ADVANCING WOMEN LEADERS IN ENERGY (AWLE) GUIDE TO MENTORING

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ADVANCING WOMEN LEADERS IN ENERGY (AWLE) GUIDE TO MENTORING

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Guide to Mentoring

What is a Mentor?
A mentor acts as a guide to help a mentee define, understand, and pursue their goals. Mentoring is a vehicle for learning, but the mentor is neither a teacher nor a coach. Mentoring relationships are often more reciprocal in nature. They are partnerships where all parties work collaboratively on achieving mutually defined goals.

A mentor is someone with whom a person may:
- Discuss career aspirations
- Formulate goals and plans
- Explore options for ongoing development
- Talk about workplace issues and problems
- Test ideas and obtain feedback on possible strategies
- Practice strategic and/or difficult conversations

Gendered Dimensions of Mentoring
While the emphasis on the importance of mentoring for career advancement, especially for women, has been on the rise in recent years, there has been less focus on how mentoring should be conducted. Specifically, there has been new interest in how women are mentored, as we are not seeing a proportional increase in women's career achievements. From a McKinsey study in partnership with LeanIn.Org, 2021’s Women in the Workplace study showed that “women are promoted to manager at far lower rates than men,” which has been true since the study began in 2016. Susan Colantuono has researched why the increase in mentoring has not produced a correlating increase in women in management. Most executives cite three fundamental areas that they look for in potential managers: personal skills such as confidence and competence; interpersonal skills such as networking and teamwork; and finally, business skills, including strategy and financial management. What Susan Colantuono found was that women are not being mentored in the “hard skills” of business, financial, and strategic acumen.

A Wall Street Journal study showed that 50% of men were mentored on how to plan their career to get into high-paying management jobs in the future, while only 15% of women reported receiving similar advice. Susan Colantuono has said that the focus of women’s mentoring programs has often been on the personal deficits of women, and materials frequently prepare mentors to coach women through these deficits. While mentorship should still include topics such as improving self-confidence and self-promotion, business acumen is an important dimension that should be emphasized. We encourage both mentors and mentees to remain aware of this key issue and to consider how it might be addressed within the mentorship relationship and experience.

In a mentoring relationship, recognizing each person’s different social identities that shape their lived experience, both professional and personal — whether that be gender, race, ethnicity, age, disability, family status, or another identity — is paramount. A good mentor is aware of how these dimensions may affect their mentee’s career, but a great mentor will listen and learn about what their mentee is experiencing, and then do the work to help their mentee navigate their context.

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2 Colantuono, Susan. “The Career Advice You Probably Didn’t Get.” TED Conferences, LLC. [https://www.ted.com/talks/susan_colantuono_the_career_advice_you_probably_didn_t_get/transcript](https://www.ted.com/talks/susan_colantuono_the_career_advice_you_probably_didn_t_get/transcript)
4 Camille Izlar, Mary. “Diversity Executive Interview.” Leading NOW. [https://www.leadingnow.biz/blog/bid/76150/Diversity-Executive-Interview](https://www.leadingnow.biz/blog/bid/76150/Diversity-Executive-Interview)
Different Types of Mentoring

**Pair Mentoring**
This is the classic mentoring relationship that many people immediately think of when mentoring is discussed. This type of mentoring is traditionally between one person who has more experience in a sector or institution mentoring another person who is new to an industry or wishes to advance their career in some way. However, as this guide will show, a mentoring relationship benefits both parties.

**Circle Mentoring**
Circle mentoring, also referred to as ‘mentoring circles,’ is a unique way to provide mentoring to a group of people interested in the same topic or goal with a limited number of available mentors or experts in that field. By meeting in group settings, it also eases the burden of a mentor’s time commitment to mentor multiple people at the same time. Additionally, circle mentoring can create support systems for the mentees to help one another in their mentoring journeys.

**Peer-to-Peer Mentoring**
Peer mentoring relationships are between two people who are at around the same point in their career and want to work toward their career advancement in some way. Peer relationships can help individuals grow together by working on new skills and discussing new ideas. Peers can hold each other accountable for the goal or goals that each person sets for themselves and can help strategize how to approach different problems. Peer mentoring can also help grow professional networks and expand a person’s perspective on what is achievable and ideas for where a career can be taken.

**Group Event Mentoring**
For commissions that wish to begin mentoring with a lower commitment level, group mentoring events are a great way to begin. Commissions can set up regularly scheduled events (e.g., quarterly, monthly, etc.) around topics such as career planning, negotiation strategies, leadership competencies, or anything else relevant or of interest to group members. Events may include an expert guest speaker or speakers on a panel, followed by a question-and-answer portion, or there can be group discussions on a theme or article.

Another format is to have attendees complete a career planning or other type of worksheet, and then split the room into groups to go over the worksheets with a mentor. At the end, each group can report back on some lessons learned or discussion points that arose. Group events are a way for busy commissions to still provide career support and networking opportunities for staff to consider how to advance their career and obtain feedback from their peers. Event mentoring can be a more informal yet useful way for mentoring conversations to be introduced at commissions.
What are the Key Features of a Successful Mentoring Relationship?

Reciprocity
Both parties can gain from a mentoring relationship. Mentees gain a source of feedback and information and a sounding board to assist them in identifying and pursuing career goals. Mentors gain access to fresh perspectives and the ability to broaden their network in a different sphere; better knowledge of the experiences of people at other levels; and the opportunity to develop their coaching and counseling skills.

Focus on Development
The mentoring relationship focuses on the future. It involves discussions about how to achieve goals with a particular emphasis on implementing development strategies on the job.

Mutually Defined Goals
Both parties agree on the goals of the mentoring relationship. The mentee should have clear objectives for their involvement, and the mentor should be honest about how they can and wish to contribute.

Relationship
Effective mentoring relies on having a sound and trusting relationship between the two parties. Both parties must feel comfortable sharing information without fear of being judged or confidentiality being breached. While building trust may take time, each person in the mentoring relationship should work to affirm and support the other. Recognizing differences and respecting them while also encouraging growth and working toward mutual goals will create a safe space for supportive and productive conversations.

Collaboration
Successful mentoring relationships are built on collaboration. There is no assumption that the mentor knows better than the mentee – the relationship is one of discussion and consensus, challenge, and feedback to identify a range of options from which the mentee needs to choose. In addition, one way to mitigate the gendered aspects of mentoring is to remember that the mentor is not rescuing the mentee but collaborating on solutions and supporting the mentee to achieve their career goals.

Clarifying Expectations from the Program
The program is set up for the primary purpose of the mentee – this is accompanied by a responsibility to make the most of the potential opportunities it brings. Most importantly, mentees need to have realistic expectations – this is more likely to engage a mentor and achieve stated goals. It can be helpful for the mentee to individually brainstorm in advance, and the first meeting can be used to identify concrete objectives. Realistic goals for a mentoring relationship include:

- Identifying professional and development goals
- Engaging in career, training, and development planning
- Making decisions based on pragmatic assessments of strengths and resources
- Devising workable strategies to solve problems
- Debriefing events to extract learning and other response options
- Guiding the development of leadership and other skills
Support Tools for Successful Mentoring

A number of support tools are available to ensure that all the benefits of the program are realized and to facilitate mentor and mentee discussions. This includes a Mentoring Journal (Appendix VI) as well as suggestions for discussion topics and online resources (see Resources section on page 13).

Mentor Program Check-Ins
Please note that it is essential that both mentors and mentees attend a NARUC-facilitated group introduction to the mentoring program meeting to ensure that everyone gets the most out of the mentoring relationship. For peer-to-peer mentoring, both partners should be at the check-in to discuss the relationship. In order to ensure that each mentoring relationship has started off well, participants must confirm by a designated date that they have succeeded in making initial contact and have had their first meeting(s). The initial meetings are particularly important for goal setting and building trust in the relationship. Mentors and mentees embark on this journey together. The NARUC-facilitated mid-point check-in meeting is an opportunity for pairs to share how their mentoring relationship is evolving, if it meets with their expectations, and to learn from other pairs. For mentoring circles, NARUC wants to ensure that the meetings are helpful in meeting the participants’ goals and will implement a check-in that works for commissions holding mentoring circles.

Resource Library
This guide includes a list of reference materials (e.g., articles, videos, etc.) that can help guide the mentorship activities. There is also a list of potential discussion topics (e.g., goal setting, career planning, confidence in public speaking, management, etc.). This list is a useful starting point from which mentors and mentees can develop their objectives as they begin their mentoring journey (see page 13).

Keeping a Mentoring Journal
A mentoring journal can be a very useful source of information for later reference. It can help a mentor or mentee identify the extent to which each goal has been achieved as well as reflect on and be able to draw on career experiences to explain lessons learned from the mentoring experience. This may be helpful for the mid-point and concluding surveys as well as if a person wants to share their experience at a later time. Please reference Appendix VI to view the journal template. The journal also works as a register of ideas for learning activities, reflections, and projects. It gives the mentoring pair or group an ongoing record to pick up and discuss with their partner or group at a later date, or activities to work on as part of a career development plan and allows each person to monitor their ongoing progress. Mentoring journals can be used by traditional pair mentoring and peer-to-peer mentoring relationships as well as mentoring circles.

Tips on Journaling
- Write about facts and feelings, past and present
- Write after each mentoring meeting, and in between as well
- Make time to write in the journal – otherwise other tasks will take priority over journaling
- Review how the mentoring relationship has changed as documented in the journal every few months
- Some potential topics to write about include:
  - Discussion
  - The key takeaway message
  - How to apply the ideas
  - Key challenges or barriers that may arise
  - Further questions for a mentor
Meetings

Frequency of Meetings
Participants in the program are expected to maintain frequent contact (e.g., at least monthly), particularly as contact is being established and the mentor/mentee relationship is formed. Frequency of contact is more important than the communication method.

The First Meeting
Remember, the first few conversations will be primarily about getting to know each other, building trust, and agreeing on objectives. Here are some potential topics for that first conversation:

1. Get to know each other – share C.V.s if possible and talk about some of the significant events in each person’s career. Talk about personal situations and how they impact attitudes regarding each person’s work and career.
2. Work through the Mentee Pre-Meeting Objectives Worksheet (Appendix I) – the mentee should have filled this out before the first meeting.
3. Complete the Mentoring Agreement Form (Appendix II) – this form will confirm the future meeting logistics.
4. Discuss personal styles, assumptions, and limitations – what experiences or beliefs may shape different expectations or participation in this relationship?

The Second Meeting: Progress!
During this conversation, or at the next one, it is recommended that the discussion include:

1. Career Planning Worksheet (Appendix III) – this document will help clarify a mentee’s goals as well as review which areas need the most support. This worksheet can be a useful tool to help plan short-, medium-, and long-term goals.
2. Ground rules for the meetings (e.g., times, duration, location, initiator, agendas, interruptions, cancelations, communication, confidentiality, and boundaries) – this would be in addition to the Mentoring Agreement Form (Appendix II) in order to confirm the previous discussion and contribute further to creating a safe and supportive relationship.
Communication Skills for Mentoring

1. Effective feedback
2. Quality questioning
3. Active listening
4. Reframing

Effective Feedback
Many staff and supervisors find giving, receiving, and asking for feedback difficult. The following tips are provided as suggestions for making feedback discussions a little easier and more meaningful. The tips can be used within the mentoring relationship as well as when providing feedback to colleagues, managers, or people whom we supervise. Feedback works best when both people trust each other.

Create an environment where feedback is a natural part of the mentoring relationship by:

• Developing a positive working relationship that is built on trust
• Communicating openly – sharing information that helps others to do their job and engaging others when making decisions that affect them
• Encouraging feedback – ask for feedback and give it regularly
• Role modeling and openness to feedback – accept both positive and constructive feedback graciously
• Acting on feedback – keep an open mind regarding how you may apply the feedback; if you do not agree with it, you may need to work on changing the other person’s perception

How to Give Feedback

• Choose an appropriate time and place.
• Give feedback as soon as possible (within 24 hours of a specific event or instance if possible) and in person where possible.
• Consider what else is happening at the time – make sure everyone is fully present for a discussion at the time that feedback is provided.
• Never give “negative” feedback in public.
• Never give feedback when emotions are heightened – feedback is especially difficult to receive when people are angry, upset, or stressed.
• Give feedback directly to the person. In some cases, feedback comes “down the line.” When this is the case, ensure that the information provided is meaningful and accurate.
• Be prepared. Plan how to give the feedback and have specific examples and other evidence available before beginning.

Before Giving Feedback
Consider how the other person may prefer to receive feedback. For example:
• Do they find praise or positive feedback uncomfortable when given publicly?
• Do they prefer feedback to be given directly and to the point?
• Do they need time to reflect on the feedback before they are ready to talk about improvements or next steps?

Identify the objectives for giving the feedback:
• What exactly is the objective to be achieved?
• What are the key points that need to be communicated?

Reflect on the talking points that will be covered:
• Be specific and use examples.
• If a change needs to be made or an improvement is being suggested, be specific and clear about what those suggestions and changes are.
What to Avoid: Specific Advice for Mentors

There are four behaviors that can be harmful to a mentoring relationship. For peer-to-peer mentoring relationships, both people will be in different roles (mentor and mentee) throughout the mentoring period. It is helpful to review both roles and be mindful of how the behaviors may apply at different times. These behaviors are:

Changing and Canceling Meetings
This should go without saying, but it is an important aspect of the mentoring relationship. Understandably, everyone is busy, and unexpected events crop up from time to time. However, canceling meetings can be seen by mentees as indicating a lack of commitment, particularly if a meeting gets postponed more than once. If an unforeseen serious event arises that cannot be avoided, then make the best effort to give plenty of notice and schedule a new time.

Criticizing
When we criticize others, it is usually done with the best of intentions — the intention to help. But criticism is both evaluative and judgmental; it generates defensiveness rather than motivates change. However, that does not mean that a mentor cannot give feedback if they think the mentee’s behavior or plan is not appropriate. Try to give evaluative information, rather than neutral information. Describe the situation and the result it produces; do not appraise it.

Giving Advice
Giving advice is not bad in and of itself, but a mentor should focus on listening to mentees to help them navigate difficult situations. Mentors should help their mentees learn how to be self-sufficient so they can decide how to best handle different situations and identify solutions; if mentors only give advice, then mentees will not learn for themselves. Giving advice can set up a destructive pattern in a relationship. This is described by one psychologist as the “why don’t you? – yes, but” game.

The request for advice can create a mindset of rescuer-victim, but what can happen is that the advice is rejected (usually with reasons) each time it is given, leading the mentor to eventually conclude that the person does not really want to solve the problem, and the relationship is damaged. The mentor can instead help identify options and guide problem solving by the mentee. For example, the mentor can ask what result might come about between Option 1 vs. Option 2 to help the mentee identify their own solution.

Rescuing
Rescuing a mentee at best reinforces helpless behavior and at worst can create a victim mentality and dependency. A mentor’s role is not to rescue the mentee from unpleasant or negative situations. So, what is the alternative? Information is the alternative. Give information about the situation and what the options are, and then assist the mentee to work through the options systematically to make a decision.
What to Avoid: Specific Advice for Mentees

For the mentee, there are three behaviors that can harm a mentoring relationship. These behaviors are:

**Changing and Canceling Meetings**
This should go without saying, but it remains an important point. Mentors make time available to help their mentees, and mentees should do their best to make the appointed time. If an unforeseen serious event arises that cannot be avoided, then make the best effort to give plenty of notice and reschedule. Make time for any preparation needed.

**Reacting Poorly to Feedback**
An important skill for career development is to be able to hear feedback without getting defensive, to clarify alternative behaviors, and then being able to apply that feedback. If a person responds poorly to feedback, then others will stop giving it to that person, and their development will stagnate. Responding poorly includes rejecting feedback without reflection, arguing with the mentor, ignoring it, getting defensive, blaming others, or making excuses.

**A Closed Mind**
Mentors have been chosen as someone who can offer a range of alternative perspectives. Be open to ideas, and do not reject them before giving them due consideration. Try to find something to use in everything a mentor says – this is an attitude that will facilitate making the most of the mentoring relationship.
Resources

Topics for Meetings
- Career planning
- Goal setting
- Project management
- Managing yourself and others
- Negotiation (e.g., pay raise, project control, political factors, etc.)
- Communication and public speaking
- Giving and receiving feedback
- Unconscious bias
- Motivation theory and leadership
- Delegation and decision making
- Emotional intelligence
- Work/life balance
- Personal branding
- C.V./resume improvement
- Working in teams
- Working as a woman in a male-dominated field

Online Resources
- Ten Tips for Getting the Most Out of Your Mentor: https://www.theladders.com/career-advice/10-tips-getting-most-from-mentor
- The Gift of Conflict: https://www.youtube.com/watch?v=MnaLS7OE2pk
- Women at Work Podcast: https://hbr.org/2018/01/podcast-women-at-work
- Demystifying Mentoring: https://hbr.org/2011/02/demystifying-mentoring.html
- Ted Talks Playlists:
  - “How to be a good mentor” https://www.ted.com/playlists/400/how_to_be_a_good_mentor
  - “How to be your own advocate” https://www.ted.com/playlists/616/how_to_be_your_own_advocate
  - “How to make a great presentation” https://www.ted.com/playlists/574/how_to_make_a_great_presentation
  - “Talks to help you negotiate” https://www.ted.com/playlists/422/talks_to_help_you_negotiate
  - “10 guiding principles for leaders” https://www.ted.com/playlists/596/10_guiding_principles_for_leaders
  - “How to get further in your career” https://www.ted.com/playlists/658/how_to_get_further_in_your_career
- *SCARF Neuro-leadership and Motivation Theory: https://neuroleadership.com/your-brain-at-work/scarf-model-motivate-your-employees *This resource is for fluent English speakers and is not available in other languages at this time.
# Mentor and Mentee Roles – 6 Dimensions of Behavior

This chart can be used as a reference for how to approach the mentoring relationship. Each row provides guidance regarding a different aspect of mentorship.

<table>
<thead>
<tr>
<th>Role</th>
<th>Mentor Behavior</th>
<th>Mentee Behavior</th>
</tr>
</thead>
</table>
| Maintaining the relationship | - Being honest about your capacity to contribute  
- Share and reflect on experiences  
- Listen emphatically  
- Understand and accept different perspectives  
- Keep discussions confidential | - Offer detailed explanations  
- Appropriate and comfortable self-disclosure  
- Receptive to questioning  
- Active and involved adult learner  
- Keep discussions confidential |
| Exchanging information | - Provide information to add context  
- Offer facts about self, career, plans, and progress  
- Be clear about how information can be used  
- Exhibit tailored, accurate, and sufficient knowledge | - Provide facts  
- Respond positively when mentors probe for information  
- Offer facts about self, career, plans, and progress  
- Check how information should be used  
- Clarify to ensure understanding |
| Consider alternatives | - Offer alternatives for consideration  
- Explore interests, abilities, ideas, and beliefs  
- Help mentee envision a positive future  
- Provide other views and hypothetical questions  
- Offer a reality check  
- Explain personal decisions | - Explain choices and decisions  
- Keep an open mind  
- Seek to understand alternative viewpoints |
| Challenge/constructive dialogue | - Show respect for choices, decisions, actions, and career | - Reflect on initiatives |
### Modeling the way

- Share insights into counterproductive strategies  
  - Seek information about context to understand choices  
  - Evaluate need and capacity to change  
  - Identify feelings of mentee  
- Explore mentor’s viewpoint to understand different opinions  
  - Be receptive and listen actively to feedback  
  - Keep an open mind  
- Set an example  
  - Enrich the relationship with personal stories  
  - Disclose risks taken, mistakes made, and the outcomes  
- Express concerns  
  - Be comfortable with sharing feelings  
  - Disclose risks taken, mistakes made, and the outcomes

### Goal setting

- Ask questions to understand career goals  
  - Consider personal and professional potential  
  - Encourage mentee to initiate change  
- Visualize own future  
  - Be receptive to mentor examining and challenging plans  
  - Respond positively to change

*Adapted from Mentoring Adult Learners: A Guide for Educators and Trainers, Norman H. Cohen, 1995.*
AWLE Mentoring Program Matching Guidelines

These guidelines are meant for use by the mentor program administrators in coordination with NARUC. Both women and men are welcome as mentors although the focus of this activity is on women as the mentees. English proficiency is not a requirement for either mentors or mentees for participation in this program. Once the applications for both mentors and mentees have been received, the information can be entered into a spreadsheet for ease of comparison.

Depending on the number of mentor and mentee applications, commissions may have to determine if mentor groups (circles) might be better suited to the situation or if individual mentorship is still feasible. If a few mentors have more experience with mentoring, they may feel comfortable taking on more than one mentee. If it looks like every mentor would have to take multiple mentees, look to the section on Circle Matching below.

Pair Matching
1. Look at the mentee applications:

If a mentee has stated a preference for the mentor’s grade or level, sort the mentees into groups. If there is a specific knowledge or skill requested, identify those. The more specific that the mentee’s preferences are, the better you will be able to match them with a mentor. The next grouping to look at is the time commitment each mentee noted. If the program has suggested specific timeframes, it may be easier to match for those time commitments.

2. Look at the mentor applications:

Use the specific skills, experience, and background of the mentors to begin matching based on what mentees are looking for. Next, match on time commitment. If possible, have mentors select multiple time slots so that there are more options for matching pairs. Lastly, match on job position or field. ***Please do not match someone with their supervisor.

Circle Matching
Determine roughly how many mentees should be paired with each mentor. When grouping mentees by interest or topic, it is important to keep this number in mind as an estimate for how many people should be in each group. This number is just an estimate and there may be a few groups with more or fewer mentees depending on interests, but there should not be one very large group with a few smaller groups. The goal is a fairly even distribution.

If a commission has already decided to conduct mentoring circles rather than pair matching, the mentors can share their topics of interest/specialization and then mentees can choose the topic/s that they would like to pursue for mentoring.

Peer-to-Peer Matching
Peer mentoring is a great way to network within a commission and another way to help women along their career journeys. Peer mentoring pairs should be matched based on the knowledge or skill each person wants to gain from the experience as well as availability. Each person should have a certain skillset or experience that the other wishes to learn from, and the relationship is thus intended to be mutually beneficial.
Appendix I: AWLE Mentee Pre-Meeting Objectives Worksheet

- To enable your mentor to further understand your objectives, consider the ten statements (in column #1 of the table below) and **rank the statements** (in column #2) in order of importance **to you** (with 1 being the most important and 10 being the least important) **Note: Each number should only be used once in this table.**

- To go a level deeper, please also consider the “further questions” (in column #3 below). Your answers should go into the Answers column.

<table>
<thead>
<tr>
<th>I am interested in being mentored in order to:</th>
<th>Rank in order of importance (1 = highest; 10 = lowest)</th>
<th>Further questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help me develop my aspirations and shape my goals beyond my current role.</td>
<td>Describe the goal or goals. What support are you looking for?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Broaden my horizons by building my understanding of all areas of my profession and the potential opportunities within it.</td>
<td>What gaps in your professional knowledge or experience have you identified?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gain insights into the thinking patterns of an experienced, more senior individual.</td>
<td>In what areas of your current role would this help? Provide examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Build a relationship that stretches and challenges my thinking and assumptions.</td>
<td>Identify 2 or 3 areas that you would like to explore further with your mentor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have a role model for personal achievement and growth.</td>
<td>Describe your role model. (This will help your mentor to understand your goals for</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td><strong>Hear different perspectives / approaches from someone outside of my team.</strong></td>
<td>Are there any particular perspectives you are interested in (e.g., someone with a different specialty, job level, etc.)?</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td><strong>Understand more about and build professional networks.</strong></td>
<td>What networks are you interested in?</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td><strong>Give me an opportunity to step back, reflect, analyze, and find solutions to problems.</strong></td>
<td>Please provide examples of 2-3 specific problems you want to work on.</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td><strong>Confidentially discuss issues that straddle the boundary between work and personal (work-home balance, work pressures, work relationships, etc.).</strong></td>
<td>Are you looking for tools, advice, or how other people deal with this?</td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td><strong>Improve my leadership / influencing skills for professional growth.</strong></td>
<td>What leadership qualities would you like to explore and develop?</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix II: AWLE Mentoring Agreement

<table>
<thead>
<tr>
<th>Mentor:</th>
<th>Mentee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Meeting Methods:*&lt;br&gt;1) &lt;br&gt;2) &lt;br&gt;3)</td>
<td>Preferred Meeting Methods:&lt;br&gt;1) &lt;br&gt;2) &lt;br&gt;3)</td>
</tr>
<tr>
<td>Frequency of Meetings:</td>
<td></td>
</tr>
<tr>
<td>Length of Meetings:</td>
<td></td>
</tr>
<tr>
<td>First Meeting Date + Time:</td>
<td></td>
</tr>
<tr>
<td>Second Meeting Date + Time:</td>
<td></td>
</tr>
<tr>
<td>Shared Objectives:</td>
<td></td>
</tr>
<tr>
<td>Personal Objectives:</td>
<td>Personal Objectives:</td>
</tr>
<tr>
<td>Ground Rules:</td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td>Signature:</td>
</tr>
</tbody>
</table>

*Video calls, voice calls, in-person meetings, etc.*
Appendix III: Advancing Women Leaders in Energy Career Planning Worksheet

What gets measured gets done. This business statement is good advice for career management. Measuring progress focuses our efforts on actions that we have identified as crucial to moving our careers forward.

There are two worksheets in this document. Complete both worksheets and upload a copy to the designated Google Drive folder or send them directly to the contact person by the due date.

These steps make career planning a manageable part of our business life. To organize your planning when working individually or with a mentor, the exercises below will document your accomplishments.

The five steps are:

1. Competency self-assessment
2. Identify your career goal
3. Determine goal-directed actions
4. Take action and measure progress
5. Manage your-long term career
Competency Self-Assessment

The self-assessment is an honest assessment of your current competencies as compared to the competencies required in your desired position. When identifying the competencies, it is recommended to look at both the formal requirements as written in job postings and to interview people who hold the position to understand the informal requirements. Informal requirements may include specific types of business networks or the need for diplomacy skills with business partners.

As noted in research, women tend to rate their abilities lower than how others would rate them. You may want to get feedback from trusted sources as you decide on your level of competence. This feedback will help you be accurate in your self-assessment. Please rate yourself on a scale of 1-5 on the following competencies per the below scale:

1. Initiates daily communication that is clear and engages others
2. Develops and delivers formal presentations
3. Constructs and delivers messages to persuade others
4. Creates and maintains a useful network
5. Accurately assesses team strengths and areas for improvement
6. Understands and applies one modern motivational theory
7. Conducts appropriate managerial action per the performance management cycle
8. Articulates the purpose of the organization, formal power structure, and informal power structure
9. Conducts situational analysis
10. Articulates the basics of project management
11. Applies negotiation good practices
12. Demonstrates financial acumen
Career Goal-Setting Plan

Determine your long-term career goal, which can be:

- The next position you would like to attain, OR
- The top position you would like to reach in your career, OR
- Skills you would like to acquire to remain relevant in your current position

Short-term goals are:

- Able to be accomplished within 12 months
- Focused on accomplishments needed to achieve a long-term career goal

*The example short-term goal in the table on the next page (“Identify what competencies I need for my desired position”) is recommended as a starting point for everyone. Below are the key competencies of two different types of senior-level positions.

Note: You may have more than 3 goals. However, based on research, it is recommended to limit your list to less than 7, as more goals can be overwhelming.

Goals should use the SMART format: Specific, Measurable, Attainable, Results-oriented, and Timebound.

Example:

1) Future position desired: Division Chief – Forecasting (senior administrator/manager)

   Competencies needed by this position (sample; not all competencies are listed):
   - Management; workforce planning; employee training and development; supervision; team leadership; knowledge of government structure and process; engineering (e.g., electric, smart grid technologies); social sciences (e.g., economics as applied to utility industries); electronic data processing (e.g., production simulation software); law (e.g., state and federal laws, rules, regulations, policies and procedures); technical or business writing (e.g., technical, business, legal or scientific reports)

2) Future position desired: Senior Technical Specialist – Utility

   Competencies needed by this position (sample; not all competencies are listed):
   - Employee training and development; team leadership; public relations; knowledge of government structure and process; business (e.g., wholesale and retail business operations of electric and natural gas utilities, regional transmission organizations, competitive entities providing natural gas and/or electric services); natural sciences (e.g., mathematics); social sciences (e.g., statistics, economics); statistical analysis
## Career Goal-Setting Plan

### Long-Term Goal / Position Desired:

<table>
<thead>
<tr>
<th>Short-term Career Goals:</th>
<th>Example Objective</th>
<th>Example Action 1</th>
<th>Example Measure</th>
<th>Example End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE GOAL</strong></td>
<td><strong>Identify what competencies I need for my desired position</strong></td>
<td><strong>Research job descriptions of my desired position</strong></td>
<td><strong>Review at least 5 job descriptions</strong></td>
<td><strong>2 weeks (fill in date)</strong></td>
</tr>
<tr>
<td><strong>Example Objective</strong></td>
<td><strong>Identify roles similar to my desired job position</strong></td>
<td><strong>Identify skills needed for position as stated in job description</strong></td>
<td><strong>List all necessary skills for desired position</strong></td>
<td><strong>3 weeks (fill in date)</strong></td>
</tr>
<tr>
<td><strong>Example Objective</strong></td>
<td><strong>Identify skills that I need to work on</strong></td>
<td><strong>List all skills currently lacking from my skillset</strong></td>
<td><strong>List skills in order of importance</strong></td>
<td><strong>3 weeks (fill in date)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short-term Goal 1</th>
<th>Objective</th>
<th>Action 1, Goal 1</th>
<th>Measure</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Action 2, Goal 1</td>
<td>Measure</td>
<td>Completion Date</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Action 3, Goal 1</td>
<td>Measure</td>
<td>Completion Date</td>
<td></td>
</tr>
<tr>
<td>Short-term Goal 2</td>
<td>Objective</td>
<td>Action 1, Goal 2</td>
<td>Measure</td>
<td>Completion Date</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
<td>------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>Short-term Goal 3</td>
<td>Objective</td>
<td>Action 1, Goal 3</td>
<td>Measure</td>
<td>Completion Date</td>
</tr>
</tbody>
</table>

*To add goals or actions, simply insert rows into the table.*
**Appendix IV: AWLE 2023 Mentor Application Form**

Mentor Information (both women and men are encouraged to be mentors)

<table>
<thead>
<tr>
<th>Name (Ms/Mrs/Mr, First name, Family name)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization (NRA, country)</td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td></td>
</tr>
<tr>
<td>Address/Office location</td>
<td></td>
</tr>
<tr>
<td>Time in current role (months or years)</td>
<td></td>
</tr>
<tr>
<td>Length of service within organization</td>
<td></td>
</tr>
<tr>
<td>Work experience in total</td>
<td></td>
</tr>
<tr>
<td>Highest level of education</td>
<td></td>
</tr>
<tr>
<td>Telephone Number</td>
<td></td>
</tr>
<tr>
<td>E-mail address (work):</td>
<td></td>
</tr>
<tr>
<td>Second e-mail address (in case of difficulties reaching you):</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
</tr>
<tr>
<td>Please state your current level/grade: Executive, Management, other staff level below management level</td>
<td></td>
</tr>
<tr>
<td>Please specify your preferred mode of communication and your account details (Skype, Zoom, Google Meet, Microsoft Teams, Facetime, WhatsApp, in-person meetings, etc.):</td>
<td></td>
</tr>
</tbody>
</table>

(next page)
Matching Information

Please check the appropriate box to indicate your preferences:

<table>
<thead>
<tr>
<th>Career level of your ideal mentee</th>
<th>Staff level below Management</th>
<th>Middle Management</th>
<th>Executive Level</th>
<th>Peer mentor preferred</th>
<th>[Reason for preference]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main skill/knowledge that you offer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your objectives

- Please consider the key outcomes or goals you hope to achieve through serving as a mentor, then detail these in a summary statement below.

- Please attach a current resume or C.V. upon submission of this application to ensure we have an accurate depiction of your background and experience to be used in the pairing process. Previous experience as a mentor is not a prerequisite.

- While your meetings with your mentee will be in your preferred language, communication and check-in meetings with NARUC will be conducted in English. Please indicate your English proficiency for reading, writing, and speaking below (beginner, intermediate, or advanced). English is not necessary to participate in this program, but this information is helpful for our planning purposes.

- How much time would you be able and/or willing to commit to the mentorship program (i.e., one hour per week, four hours per month, etc.)?

- Have you ever been a mentor or mentee? If yes, what was the best part of that experience, and what, if anything, do you believe could have been done differently to improve the experience? Please discuss any advice you have for your next mentoring relationship.
• If you have any recommendations for books/articles/videos or other resources on self-development/other topics of possible interest to mentors/mentees, please share them below.

<table>
<thead>
<tr>
<th>Books:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Blogs/Articles:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Webinars/events:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Videos (e.g., TED Talks):</th>
</tr>
</thead>
</table>

• Finally, are there any specific skills, experience, or background that you would value in your mentee?

<table>
<thead>
<tr>
<th>Applicant signature (it is sufficient in a digital form)</th>
</tr>
</thead>
</table>

Please enter your name and the date below to confirm that you have read the AWLE Mentoring Guide and are available and eligible to participate in the initial meeting.

<table>
<thead>
<tr>
<th>Applicant’s Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Once this form is complete, please return it (along with a current resume or C.V.) by email to the NARUC AWLE program staff (arusso@naruc.org and egilley@naruc.org) before the closing date of XXXX.
Appendix V: AWLE 2023 Mentee Application Form

Mentee Information (the mentoring program is targeted at women)

<table>
<thead>
<tr>
<th>Name (Ms/Mrs, First name, Family name)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization (NRA, country)</td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td></td>
</tr>
<tr>
<td>Address/Office location</td>
<td></td>
</tr>
<tr>
<td>Time in current role (months or years)</td>
<td></td>
</tr>
<tr>
<td>Length of service within organization</td>
<td></td>
</tr>
<tr>
<td>Length of work experience in total</td>
<td></td>
</tr>
<tr>
<td>Highest level of education</td>
<td></td>
</tr>
<tr>
<td>Telephone Number</td>
<td></td>
</tr>
<tr>
<td>E-mail address (work):</td>
<td></td>
</tr>
<tr>
<td>Second e-mail address (in case of difficulties reaching you):</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
</tr>
<tr>
<td>Please state your current level/grade: Executive, Management, other staff level below management level</td>
<td></td>
</tr>
<tr>
<td>*Please specify your preferred mode of communication and your account details (Skype, Zoom, Google Meet, Microsoft Teams, Facetime, WhatsApp, in-person meetings, etc.):</td>
<td></td>
</tr>
</tbody>
</table>

(next page)
## Matching Information

Please check the appropriate box to indicate your preferences:

<table>
<thead>
<tr>
<th>Career level of your ideal mentor</th>
<th>Middle Management</th>
<th>Executive Level</th>
<th>Peer mentor preferred</th>
<th>[Reason for preference]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main skill/knowledge requested</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your objectives

- Please consider the key outcomes or goals you hope to achieve through having a mentor, then detail these in a summary statement below.

- Please **attach a current resume or C.V. upon submission of this application** to ensure we have an accurate depiction of your background and experience to be used in the pairing process. Failure to submit a resume or C.V. renders your application incomplete and cannot be processed.

- While your meetings with your mentor will be in your preferred language, communication and check-in meetings with NARUC will be conducted in English. Please indicate your English proficiency for reading, writing, and speaking below (beginner, intermediate, or advanced). English is not necessary to participate in this program, but this information is helpful for our planning purposes.

- What else, if anything, could you let us know about why you are seeking a mentor that would aid us in matching you successfully?

- How much time would you be able and/or willing to commit to the mentorship program (i.e., one hour per week, four hours per month, etc.)?
• Have you ever been a mentor or mentee? If yes, what was the best part of that experience, and what, if anything, do you believe could have been done differently to improve the experience? Please discuss any advice you have for your next mentoring relationship.

• If you have any recommendations for books/articles/videos or other resources on self-development/other topics of possible interest to mentors/mentees, please share them below.

Books:

Blogs/Articles:

Webinars/events:

Videos (e.g., TED Talks):

• Finally, are there any specific skills, experience, or background that you would value in your mentor? Do you have a feel for what style would work best for you, either someone tending towards being more directive, offering advice and suggestions, or someone tending towards less-directive behavior, through questioning and coaching you to find your own answers?

Applicant signature (it is sufficient in a digital form only)

Please enter your name and the date below to confirm that you have read the AWLE Mentoring Guide and are available and eligible to participate in the initial meeting.

Applicant’s Name: Date:

Once this form is complete, please return it (along with a current resume or C.V.) by email to the NARUC AWLE program staff (arusso@naruc.org and egilley@naruc.org) before the closing date of XXXX.
Appendix VI: AWLE Mentoring Journal

Illustrative Timeline (including start-up) for a 6-month Mentoring Program

<table>
<thead>
<tr>
<th>Information distributed:</th>
<th>Month 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline for applications for mentees and mentors:</td>
<td>Month 2</td>
</tr>
<tr>
<td>Notification of mentee-mentor pairings:</td>
<td>Month 3</td>
</tr>
<tr>
<td>Introductory Call:</td>
<td>Month 4</td>
</tr>
<tr>
<td>Initial checks that pairings are working:</td>
<td>Month 5</td>
</tr>
<tr>
<td>Mid-Point Check-In:</td>
<td>Month 7</td>
</tr>
<tr>
<td>Program end and final program assessment:</td>
<td>Month 9</td>
</tr>
</tbody>
</table>

Proposed Meeting Schedule

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date + Time</th>
<th>Purpose/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Call</td>
<td>Month 4</td>
<td></td>
</tr>
<tr>
<td>Meeting 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Point Check-In</td>
<td>Month 7</td>
<td></td>
</tr>
<tr>
<td>Meeting 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program End</td>
<td>Month 9</td>
<td></td>
</tr>
</tbody>
</table>

Keeping a Mentoring Journal

A mentoring journal can be a very useful source of information for later reference. It can help you to identify the extent to which you achieved your goals and to reflect on and be able to draw on your experience to explain what you learned from the experience of mentoring. This may also be important if you are interviewed later. You can add additional journal pages depending on how frequently you meet with your mentor.

In addition, the journal works as a register of ideas for learning activities, reflections, and projects. It gives you an ongoing record to pick up and discuss with your mentor at a later date, or activities to do upon return to work as part of your development plan and allows you to monitor your ongoing development.

Tips on journaling:

- Write about facts and feelings, past and present
- Write after each mentoring meeting, and in between as well
- Schedule time to write in your journal – otherwise, you will keep putting it off
- Review what you have written every few months

Potential Meeting Topics

- Career planning
- Goal setting
- Project management
- Managing yourself and others
- Negotiation (pay raise, project control, political factors, etc.)
- Communication and public speaking
- Giving and receiving feedback
- Unconscious bias
- Motivation theory and leadership
- Delegation and decision making
- Emotional intelligence
- Work/life balance
- Personal branding
- C.V./resume improvement
- Working in teams
- Working as a woman in a male-dominated field

**Questions Before the Mentoring Begins**
Before beginning the mentoring journey, ask yourself the following questions. It is helpful to reflect on your career journey up to this point, for both mentors and mentees.
- What are some mistakes you have made in your career from which you have learned?
- Have you previously had a mentor, or do you currently have one? How have they had an impact on your life and career?
- What is a particularly challenging situation that you have gone through, and how did you overcome it?

**Tips to be a Great Mentor**
- Be an active listener and avoid interrupting.
- Offer options rather than solutions.
- Rather than simply jumping in with advice, start by asking the mentee what they are thinking or what they have tried already.
- Share your own experiences while recognizing that your mentee may handle things differently.
- Do not be afraid to give candid feedback and constructive criticism but consider asking for permission to do so first.
- Be present and committed to the relationship.

**Tips to be a Great Mentee**
- Be an active listener and avoid interrupting.
- Ask specific questions.
- Be receptive to feedback.
- Keep perspective that while your mentor’s input is valuable, it is only one person’s advice.
- Be present and committed to the relationship.
### Journal Meeting 1

**Date:**

**Topic:**

**Objectives:**

### Post-Meeting 1 Reflections and Notes

**Discussion points:**

**Key takeaways:**

**How I will apply this:**

**Further questions or discussion points:**
Journal Meeting 2

Date:

Topic:

Objectives:

Post-Meeting 2 Reflections and Notes

Discussion points:

Key takeaways:

How I will apply this:

Further questions or discussion points:
Journal Meeting 3

Date:

Topic:

Objectives:

Post-Meeting 3 Reflections and Notes

Discussion points:

Key takeaways:

How I will apply this:

Further questions or discussion points:
Journal Meeting 4

Date:

Topic:

Objectives:

Post-Meeting 4 Reflections and Notes

Discussion points:

Key takeaways:

How I will apply this:

Further questions or discussion points:
Journal Meeting 5

Date:

Topic:

Objectives:

Post-Meeting 5 Reflections and Notes

Discussion points:

Key takeaways:

How I will apply this:

Further questions or discussion points:
Journal Meeting 6

Date:

Topic:

Objectives:

Post-Meeting 6 Reflections and Notes

Discussion points:

Key takeaways:

How I will apply this:

Further questions or discussion points:
Journal Meeting 7

Date:

Topic:

Objectives:

Post-Meeting 7 Reflections and Notes

Discussion points:

Key takeaways:

How I will apply this:

Further questions or discussion points:
Journal Meeting 8

Date:

Topic:

Objectives:

Post-Meeting 8 Reflections and Notes

Discussion points:

Key takeaways:

How I will apply this:

Further questions or discussion points: