



**Asia-Pacific
Economic Cooperation**

APEC Gender-mainstreaming mentoring package

Prepared for the Anti-Corruption Working Group

Mentee's handbook

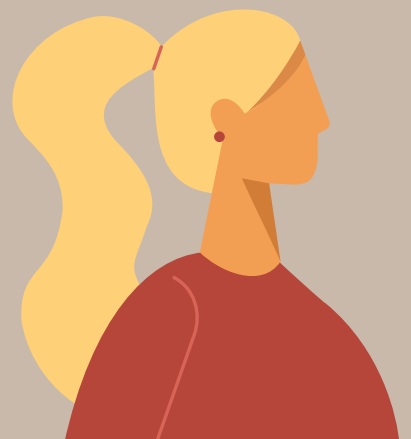
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Mentoring in a nutshell

Congratulations on being selected to participate in our mentoring programme. This handbook outlines the programme and may answer a few of your questions.

If you have any other questions, our mentoring co-ordinator will be very happy to help. Their phone and email details are on the front of this handbook.

WHY WE HAVE THIS PROGRAMME

Mentoring helps women achieve more in the workplace. It helps them understand and achieve their true potential. It also helps the agency operate better, as people develop good technical and leadership skills. They also tend to be more committed to their profession.

Our programme is an important part of our gender mainstreaming campaign. This aims to achieve equality for women at work. Our women's mentoring programme is also a key strand in our commitment to reduce corruption.

WHAT IS MENTORING?

Career mentoring partners an experienced senior employee (a mentor) with a more junior employee, like yourself (a mentee). The aim is for the mentor to help you achieve your career goals, which are broadly defined. However, mentoring is a two-way, trust-based relationship. You decide what your objectives are, and you both work towards these. Everything you discuss is confidential.

Mentors can help you work out how to overcome many challenges at work. You

may discuss the best ways of dealing with colleagues, time management, work-life balance, manager, or any other issues that you would like help with.

Mentoring relationships tend to progress through stages. These start with initial setup and getting to know each other. Once you are happy working together, you will start to work on your specific goals. Your formal mentoring relationship will stop after about one year.

Figure 1. A typical mentoring relationship¹



Q What do mentees and mentors get from the programme?

Women with mentors in formal mentoring programmes are more likely to achieve their career goals than women without mentors. Benefits can include both better pay and promotion, better job satisfaction and feeling happier in the office.

Mentors also benefit from the mentoring relationship. They enjoy helping you grow and develop at work, but they also learn things themselves and often broaden their own thinking. Mentoring can improve a mentor's job satisfaction and give them the chance to reflect on their experiences.

Q Who are our potential mentors and mentees?

Our mentors are experienced, respected, helpful and enthusiastic about mentoring. We make sure they have mentoring skills, so that you can both get the most out of the programme.

Mentors come from all parts of the agency. We will match you with one from a slightly different

area. That way, you will not have to worry that your mentor may one day be your manager.

All our mentees are women, because we want women to have better opportunities at work than they have at present. All sorts of women are included, with most being at more junior levels.

Q What is my commitment as a mentee?

As a mentee, you need to commit some time and a lot of ideas. The programme lasts for about one year and you will meet with your mentor once every four to six weeks. You also need some time to prepare for meetings.



How our mentoring programme supports anti-corruption goals



A key APEC goal is women's integration and empowerment. In the anti-corruption and law enforcement agencies within APEC economies, this is especially relevant. Our agencies are most effective when more women succeed at work, although the reasons for this are not always clear.

However, we do know that agencies that have diverse employees represent their communities better. Our mentoring programme aims to improve women's employment opportunities in our agency. This is not only a key gender equality initiative. Because it improves diversity, it improves our agency's operations and community representation. This helps fight corruption.

The first step in women's integration is for everyone to understand the current position of women. We have outlined some examples of how women's and men's experiences differ. Of course, these vary between economies, families and individuals, but there are some important trends. We also look at how gender stereotypes and discrimination can affect both women and men. This includes the gender gap. It is worth taking some time to understand these issues.

Although we probably do not think about this every day, as employees in an anti-corruption and law enforcement agency we also need to understand how gender affects us. In particular, we need to realise that gender can affect many aspects of corruption in our economy. Anything that improves gender equality also reduces women's vulnerability to corruption.

It is also important to remember that although women and men may not yet have equal power and influence, women's roles in fighting corruption are at least as important as men's roles.

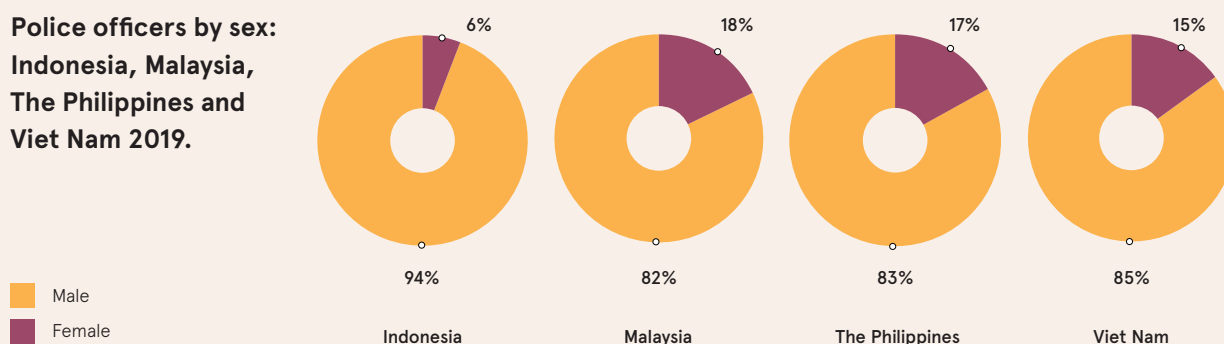


Women's role and stereotypes

Gender roles differ from one society to another, and over time. Paid work outside the home is a good example. In some societies, it is normal and acceptable for women to work in paid employment; in others it is not. However, even in

societies that accept women's paid employment, women are often concentrated in some jobs and not in others. For example, around the world there are far fewer policewomen than policemen.

**Police officers by sex:
Indonesia, Malaysia,
The Philippines and
Viet Nam 2019.**



Women are usually expected to fill three types of roles, often all at once:

1. Productive work: work in a paid job (paid work) or in subsistence agriculture (unpaid).
2. Reproductive work: work like caring for children, sick and elderly family members, preparing food and keeping the house clean.
3. Community work: work such as organising community celebrations.

Women and men learn to perform the roles that society allocate to them from an early age. This is enforced by differences in our behaviour towards girls and boys. The toys given to girls and boys, and how they are dressed, for example, often differ. Girls are likely to have fewer educational opportunities, often leaving school earlier than boys. When food is short, girls may also get less to eat than boys.

This encourages us to see women and men as having certain character traits. For example, women tend to perform nurturing roles, such as nursing or teaching, and are often perceived to be caring, social, nurturing, sensitive and emotional. Men, on the other hand, often do jobs that seem to demand physical strength, such as policing or house building. Characteristics such as strength, assertiveness, toughness and being logical are then associated with men. These ascribed female and male characteristics are gender stereotypes.

Gender refers to the socially and culturally defined set of roles, rights, responsibilities, entitlements, and obligations of women and men.

Q What is a women's job?

Thinking about your own experiences, what sorts of characteristics do you tend to associate with men or women?

We almost all have ideas about jobs that based on these characteristics are typically filled by men and women. Use the table on the right to think about some jobs that are often associated with men or women, and consider the reasons for this.

1. Based on your own experiences, what sorts of jobs do you tend to associate with men or women?
2. When you look at this list, can you see any reasons why these jobs could not be done by either men or women?

Female	Male
Nurse	Builder

Q What is the gender gap?

For women, discrimination based on gender stereotypes often causes economic hardship. Women frequently miss out on resources, especially in economies where such resources are already scarce. Compared to men, it is often harder for women to access the most basic day-to-day needs, such as land to grow food, and enough resources to look after the family at home.

The factors outlined above all lead to what is known as the 'gender gap'. In broad terms, this refers to the differences in women's and men's lives, including their working lives, income and financial position. There is a big gender gap in most societies.

Key aspects include the following:

- * Women are poorer (they earn less and can have less control over the money they do earn, if their spouses 'manage the finances')
- * The importance of women's unpaid work is not recognised, despite its essential role in our society
- * There are fewer women in decision-making positions (in government and private sector)
- * Women live longer but in many economies are less healthy
- * Women are often more exposed to violence both at home and outside the home

Q What does the gender gap mean for women's careers?

The gender gap at work reflects the fact that many features of work life reflect the history of the paid workforce, when only men participated, while women often stayed home to care for children. Many work policies are still based on this structure, and do not reflect the needs of the growing number of households with two working parents (e.g., work hours, workplace flexibility). As women still fulfil most caregiving roles, inflexible work policies can act as barriers to women achieving their career potential.

For various reasons, the gender gap is very real across both government and private sectors, but is improving, as illustrated (right) in this 2019 news release and a recent analysis of large New Zealand companies.

In 2019, just five of the NZX Main Board companies had a woman CEO, according to a survey published by a local news organisation. That made the eight chief executives named Mark (plus one each named Marc and Marco) more common than the five women CEOs.²

However, in 2021, while nine out of 10 CEOs and Chairs of New Zealand's top 10 public companies are men, overall Board directors are now evenly divided, with 34 male and 29 female non-executive Directors (counting people who are on several boards more than once). This is a significant change from several years ago and results from increasing awareness of the previous imbalance of men and women, and significant efforts to improve this.

(Source: private research)

WORK AREAS	Examples of policies that act as barriers to women's career opportunities in law enforcement
Recruitment and training	<ul style="list-style-type: none"> * Specific entry requirements, e.g., a requirement for prior police investigation experience, where those policing roles are rarely held by women. * Female officers having fewer opportunities to attend training (especially internationally.)
Office hours	<ul style="list-style-type: none"> * Few flexible/part-time working arrangements, especially for significant jobs. * Meetings or training opportunities held early in the morning or late in the afternoon.
Operational work	<ul style="list-style-type: none"> * Segregation of duties according to gender, e.g. men patrol the streets and do other operational work, women focus on administration.
Promotion and leadership	<ul style="list-style-type: none"> * Leadership job descriptions that unnecessarily specify long years of experience, or require other non-essential skills that women are less likely to have. * Fewer promotional opportunities, as a result of the policies above (less training, less operational experience and few flexible or part-time working arrangements.)
Infrastructure and facilities	<ul style="list-style-type: none"> * No separate facilities for men and women for changing, sleeping or sanitation. * No facilities for breastfeeding, pumping breast milk and childcare.

Q How does corruption affect women?

Outside the office, in broader society, corruption often appears to affect women more than men. One reason may be that women are frequently

less socially and economically empowered. However, limited data suggests more specific reasons.

WHY WOMEN MAY BE MORE AFFECTED BY CORRUPTION

- * Poverty, which is often linked to being powerless and leaves people more vulnerable to corruption. While numbers are unclear, one study reports that 70% of people living in poverty are women.³
- * Outside paid work, women are often the primary family caretakers. They may be regularly confronted with corruption when dealing with education, health and other public services that are prone to corruption, especially as they may not be able to afford private health care.
- * Budgets for women's and children's services may be reduced by officials taking a percentage off the top.
- * Women are most likely to become victims of corruption with sex as a currency. An expectation of sexual favours in order for women to receive public services or benefits, including employment-related benefits, is an example.⁴
- * Human trafficking is enabled by corruption and at least 80% of its victims are female.

These impacts of corruption are worsened by barriers to women's participation in the justice system. These include language barriers, lack

of knowledge of legal rights, lack of money for court fees, transport or childcare and fears of testifying.

Gender and corruption – using land access case studies as an example

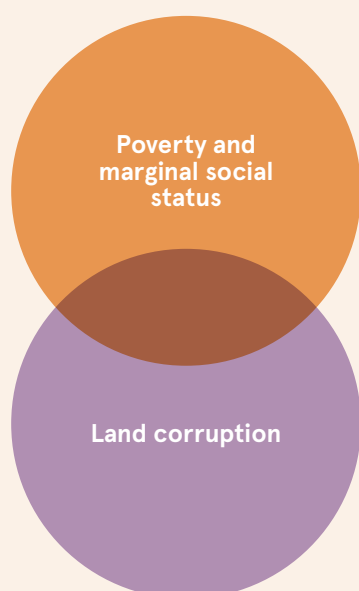
The gender gap, especially lack of economic power, makes women more vulnerable than men to corruption. In poor economies where many men and women are economically marginalised, access to land is a very important example.

Case studies from East Ghana and Zimbabwe around land rights provide some excellent examples of how corruption and gender are related, because land rights and bribery are so closely linked. Poor people in these economies face barriers to land-related issues. For example, across sub-Saharan Africa, one in two people must pay a bribe for land services.⁵

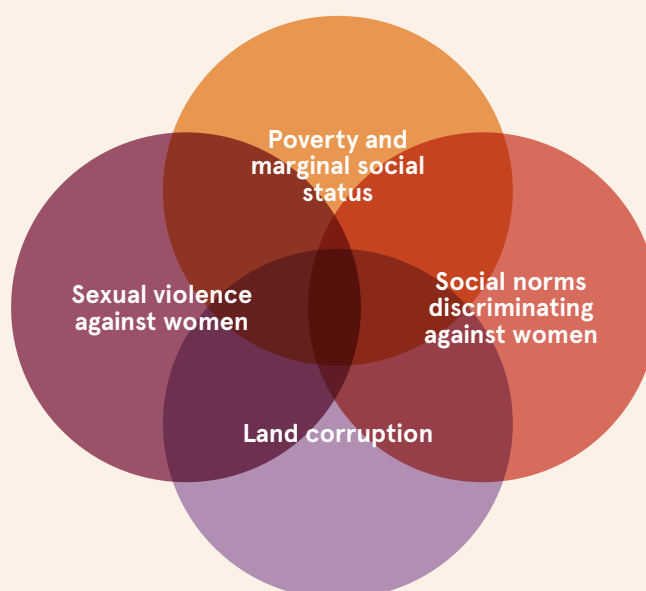
However, as shown, women face additional barriers that men do not have to deal with. In the example below, everyone is affected by poverty, land corruption and low social status. However, women have extra barriers to health, a decent life and personal security. These include discrimination against females and the risk of sexual violence, against which they have little protection. Women are also disproportionately affected because they usually grow most of the crops their families need to eat.⁶

LAND-RELATED ISSUES AND GENDER

Land-related issues as experienced by men



Land-related issues as experienced by women



Anti-corruption agencies have a key role to play

As shown in the following case studies,⁶ there are some practical steps that can help women who are facing corruption, especially when the corruption involves demands for sexual favours. Programmes in Africa and around the Asia Pacific region aim to improve the lives of women, through better transparency, integrity and accountability. The starting point is encouraging women to share their experiences, then documenting this data. This information flows on to better policy decisions that consider women's perspectives (a "gender-sensitive" approach; see definition on page 15).

The Transparency and Accountability for the people of Solomon Islands (TAP)⁶ project aims to improve suspected voting, nepotism and other corruption by:

- (i) prioritising issues that have a disproportionate impact on women

- (ii) encouraging women and other people to be anti-corruption champions in the way that best suits their own communities; and
- (iii) seeking and documenting data to fill gaps in current knowledge about women and corruption.

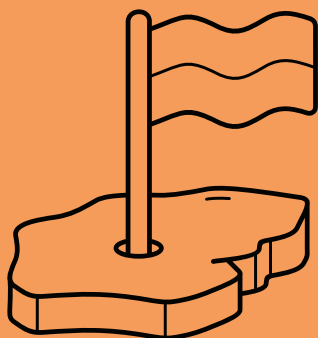
In Indonesia,⁷ where institutional reforms failed to reduce corruption, the focus was shifted to individuals. More than 2,000 women, trained as anti-corruption champions, have successfully improved and innovated systems in public sector agencies. This has led to some examples of recognition and women's promotion.

Employees in anti-corruption agencies have a unique role. They can affect not only their own workplaces, but, as illustrated in these examples, the broader communities which they represent.

ONE | UPPER EAST GHANA

Widows losing land and facing discrimination

Case study



Across Upper East Ghana, traditional land administration practices mean an estimated 50,000 widows typically lose land when their husbands die. Widowhood carries a stigma, with widows often marginalised, abused and discriminated against. Often the only ways in which women can retain any land to feed their families are to bribe traditional leaders or marry their dead husband's relatives.

Ten widows from the region, with the help of an NGO, produced a video ("A Widow's Cry"), in which women discussed their experiences and local chiefs and land administrators were asked difficult questions. The video was widely promoted and government officials and traditional leaders have now pledged to protect widows' land rights.

The land grab and sexual extortion

In 2008, an ethanol company arrived in Zimbabwe and promised development programmes and employment opportunities to local people in return for land to grow sugarcane for biofuel. The company soon encroached on land where local people grew food crops and in response to resistance, destroyed these crops, with support from the local police.

An NGO, which provides free legal aid to such communities also uses community dialogues that aim to raise awareness of land rights.

The NGO became aware of, and researched this case. They found that the land conflict – especially the resettlement and access arrangements negotiated between the company and local leaders – had directly exposed local women to highly-gendered forms of corruption. Research showed that traditional leaders were compelling women to trade sex in exchange for access to land, a form of corruption often referred to as “using sex as a currency”. Some continued to demand sex in order for local women to retain their access to the land.

To overcome the challenge, the NGO:

- ✦ sought to raise awareness of the issues – for example, by raising citizens’ awareness of the nature and prevalence of sexual extortion;
- ✦ provided opportunities for individuals to seek legal redress;
- ✦ provided platforms for those affected to share their stories; and

- ✦ partnered with local organisations or organised events so that women and men could obtain information and access support.
- ✦ Having established trust and confidence among the community and local stakeholder groups, they produced a short video documentary exposing the role of corruption in alienating the local people from their land. This was followed by a research and policy papers on the impact of land corruption on women and girls.

Results and impacts

- ✦ There was an immediate backlash from the ethanol company, which sought to threaten and intimidate the people involved into not publishing the video.
- ✦ When the company alleged defamation, the NGO issued a press release exposing the intimidation tactics. They strongly criticised the company’s attempts to silence community voices, then went ahead and published the video.
- ✦ The ethanol company has since paid inadequate compensation to a very limited number of people; details are not known.
- ✦ The case had long-term, wider impacts, with policymakers discussing the issues, including in parliament. Video proved to be an ideal medium for sharing the community’s story with key stakeholders and highlighting flaws in the legal system that allow these injustices to occur. The work also inspired academics, journalists, activists and human rights defenders to take up the issue. The work has formed the basis of further research into gendered land corruption.

Gender mainstreaming and sensitivity

The examples above are an illustration of gender-responsive actions. This approach can help achieve gender mainstreaming, defined below, which will ultimately improve the position of women.

Definitions

Gender sensitivity or **gender responsiveness** starts by understanding the unequal roles and power that society attributes to women and men. It includes deliberate efforts to improve the balance of power between women and men.

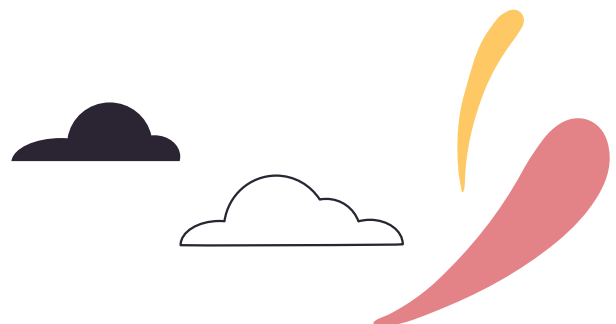
Gender mainstreaming means being gender sensitive in all aspects of one's work. For anti-corruption work, this means deliberate efforts to:

- * overcome the constraints imposed by women's current gender roles
- * find ways to improve things (e.g. by a mentoring programme), so that women fully benefit from equal rights

Gender blindness is the opposite of gender sensitivity – it means ignoring the differences between women's and men's social roles. Sometimes, the euphemism 'gender neutral' is used.

Gender mainstreaming and mentoring

APEC is committed to gender equality and gender mainstreaming. Our mentoring programme was initiated as a key strand in our overall gender mainstreaming policy. Mentoring not only helps mentees, mentors and the agency's day-to-day work, but is shown to improve gender equality at work.



How do I make mentoring work for me?

Q How do I make mentoring work for me?

Mentoring works best when you and your mentor commit to the programme, turn up to meetings, and trust and respect each other. It is important for you to be honest with your mentor.

Other things that help are:

- * understanding that you and your mentor may have quite different learning and working styles
- * ideas on your part about what you would like to achieve and what you feel may be stopping you
- * openness to new ways of doing things and different ways of working
- * complete confidentiality

Q What makes a good mentee?

Mentoring encourages people to identify and achieve their career goals, develop strengths and work on career development areas. A good mentee is open to change and may have some clear ideas about their career.

Helpful traits include:

- * understanding that you share responsibility for your learning
- * a willingness to prioritise, and to learn to become more self-directed
- * interest in improving your skill levels
- * willingness to actively participate in mentoring
- * trusting your mentor, and being open to new ideas, learning and advice from experienced people

Q What will I get from the mentoring programme?

What you may get from the programme will depend on you. Once you understand more about mentoring, you may like to list your own thoughts. What do you expect to get from mentoring? Appendix 1, which is just for your own records, may help you with this.

Workplaces can be confusing. Almost all women need help to find their way around and figure out how best to succeed. Senior mentors in our programme can open up more career options for you, because they tend to understand how things actually work.

In broader terms, mentoring research is plentiful. It shows that women in formal career mentoring programmes benefit in the following ways :

- * get a clearer view of how the organisation works and what their career paths could be
- * may earn more money, through better promotions; and/or
- * may achieve better job satisfaction

Mentoring can be especially helpful at times of change

- * You might be in a new role, or new to the agency.
- * You might want to move into a new role, and not be sure how to go about this.

Mentors can give you some thoughts and guidance about what is expected. You might both think about whether you have all the skills you need in your current job, or a new one; you may find ways to improve this.

Your mentor will not tell you what to do. However, they can help by listening, questioning and passing on expertise and experience. Together, you can determine what needs to happen for you to get where you want career-wise.



Confidentiality is a core aspect of any mentoring programme. Everything you discuss with your mentor is confidential. It is not shared with your manager, the Director or anyone else in your agency or outside. However, if you and your mentor both agree to share something more widely, you can choose to do so.

What is the process?



We will have a launch event, where you can meet your mentor and set up your first meeting time. Your mentoring relationship starts with you and your mentor committing to the mentoring programme. Otherwise, the first two monthly meetings are mostly a chance for you to get to know each other.

For the rest of the year, your meetings will be more structured. You and your mentor can agree on the format and the timing. Usually, meeting every six to eight weeks works well. We will have a wrap-up function in a year's time and that will be the time for you both to end the formal mentoring relationship.

Mentoring commitment

Your mentoring relationship is important and you need to meet your commitments. When you participate in meetings, you should be ready to discuss what you agreed at the last meeting. At the end of each meeting, take some time to reflect. Make enough time in your days to think about what you discussed, and to come up with some ideas for your next meeting. You are the one driving this relationship.

Appendix 2 includes a mentoring agreement, for you and your mentor to sign at the start. This helps both of you prioritise your commitment to the mentoring programme throughout the year.

Your first meeting

Your first meeting is a 'getting to know you' session, which may seem quite informal as you and your mentor exchange information about yourselves. This might cover your careers, but also your home situations, families and stories that have led you to this mentoring relationship. Appendix 3 gives you a format for approaching and preparing for this meeting.

Your subsequent meetings

The second meeting is a more focussed session, where you continue to get to know your mentor, and vice versa. However, you focus more on the tangible results you would like, and begin discussing an area where you would like to develop. Appendix 4 gives you a format for preparing for this meeting.

The meeting style that follows these first two sessions will depend on you and your mentor, but the format of the second meeting may be a useful framework.

Good goal-setting

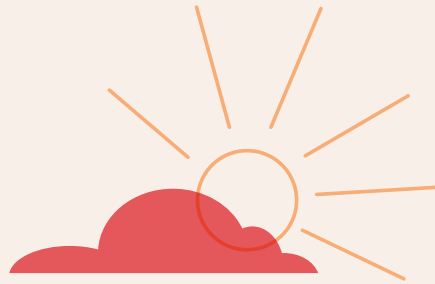
You and your mentor will set some goals in the first three months, although these often change during the year. As you go through the year, you need to be prepared to talk about these and discuss what sorts of things could help you achieve them. Appendix 5 includes some goal-setting hints.

Goal-setting requires a lot of thought, even though some goals (e.g. lead a fraud investigation), may be clear. This is an area where your mentor may be very helpful.

Some helpful hints are:

- * When setting objectives, try to make sure your goals are SMART, i.e. Specific, Measurable, Achievable, Realistic and Attached to a timeframe.
- * Goals need to be achievable. This means you need to have some control over outcomes, so focus on goals that you can at least influence.
- * Consider barriers to achieving these goals and actions you can take to overcome these.
- * Use active verbs, e.g. **participate** in one investigation and **draft** the report of initial findings.
- * Numeric goals are easy to measure, e.g. three investigations over the year, at least one 'exceeded expectations' assessment from my manager.

Questions? Just call our programme co-ordinator or talk with your mentor if you have any questions. Our co-ordinator is available at any time throughout the year and contact details are on the front of this handbook.



“Women mentors help educate, guide and support other women in business, but at the same time, they can help workplaces realise it’s ok if female employees have families.

Mentorship can help women achieve a work-life balance, and the flexibility to work remotely if need be. You’ll often find (women employees) give the extra mile if the boss is sympathetic or empathetic to having those family commitments honored.”⁸

Appendices

Appendix 1.

My mentoring expectations **ii**

Appendix 2.

Mentoring programme
commitment **iv**

Appendix 3.

Preparing for your first meeting **v**

Appendix 4.

Preparing for subsequent
meetings **viii**

Appendix 5.

My goals **xii**



Appendix 1. My mentoring expectations

<p>What is in this programme for me? ▶</p>	<hr/> <hr/> <hr/> <hr/>
<p>Why do I want a mentor? ▶</p>	<hr/> <hr/> <hr/> <hr/>
<p>What are my broad career goals? ▶</p>	<hr/> <hr/> <hr/> <hr/>
<p>What is my biggest challenge at work at present? ▶</p>	<hr/> <hr/> <hr/> <hr/>
<p>What is hindering me at work? ▶</p>	<hr/> <hr/> <hr/> <hr/>
<p>What would I define as success from this programme? ▶</p>	<hr/> <hr/> <hr/> <hr/>

<p>Are there barriers that will stop me from fully participating? ▶</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What are the boundaries of the relationship? ▶</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What does the mentor need to know about me and my circumstances? ▶</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How much do I want to know about my mentor? ▶</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What sort of support am I ideally seeking from my mentor? ▶</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Appendix 2. Mentoring programme commitment

The mentoring programme commitment

1. We agree that we will attend mentoring meetings as scheduled, and will prepare for each session as agreed at the previous meeting.
2. We will keep the content of our meetings confidential, and not share this content with others unless we both agree to do so.
3. We will work together to establish an open, respectful and trusting mentoring relationship.
4. Gender mainstreaming will be a key driver of our goals and activities during our mentoring programme. It is recognised as a significant aspect of our diversity goals. Respect for different cultural backgrounds, types of practice, age, gender, values and ways of thinking will be core to our mentoring process.
5. If we make commitments as part of this mentoring relationship, we will honour those commitments.
6. At the end of the mentoring programme in approximately one year, we will each evaluate the mentoring relationship against our established expectations. We will also participate in any organisation-wide evaluation of the mentoring programme.

SIGNED

MENTEE

MENTOR

Appendix 3. Preparing for your first meeting

AGENDA FOR MEETING 1	
Getting to know each other and agreeing on expectations	
Information about me ▶	What am I happy to share upfront about my career, family, values or other background? _____ _____ _____ _____
	What are work highlights and lowlights? _____ _____ _____ _____
	How do other people perceive me? _____ _____ _____ _____
Practical aspects of meeting ▶	Easiest way of meeting (if in-person meetings are not always possible) _____ _____ _____
	Contact outside formal meetings (how often, via Zoom, Google Hangouts, phone) _____ _____ _____

Getting to know each other and agreeing on expectations

Mentoring outcomes I have identified so far ▶

I would like to learn more about

I would like to develop more understanding of

I would like to achieve the following goals

Do I understand how the mentoring relationship works? ▶

Confidentiality?

How will I get feedback and/or advice?

What does my mentor expect from me?

Getting to know each other and agreeing on expectations

Other things I would like to know about ▶

Do I understand the boundaries of this relationship?

What other questions or concerns do I have?

Diarise next meeting and commit to my tasks ▶

When and how are we meeting next?

What do I need to do before our next meeting (see second meeting agenda)?

Getting into specifics

Be prepared to discuss in detail one of my goals or areas of interest ▶

Why am I interested in this topic?

What are my specific goals (or am I unsure)?

What sort of input would I like from my mentor about this?

Continued ▶

Getting into specifics

Listen and summarise your understanding ▶

I understand the following from our discussion:

It will be helpful if I do

I could see the following barriers to this

I can see these could be lessened or overcome if I do

Diarise next meeting and commit to my tasks ▶

When and how are we meeting next?

What do I need to do before our next meeting?

1. Goal (and type)	2. Detail
<p>Presentation skills (developmental)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Speaking in front of groups of people, including presentations about cases I am working on</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. Potential barriers	4. Achievement measure
<p>I do not enjoy talking in public and avoid this whenever I can</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Present to our team within six months</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

1. Goal (and type)	2. Detail
<p>Presentation skills (developmental)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Speaking in front of groups of people, including presentations about cases I am working on</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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