the different type of mentorship relationship than can be consider for application which can be regarded as example responsibilities of individuals in a successful mentoring program.

1. The Advisor
Mentors who are advisors often direct their mentees on the right course of action. They use their experience and expertise to offer advice. An advisor is ideal for mentees looking to follow the same career path.
You are an advisor if you answer 'yes' to these questions:
* Do you feel that your experience entitles you to indicate how problems need to be solved? Do you believe that reasonable solutions can be difficult to find, so you insist mentees follow your advice?
* Do you define mentoring as offering solutions to problems?

2. The Protector
A protector is a mentor who creates a safe space for the mentee. They are often supportive but can be overprotective. They are ideal for mentees who are in a state of transition, which can be stressful.
You are a protector if you answer 'yes' to these questions:
* Do you feel that your mentee needs you to step in and problem solve for them because they are overwhelmed?
* Do you offer solutions for your mentee's problems because you feel they lack an understanding of the big picture?
* Do you feel obligated to provide a safe space for your mentee to take risks?

3. The Coach
Mentors who feel more like a coach are good listeners. They'll be able to identify possible challenges that mentees will face. When they notice good attributes in mentees, a coach will point them out and encourage them.
You are a coach if you answer 'yes' to these questions:
* Do you like to let your mentee do most of the talking while you pinpoint ways to solve their
* problems?
* Do you find yourself pointing out weak and strong traits in your mentee? Are you aiming to help your mentee solve their problems?

4. The Connection broker
A connector provides growth opportunities for mentees. Once they find out what areas their mentor wants to develop, they'll connect them with experts in those areas.
You are a broker if you answer 'yes' to these questions:
* If you recognize a shortcoming in your mentee, do you try and connect them with experts in that area?
* Do you look for learning opportunities that will benefit your mentee?
* Do you have an extensive network that you can call on to help your mentee develop?

5. The Challenger
Challengers are focused on helping their mentees develop strong problem-solving skills, and they often use tough love to do it. These types of mentors should be matched with mentees looking for someone who is a straight shooter.

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You are a challenger if you answer 'yes' to these questions:
- Do you enjoy playing the devil's advocate to challenge your mentee?
- Do you encourage your mentee to aim high?
- Do you like to push your mentee further to help them develop independence?

6. The Clarifier

A clarifier is more like a companion for a mentee. They will use their knowledge to help mentees better understand the organization. A clarifier is best matched with independent mentees who don't need much direction.

You are a clarifier if you answer 'yes' to these questions:
- Do you help your mentee learn organizational values and politics?
- Do you allow your mentee to solve their problems?
- Are you slow to offer your opinion on how a mentee should handle a challenge?

7. The Sponsor

A sponsor is a mentor who advocates for their mentee through their position in the company and their vast network. Mentees who are looking for some help advancing at the organization would do well with a sponsor-style mentor.

You are a sponsor if you answer 'yes' to these questions:
- Do you find yourself recommending your mentee for promotion?
- Do you use your network connections to help your mentee get ahead? Do you suggest possible career opportunities to your mentee?

8. The Affirmer

Affirmers are great listeners for mentees. They are happy to talk through tough situations and feelings. Mentees looking for someone to offer support will do well with an affirmer.

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